



## Professional Development Course Title:

### Building Professional Capacity in a Time of Change

Licensure Renewal Credit Hours 1

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## Facilitator/Instructor(s)

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## Course Description

This course addresses the evolving needs of teachers and administrators as they respond to the ever-changing nature of our educational system during a time of political strife, a global pandemic, and natural disasters experienced at an unprecedented scale. Through all of this, the desire for our children to have a quality education has never been greater; with this comes a critical need for professional support. This course will facilitate professional learning by providing information from experts in the field, implementing research-based strategies, and using vetted resources for

- Making the shift to blended and remote or online learning as required for our health and safety
- Responding to the social and emotional needs of students, their families, and school staff affected by the added stress of current events
- Leading in a time of uncertainty, confusion, and change

The first area of focus provides support for educators who must implement a means of instruction that may be very unfamiliar. The global pandemic and natural disasters have forced districts to move from the brick and mortar classroom to students learning from home. Blended and remote learning demand educators learn new ways of effectively facilitating student learning. Through an effective professional development system and with quality resources, teachers can become skilled at lesson planning, engaging students, managing classroom routines and procedures, and assessing student work in a changing environment.

The second focus area is on social and emotional learning tools and strategies for developing a positive school culture, understanding trauma, and educator self-care. Integrating SEL with instructional practices and academic content is a priority in a time of uncertainty and confusion. This integration teaches critical social competencies necessary for academic and life success such as resiliency, self-management, and responsible decision-making skills. The development of these skills has shown overall positive results, including better academic performance, improved attitudes, behaviors and relationships with peers, as well as a deeper connection to school, fewer delinquent acts, and reduced emotional distress ([CASEL SEL Impact](#)).



The third area of focus is on educational leadership in a time of change. With the stress of the global pandemic and the political discord our country is experiencing, school leaders can effectively manage change with support and resources. School leaders need to understand the dynamics of change in order to respond effectively. School administrators and teacher leaders can learn the key dimensions of leadership that are crucial in accomplishing school goals, even in the most difficult conditions. (Fullan, M.G. 2020. *Leading in a culture of change*. 2<sup>nd</sup> ed. Hoboken, NJ, Jossey-Bass).

### Course Outcomes

Participants will know, understand, and/or be able to...

- Create a remote learning community that encourages positive social interaction and active engagement for every student
- Use digital tools and resources to maximize learning
- Select strategies to engage students in varied learning experiences that recognize and accommodate learner differences and needs
- Identify and understand the social and emotional needs of students
- Implement instructional strategies that engage students in a caring, safe, and supportive environment, whether in a brick and mortar or online classroom
- Understand the key principles of leading change
- Develop and implement change strategies that support the educational environment

### Schedule and Delivery

Note: 15 collaborative learning hours are required for each credit offered

Webinar Component Quarterly Meetings	Webinar Description Quarterly Meetings	Hours
<p>Four (4) webinar meetings are scheduled throughout the year with a focus on remote instruction, social and emotional learning, and school leadership. Webinars will be held 9:00-10:30 a.m. via Zoom. An optional networking session will follow from 10:30-11:00. All sessions will be recorded.</p> <p>Participants must register for the zoom sessions as an indication of course involvement. <u>Sessions must be viewed within one week of the webinar date.</u></p> <ul style="list-style-type: none"> <li>• October 22, 2020</li> <li>• December 17, 2020</li> <li>• February 18, 2021</li> <li>• April 15, 2021</li> </ul>	<p>Webinar content will include</p> <ul style="list-style-type: none"> <li>• Remote and online instruction best practices</li> <li>• Digital tools for quality instruction</li> <li>• Accommodating learner differences and needs in a remote environment</li> <li>• Understanding the social and emotional needs of students in a time of extreme change</li> <li>• Research-based tools and strategies for implementing social and emotional learning in the classroom</li> <li>• Understanding the principles of change leadership</li> <li>• Strategies for affecting positive change in a time of stress</li> </ul>	<p>6</p>



**Success Criteria for the quarterly meetings component:**

Participants must complete a reflection for each of the webinars. In three paragraphs, submitted within 10 days of the webinar date, specifically address the following

- Here's what I learned
- So what this means to me and my position
- Now what I will do with what I learned

**SELECT ONE OF THE FOLLOWING FOUR CHOICES TO COMPLETE THIS COURSE**

<p><b>#1 Choice:</b> SEL and Cultural Diversity Conference April 12, 2021</p>	<p>Strengthen your skills in supporting the social-emotional learning needs of all students and in helping yourself and your staff engage in self-care strategies.</p>	<p>Conference attendance: 6 hrs. <u>Reflections &amp; Action Plan: 3 hrs.</u> Total: 9 hrs.</p>
<p><b>#2 Choice:</b> Remote Learning Conference April 19, 2021</p>	<p>Learn from educators sharing their experiences and develop new strategies and skills for remote teaching and online learning. Strands for the conference include</p> <ul style="list-style-type: none"> <li>• Remote lesson design</li> <li>• Keeping students engaged</li> <li>• Building and maintaining relationships</li> <li>• Communicating with parents</li> <li>• Helping students with special needs</li> <li>• Administrative planning</li> <li>• Supporting students and staff</li> </ul>	<p>Conference attendance: 6 hrs. <u>Reflections &amp; Action Plan: 3 hrs.</u> Total: 9 hrs.</p>

**Success Criteria for a conference choice:**

1. Write a reflection paragraph for each session attended at the conference, including the keynote and luncheon speakers. Label each paragraph with the session title and presenter(s). Each reflection paragraph should specifically address the following

- Here's what I learned
- So what this means to me and my position
- Now what I will do with what I learned

2. The action plan is a description of how you will implement what you have learned from the conference. It may be written in any format appropriate for you. At a minimum, the plan must include

- Goal or objective: what you plan to achieve or accomplish with implementation of your learning
- Action steps: a listing of a minimum of 3 steps describing what you will do, including a timeline
- Assessment or measurement plan: a description of how you will know you have attained the goal or objective

The reflections and action plan are due fourteen days following the conference.



