



## Standards, Resources, and Lesson Design

**Instructor:** Ann Bartelt

**Licensure Renewal Credit:** 1 credit

This course offered by MISIC and is approved for licensure renewal credit only upon successful completion of all the components. The course is not approved as credit toward an endorsement or new teaching authority. Transcripts and credit will be issued by MISIC.

This course is presented in a self-paced format. Participants, whether individually or as learning team, are expected to make reasonable progress through the components. In order to accommodate the participant's work schedule and professional setting, no due dates are attached to the individual components with the exception of the final due date.

**Dates:** July 1, 2024 – June 30, 2025

### Course Description (Overview of Course)

Intentional planning is essential to developing quality curriculum and effective instruction. Planning starts with a deep understanding of disciplinary/content standards established by the Department of Education and/or national professional organizations. MISIC has vetted resources to assist with both learning the standards and developing lessons and units. Two essential characteristics of quality instruction are clarity of lesson design and intentional lesson closure strategies. Implementing these instructional elements based upon the curriculum standards leads to student success.

### School Improvement Rationale (School data that indicates a need for this course).

Content standards are the foundation for all teaching and learning decisions. The most recent disciplinary standards adopted by the Department of Education or national professional organizations are significantly different from previous standards. Developing a deep understanding of the standards through vetted resources will lead to effective instruction.

### Expected Outcomes: The learner will be able to...

Those who complete all components of the course will be able to:

- Explain the philosophy, organization, and major elements of your content standards
- Utilize quality professional resources to deepen understanding of the standards
- Utilize quality resources in making curricular and instructional decisions
- Develop lessons that emphasize clarity of learning intentions throughout the lesson
- Develop lessons that include purposeful closure activities

*Note: Success criteria for each component are identified for each micro-credential component below.*

Micro-Credential Component	Micro-Credential Description	Hours
<p><u>Understanding your Content Standards</u></p> <p>Participant will choose <u>one</u> from among the following:</p> <ul style="list-style-type: none"> <li>➤ Understanding the ELA Standards</li> <li>➤ Understanding the Math Standards</li> <li>➤ Disciplinary Core Ideas: The Content of Next Generation Science Standards</li> <li>➤ Understanding Iowa Social Studies Standards</li> <li>➤ Understanding your Content Standards (for visual arts, music, PE, health, world languages, CTE, FCS)</li> </ul>	<p>Curricular and instructional planning starts with a deep understanding of disciplinary/content standards. The participant will be able to articulate the content standards to students and parents, utilize the progressions in planning, and base unit and lesson planning on the standards.</p>	<p>3</p>
<p><b>Success Criteria for this micro-credential:</b></p> <ul style="list-style-type: none"> <li>• Create a parent-friendly brochure to educate your families about the standards for your classroom.</li> </ul>		
Micro-Credential Component	Micro-Credential Description	Hours
<p><u>Exploring Content Resources</u></p> <p>Participant will choose <u>one</u> from among the following:</p> <ul style="list-style-type: none"> <li>➤ Exploring the Top MISIC Literacy Resources</li> <li>➤ Exploring the Top MISIC Math Resources</li> <li>➤ Exploring MISIC’s Top Content Resources (for social studies, science, visual arts, music, PE, health, world languages, CTE)</li> </ul>	<p>Content standards have changed significantly in the past few years, and it is imperative teachers understand them deeply in order to plan and deliver quality units of instruction. In this micro-credential, you will explore the many tools and resources MISIC has researched and vetted to assist teachers in building their understanding and planning for instruction.</p>	<p>3</p>
<p><b>Success Criteria for this micro-credential:</b></p> <ul style="list-style-type: none"> <li>• Identify resources you will integrate into classroom instruction and explain why you chose those resources. Further identify resources you <u>may</u> use and a resource that likely will not be used.</li> </ul>		

Micro-Credential Component	Micro-Credential Description	Hours
Providing Clarity in Lesson Design and Delivery	Teacher clarity has an effect size of 0.75 (Hattie, 2009), equivalent to two years' worth of growth for a year in school. Clarity of purpose is established and learning is successful when a teacher and a student are in agreement about what is to be learned and how both of them will know when intended learning has occurred.	4
<p><b>Success Criteria for this micro-credential:</b></p> <ul style="list-style-type: none"> <li>Using current lesson plans for a minimum of 5 consecutive days in any content area demonstrate the changes, revisions, and/or modifications made to provide clarity of learning intentions and success criteria.</li> </ul>		
Micro-Credential Component	Micro-Credential Description	Hours
Lesson Design: Closure	Providing an intentional opportunity for closure to a lesson or lesson element offers a valuable opportunity for student reflection, deeper learning, and formative assessment. With this micro-credential, teachers will learn how they know, through student responses, how students are responding to the instruction and where to go next in terms of "What do I want students to learn?" "How do I know they're learning?" "What do I do if they've learned it?" "What do I do if they haven't learned?"	5
<p><b>Success Criteria for this micro-credential:</b></p> <ul style="list-style-type: none"> <li>Submit 8 daily lesson plans that include the lesson objective with an outline or bulleted list of learning activities showing where closure(s) occur. Include a short reflective paragraph for each closure which describes why/how the closure is purposeful, as well as the intended effect of the closure for students.</li> <li>Submit 3 video clips (no more than 5 minutes each) from your choice of the 8 lessons above, capturing students and their responses to the closure, accompanied by a short reflective paragraph in which you explain how students responded to the closure, and where you planned to go next with this particular lesson as a result.</li> </ul>		

## Iowa Teaching Standards

Check which number(s) of the Iowa Teaching Standards that connect to the work defined in this course:

- ✓ Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.
- ✓ Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position
- ✓ Standard 3: Demonstrates competence in planning and preparing for instruction.
- Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.
- Standard 5: Uses a variety of methods to monitor student learning.
- Standard 6: Demonstrates competence in classroom management.
- ✓ Standard 7: Engages in professional growth
- Standard 8: Fulfills professional responsibilities established by the school district.