



**MISIC Professional Development Course Title: *Focus on What Matters for Student Success: Critical Issues in Education***

Licensure Renewal Credit Hours 1

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**Facilitator/Instructor(s)**

Note: Facilitators/instructors are not eligible for licensure renewal credit for this course.

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**Course Description**

Every year teachers, school leaders, and students face critical issues that impact learning. Too often, education has been a dumping ground for criticism of educators who are tasked with feeding children when they come in hungry, teaching content to achieve core standards, and, at the same time, practicing school safety drills to protect themselves from the next shooter or clearing a classroom to protect children from a highly distraught peer.

Three issues are at the forefront for educators this year: social-emotional learning, state accountability for student academic progress, and writing as learning, in the wake of increased use of artificial intelligence tools.

- Social-emotional learning is about teaching students about empathy and how to self-regulate their behavior so they can better deal with stress and anxiety.
- State academic testing data offers valuable insights into both individual and school achievement levels and can guide teachers' in adjusting coursework to improve student success.
- Writing instruction teaches students how to use writing as a tool for learning. Writing serves as a key indicator of students' thinking and understanding in all content areas. Once a student has gained foundational writing skills, they can appropriately apply them to artificial intelligence tools.

(DeWitt, P. *Eleven critical issues facing educators in 2023*. 12.04.2022. Accessed on 09-07-2023 at <https://www.edweek.org/teaching-learning/opinion-11-critical-issues-facing-educators-in-2023/2022/12>).

Overall, the future of education is promising, but there are many challenges that must be faced in order to ensure that all students receive the best possible education. In this course, appropriate for school leaders and faculty, you will explore three critical issues addressed by guest speakers and MISIC staff and receive resources, tips, and strategies to overcome the challenges and create a setting where students can thrive.



The participant will attend and/or view the quarterly webinars that comprise this course. The webinars will provide information, tool, strategies, and resources to address the critical issues facing educators and focus on what matters for student success. The webinars will be recorded and available for viewing.

- September 26, 2023
- November 21, 2023
- February TBD, 2024
- April TBD, 2024

### **Course Outcomes**

Participants will gain the knowledge, tools, and resources to

- Teach students tools and strategies to achieve social-emotional health.
- Guide students in self-regulation processes so that they can better monitor and manage their emotions.
- Use student achievement data to inform teaching and learning priorities.
- Implement writing-as-learning strategies in their classrooms to impact student thinking
- Guide students in appropriately using artificial intelligence tools in their learning

### **Schedule and Delivery**

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

The participant will attend live and/or view the recording of the four quarterly webinars (8 hours):

- September 26, 2023, 9:00-11:00 am
- November 21, 2023, 9:00-11:00 am
- February TBD, 2024, 9:00-11:00 am
- April TBD, 2024, 9:00-11:00 am

For each of the webinars, the participant will submit an individual report that addresses the following four topics (7 hours):

- What - A thorough explanation of what I learned or relearned
- So what – An analysis of why/how this is important to me OR how what I learned in this session makes me think differently
- Now what – A description of the actions I plan to take as a result of my learning within the next 2 weeks
- Then what – A report of the results of the actions taken. What were the outcomes?

Reports must be submitted within twenty days following the webinar date. They may be a word document or a google doc.



### **Successful Course Completion and Evidence of Learning**

Successful course completion and evidence of learning includes:

- Attend the selected quarterly webinar from 9:00-11:00 or view the quarterly webinar within three days.
- Submit report document within 20 days of the webinar date.
- Report document must include:
  - Here's what I learned: my key learning.
  - So what - why/how this is important to me OR How what I learned in this workshop makes me think differently.
  - Now what – A description of the actions I plan to take as a result of my learning within the next 2 weeks.
  - Then what – A report of the results (outcomes) of the actions taken.
- Report paragraphs will be assessed with the report rubric: content (all 4 elements are included), detail, and clarity.

### **Course Policies**

- Attendance (or viewing) for the webinar for the time scheduled.
- Reports are due within twenty days of the webinar date.
- 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 work and 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.