<p><b>#3 Choice</b>  <i>Leading in a Culture of Change</i> Book Study  <a href="#">See attached detail of book study component.</a>          To be completed by May 14, 2021</p>	<p>Book study content will include</p> <ul style="list-style-type: none"> <li>• Understanding the key principles of leading change</li> <li>• Developing and implementing change strategies that support the educational environment</li> </ul> <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Read <i>Leading in a Culture of Change</i></li> <li>• Keep a reading log in which you will respond to the Think About Questions for each part of the book</li> <li>• Prepare a short (<math>\leq 5</math> minutes) video presentation as a final reflection that addresses the participant's application of the 5 components of leadership as described in the book</li> </ul>	<p>9 Hours</p>
<p><b>Success Criteria for the book study component:</b></p> <ol style="list-style-type: none"> <li>1. Submits a reading log which answers each of the six Think About questions with a clearly detailed discussion.</li> <li>2. Submits a short (<math>\leq 5</math> minutes) video presentation that addresses the five components of leadership and how the participant is applying these principles in his/her professional practice.</li> </ol>		



<p><b>#4 Choice</b></p> <p>Select any TWO micro-credentials in the Social and Emotional Learning category and/or the Remote Learning category. See the <a href="#">MISIC catalog</a> for a complete description of each micro-credential.</p> <p>You may choose one from each category or two from one category.</p>	<p><b>Social and Emotional Learning:</b></p> <p>These micro-credentials focus on the need for and the value of social and emotional learning (SEL) and implementation of SEL strategies. Understanding the “why” and the “what” of SEL are the foundation for specific instructional strategies that help students establish the five competencies of SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Just as any instructional program should be evaluated, SEL can be measured with tools carefully selected to meet the school’s program needs.</p> <p><b>Remote Learning:</b></p> <p>Teachers can learn the knowledge and develop the skills to effectively support learning while students are away from the classroom. This includes making the shift to remote learning, planning and facilitating effective lessons, engaging students in their online learning, managing “classroom” routines, procedures, and expectations, and curating and organizing resources. Choose from seven micro-credentials that address different facets of remote teaching and learning, from making the shift to online learning to establishing netiquette, to selecting resources. Consider your experience and needs regarding remote teaching and learning and choose what is best for you.</p>	<p>9</p>
<p><b>Success Criteria for micro-credentials</b></p> <p>Micro-credentials require implementation of instructional strategies, or application of learning to the classroom, as well as a reflection. See each individual micro-credential for a complete description of the success criteria.</p> <p>Micro-credential work must be completed by May 14, 2021.</p>		



## Successful Course Completion and Evidence of Learning

### For the Quarterly Webinar Meeting sessions:

- Reflection paragraph for each quarterly meeting session (Oct 22, Dec 17, Feb 18, Apr 15). Assessed on quarterly webinar reflection rubric.
  - Here's what I learned: the key learnings from the session
  - So what this means to me in my position: why/how this is important to me OR How what I learned in this session makes me think differently
  - Now what I will do with what I've learned

### Completion of one of the following:

- Full SEL & Cultural Diversity Conference attendance April 12, 2021, from 8:30-12:00 & 12:30-3:00, plus three hours of post conference reflections and action planning. Due April 26, 2021.
- Full Remote Learning Conference attendance April 19, 2021 from 8:30-12:00 & 12:30-3:00, plus three hours of post conference reflections and action planning. Due May 10, 2021.
- Leading in a Culture of Change book study completion. Due May 14, 2021.
- Complete two micro-credentials on Remote Learning and/or Social-Emotional Learning. Due May 14, 2021.

### For a Conference choice:

- Reflection paragraphs for each conference session will be assessed with the conference reflection rubric: content (all 3 elements are included in each paragraph for each session labeled with title and presenter), detail, and clarity.
  - Here's what I learned: the key learnings from the session
  - So what this means to me in my position: why/how this is important to me OR How what I learned in this session makes me think differently
  - Now what I will do with what I've learned
- Action plan will be assessed with the action plan rubric. All three elements are clearly detailed: goal/objective, action steps, assessment/measurement

### For the Book Study choice:

- Each of the answers for the six Think About questions will be assessed with the book study rubric: clearly detailed responses specifically address the question.
- Short ( $\leq 5$  minutes) video presentation will be assessed with the presentation rubric: content must include the five components of leadership and how the participant is applying these principles in his/her professional practice.

### For the Micro-credential choice:

- Each micro-credential will be assessed by its specific rubric.



### **Course Policies**

- Four webinar sessions must be viewed within one week of the date of the webinar.
- Webinar reflections must be received within ten days of the date of the webinar.
- Selected conference (1) must be attended in full OR book study must be completed OR micro-credentials must be completed.
- Conference reflections and action plan must be submitted fourteen days following the selected conference.
- Book study or micro-credentials must be completed by May 14, 2021.
- Any additional time needed beyond the due dates must be approved prior to the due date by contacting Jamie at MISIC ([jamie@misiciowa.org](mailto:jamie@misiciowa.org)).

### **Course Submissions**

Submit course reflections to MISIC ([jamie@misiciowa.org](mailto:jamie@misiciowa.org)). A transcript suitable for the BOEE will be sent upon successful completion of the course requirements.