



MISIC Professional Development Course Title: Together We Achieve More Improving Instruction, Impacting Learning 2024-2025

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

This course addresses the needs of Iowa school districts and staff as they respond to legislative and Department of Education changes and updates that impact instruction and learning in their classrooms. While the desire for and work toward our children receiving a quality education has never wavered, the requirements and support have shifted, compelling districts to be both well-informed and pro-active in the selection and delivery of professional learning.

Furthermore, it is critical that districts continue to embrace the key element of collaboration in teacher development. The [National Institute for Excellence in Teaching](http://NIET.org) (NIET.org) emphasizes that “educational excellence doesn’t happen in a silo.” When teachers collaborate, they can refine their own thinking and hone complex instructional practices that are most effective with all students. “Together we achieve more” is not just a slogan; it is a way of being for educators.

This course will facilitate professional learning by providing information from experts in the field, implementing research-based strategies, and using vetted resources for

- The Science of Reading, in response to state code 279.68, effective July 1, 2024
- The Iowa Academic Standards for Mathematics, adopted April 29, 2024
- The Iowa Statewide Assessment of Student Progress, approved into law March 28, 2018

Participants in this course will be able to select workshops most relevant to their professional growth, instruction, and impact on student learning. Following the workshops, they will have choices. Participants may choose to collaboratively develop an action plan to implement what they have learned, reflect upon that learning, and make future adjustments to improve their professional practices. Or participants may choose to complete a related micro-credential.

The Science of Reading recognizes the most scientifically based “what” and “how” of teaching reading and writing. These components have the most evidence for impacting learning outcomes for typical learners, learners with disabilities, and those at risk for reading concerns. The Science of Reading is evolving and dependent on continued scientifically based reading research. Teaching based on the Science of Reading is not a one-size-fits-all approach. The effectiveness of instruction based on the



Science of Reading is dependent on responsive teaching and using data regularly to ensure instruction is having the expected impact.

The Iowa Academic Standards for Mathematics outline the knowledge, skills, and understandings that students should know and be able to do because of their mathematical instruction and experiences. These standards rigorously demand a delicate balance of conceptual understanding, procedural fluency, and real-world application. The standards will equip students with the proficiency needed for transitions into postsecondary education and the workforce.

The Iowa Statewide Assessment of Student Progress (ISASP) is the summative accountability assessment for all Iowa students that meets the requirements of the federal Every Student Succeeds Act (ESSA). The test was developed by Iowa Testing Programs (ITP) at the University of Iowa as per the Iowa Legislature ([HF 2235](#)) and was first administered in the spring of 2019. The ISASP is aligned to the Iowa Core academic standards and accurately describes student achievement and growth.

Course Outcomes

Course outcomes are specific to the participant's choice of study. Participants will be able to...

Science of Reading

1. Explain what the science of reading is and why it is important.
2. Identify the five pillars of reading instruction named by the National Reading Panel.
3. Explain the commonly referenced frameworks or models of reading that illustrate the complexity of how students learn to read and identify the components necessary to develop skilled readers: the Simple View of Reading and Scarborough's Rope
4. Determine which of your instructional practices can be changed and/or modified to align reading instruction with the science of reading and a structured literacy approach to teaching reading.

ISASP Constructed Response

1. Develop a constructed response teaching lesson based on ELA/Literacy standards and shifts.
2. Model for students how to analyze a writing prompt in conjunction with a constructed response rubric.
3. Instruct lesson(s) on the writing of a constructed response.
4. Assess students' constructed response writing with a rubric.
5. Provide the rationale for a scored response.

ISASP Understanding Your Results Data Analysis

1. Use your understanding of the alignment between the Iowa Core Standards and the Iowa State Assessment of Student Progress (ISASP) to influence curricular decisions.
2. Use the Interpretive guidelines for test results to identify achievement levels.
3. Identify accurate targets for instruction that are aligned to the ISASP.
4. Understand question item types on the ISASP and how to provide practice for students on new question types.
5. Set realistic goals for student learning based upon summative test results.



Implementing the Math Standards

1. Understand and apply the mathematical standards domain progressions and clusters in planning and teaching.
2. Apply the mathematical shifts in learning opportunities for students.
3. Implement mathematical teaching strategies that fulfill the mathematical standards and shifts.
4. Apply vetted resources to enhance instructional planning and delivery.

