



## Teaching with Text

**Instructor: Ann Bartelt**

**Licensure Renewal Credit: 1 credit**

This course is 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)

A critical element of college and career readiness is students' experience with complex texts. This experience is specifically addressed in the literacy shifts of the Literacy standards that require students to have regular practice with a wide range of texts worthy of deep learning. Well-selected informational texts provide both content knowledge and models of disciplinary reading and writing skills. In this course, learners will learn how to assemble a text set that includes appropriately complex texts that address both content learning targets and literacy standards.

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

All K-12 teachers are required to address the literacy standards, including literacy in history/social studies, science, and technical subjects. The college and career readiness anchor standards for reading include the skill of reading and comprehending literary and informational texts independently and proficiently. A survey of schools indicates that professional learning of the instructional shifts of literacy as well as college and career readiness are both a school goal and a staff need.

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

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

- Explain the importance of text complexity to college and career readiness
- Determine appropriate informational texts for instructional use based upon text complexity, structure, and content
- Identify key criteria in selecting texts, including attention to academic vocabulary
- Assemble a text set that teaches the knowledge, skills and understandings that teachers want students to know

Micro-Credential Component*	Micro-Credential Description	Hours
Text Complexity	A critical element of college and career readiness is students' experience with complex texts. Learn how to define and identify appropriately complex texts and how to apply three measures of text complexity to texts under instructional consideration.	5
<b>Success Criteria for this micro-credential:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> The learner will be able to use the Protocol for Measuring Text Complexity to analyze 3 selected texts.</li> <li><input type="checkbox"/> The learner will be able to justify the selected texts as appropriate for college and career readiness.</li> </ul>		
Micro-Credential Component*	Micro-Credential Description	Hours
Using Informational Text	Well-selected informational texts provide both content knowledge and models of disciplinary reading and writing skills. Learn how to select a range of texts for units of instruction that address both content learning targets and literacy standards.	5
<b>Success Criteria for this micro-credential:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> For a selected instructional unit, the learner will be able to develop a text inventory that identifies the critical elements of each informational text.</li> <li><input type="checkbox"/> Using the college and career readiness standards, the learner will be able to evaluate the texts for appropriate complexity and range.</li> </ul>		
Micro-Credential Component*	Micro-Credential Description	Hours
Creating Text Sets	The literacy shifts of the literacy standards require students to have regular practice with a range of texts worthy of deep learning. Learn about the wide variety of texts available for instruction and how to assemble a text set that will provide what students need to build content knowledge and literacy skills.	5
<b>Success Criteria for this micro-credential:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> The learner will be able to define 'text set' and assemble one that <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teaches the knowledge, skills and understandings that you want your students to know.</li> <li><input checked="" type="checkbox"/> Represents attention to greater exposure to informational text as well as other literacy shifts of the new ELA/Literacy Standards.</li> <li><input checked="" type="checkbox"/> Provides the level of complexity necessary to build college and career readiness.</li> </ul> </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.

## Iowa Leadership Standards

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

- Standard 1: An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)
- ✓ Standard 2: An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)
- Standard 3: An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)
- Standard 4: An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)
- Standard 5: An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)
- Standard 6: An educational leader promotes the success of all students by understanding the profile of the community and responding to, and influencing the larger political, social, economic, legal and cultural context. (Societal Context)