



MISIC Professional Development Course Title: From Standards to High Quality Instruction

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.

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

- The Iowa Academic Standards for Mathematics, adopted April 29, 2024
- The Iowa Academic Standards for Science, adopted May 8, 2025
- The Science of Reading, in response to state code 279.68, effective July 1, 2024

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.

Math for Every Learner: Balancing Rigorous Instruction with Tiered Support will examine how teachers can maintain high expectations while also supporting students who struggle. Participants will explore the intersection of high-quality Tier 1 instruction and effective Tier 2/3 interventions and examine what makes instruction "high-quality" in today's classrooms. They will gain practical, evidence-based strategies for both whole-group instruction and targeted small group interventions.



From Standards to Sensemaking: Designing Coherent Science Learning will explore what meaningful alignment to Iowa's new Academic Standards for Science looks like in practice. The participants will learn how to design coherent, phenomenon-driven instruction that supports sustained student sensemaking. Through classroom examples and practical strategies, participants will examine key instructional shifts and leave with tools to create connected learning experiences that help students actively construct and apply scientific understanding.

Supporting Struggling Adolescent Readers - Building the Skills That Make Understanding Possible will explore how strengthening foundational reading skills helps adolescents move beyond decoding words to truly comprehend complex text. Participants will examine the role of decoding automaticity, vocabulary development, and fluency in building strong adolescent comprehenders and experience practical instructional routines designed for older students. Participants will leave with ready-to-go strategies they can implement immediately to support adolescent readers on the path to deeper understanding.

Course Outcomes

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

Math for Every Learner

1. Identify and implement high-quality Tier 1 instruction in mathematics.
2. Understand what makes an effective Tier 2/3 interventions for students and implement those strategies in the classroom.
3. Apply evidence-based strategies for both whole-group instruction and targeted small group interventions in the classroom.

From Standards to Sensemaking

1. Understand and apply the key instructional shifts in the updated Iowa Academic Standards for Science.
2. Implement scientific teaching strategies to design coherent, phenomenon-driven instruction that supports sustained student sensemaking.
3. Apply vetted resources to create connected learning experiences that help students actively construct and apply scientific understanding.

Supporting Struggling Adolescent Readers

1. Understand the foundational reading skills needed to help adolescents move beyond decoding words to truly comprehend complex text.
2. Implement classroom strategies to strengthen decoding automaticity, vocabulary development, and fluency for adolescent students in the classroom.
3. Apply vetted resources to support struggling adolescent readers.

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	
<p>Note: 15 collaborative learning hours are required for each credit offered. Participants may choose from the following license renewal credit options:</p>	
Workshop	License Renewal Credit Options
<p>Math for Every Learner: Balancing Rigorous Instruction with Tiered Support April 27, 2026, 9:00-3:00 (5.5 Hours) City Church, Ames IA</p>	<p>Option for Mathematics Instruction:</p> <ul style="list-style-type: none"> Attend the Math for Every Learner Mathematics 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 May 22 One LRC, \$80 fee</p>
Workshop	License Renewal Credit Options
<p>From Standards to Sensemaking: Designing Coherent Science Learning April 28, 2026, 9:00-3:00 (5.5 Hours) City Church, Ames IA</p>	<p>Option for Science Instruction:</p> <ul style="list-style-type: none"> Attend the From Standards to Sensemaking 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 Science micro-credentials (9 hours) <p>Due May 22 One LRC, \$80 fee</p>
Workshop	License Renewal Credit Options
<p>Supporting Struggling Adolescent Readers - Building the Skills That Make Understanding Possible April 29, 2026, 9:00-3:00 (5.5 Hours) City Church, Ames IA</p>	<p>Option for Literacy Instruction:</p> <ul style="list-style-type: none"> Attend the Supporting Struggling Adolescent Readers 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 Teaching Word Recognition in the Upper Grades: Advanced Phonics Skills Needed to Support Reading Comprehension (9 hours) <p>Due May 22 One LRC, \$80 fee</p>



Another Option Combining Workshops of Different Topics

- Attend any two workshops from our Spring 2026 workshop offerings (Math, Science & Literacy) (11.0 hours) and
- Complete the [reflection](#) within two days of each workshop (1.0 hour) and
- Complete an [action plan](#) (3.0 hours)

Due two weeks after the second workshop
One LRC, \$35 fee

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 micro-credential(s) for one credit is a \$80 fee.

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