Collaboration

1. Engage in a collective process aimed toward student learning needs.
2. Establish collaborative routines that include learning together, planning, analyzing results, and making modifications for next steps in the teaching cycle.

Schedule and Delivery

Note: 15 collaborative learning hours are required for each credit offered.
 Participants may choose from the following license renewal credit options:

Workshops	License Renewal Credit Options
<p>Science of Reading for School Leaders September 24, 2024, 9:00-2:00 (4.5) City Church, Ames IA</p>	<p>Option #1 for Science of Reading Credit</p> <ul style="list-style-type: none"> • Attend any two Science of Reading workshops (9.5hours) <u>and</u> • Complete the reflection within two days of each workshop (1.0 hour) <u>and</u> • Complete an action plan (4.5 hours) <p>Due <u>two</u> weeks after the second workshop One LRC, \$35 fee</p>
<p>Putting the Science of Reading into Action Grades K-2 October 22, 2024, 9:00-2:30 (5)</p>	
<p>Putting the Science of Reading into Action Grades 3-5 October 24, 2024, 9:00-2:30 (5)</p>	<p>Option #2 for Science of Reading Credit</p> <ul style="list-style-type: none"> • Attend any <u>one</u> Science of Reading workshop (4.5-5.0 hours) <u>and</u> • Complete the reflection within two days of the workshop (0.5 hours) <u>and</u> • Complete the micro-credential What is the Science of Reading and Why Does It Matter? (9.5-10 hours) <p>Due <u>four</u> weeks after the attended workshop One LRC, \$80 fee</p>
<p>Putting the Science of Reading into Action Grades 6-12 Date to be determined, 9:00-2:30 (5)</p>	



Workshop	License Renewal Credit Options
<p>Using ISASP Data October 10, 2024, 9:00-3:00 (5.5)</p>	<p>Option #1 for ISASP Credit</p> <ul style="list-style-type: none"> Attend the ISASP workshop (5.5 hours) <u>and</u> Complete the reflection within two days of the workshop (0.5 hours) <u>and</u> Complete Understanding Your ISASP Results Tasks (9 hours) <p>Due November 8 One LRC, \$80 fee</p> <hr/> <p>Option #2 for ISASP Credit</p> <ul style="list-style-type: none"> Attend the ISASP workshop (5.5 hours) <u>and</u> Complete the reflection within two days of the workshop (0.5 hours) <u>and</u> Complete the micro-credential Capturing Learning in a Constructed Response (9 hours) <p>Due December 13 One LRC, \$80 fee</p>
Workshop	License Renewal Credit Options
<p>Implementing the Math Standards November 4, 2024, 9:00-3:00 (5.5)</p>	<p>Option for Implementing the Math Standards</p> <ul style="list-style-type: none"> Attend the Math workshop (5.5 hours) <u>and</u> Complete the reflection within two days of the workshop (0.5 hours) <u>and</u> Complete any <u>two</u> MISIC math micro-credentials (9 hours) <p>Due January 20 One LRC, \$80 fee</p>
<p>Another Option Combining Workshops of Different Topics</p> <ul style="list-style-type: none"> Attend any two workshops from our 2024-2025 workshop offerings (SoR, ISASP, Math) (9.5 to 11 hours) <u>and</u> Complete the reflection within two days of each workshop (1.0 hour) <u>and</u> Complete an action plan (3 to 4.5 hours) <p>Due <u>two</u> weeks after the second workshop One LRC, \$35 fee</p>	



Successful Course Completion and Evidence of Learning

Participants will complete the credit requirements as listed in the schedule and delivery table.

- Full attendance at the selected workshop(s).
- Reflection for each workshop attended.
- Action plan following any two workshops OR
- Completion of micro-credential(s) following one workshop

Meeting the course outcomes will be assessed by a rubric for each element. The rubrics are linked in the schedule and delivery table.

- Reflection
- Action plan
- Micro-credential

Course Policies

- Workshop attendance must be for the complete scheduled time.
- Due dates for the reflection, action plan, and micro-credentials must be met.
- Contact jamie@misiciowa.org for any concerns about meeting these due dates.

Course Submissions

Submit course work and reflections to MISIC (jamie@misiciowa.org) along with the licensure renewal credit fee, payable to MISIC, as listed on the schedule and delivery table.

- Attendance at two workshops for one credit is a \$35 fee.
- Attendance at one workshop with a micro-credential for one credit is a \$80 fee.

A transcript suitable for the BOEE will be sent upon successful completion of the course requirements.