Professional Development Modules

The modules in PD Center promote and support the components of Charlotte Danielson's *The Framework for Teaching Evaluation Instrument* in terms of what teachers should know and be able to do in their profession. Each of the five titles in the cycle addresses the main sections within the course, beginning with Question and ending with Apply. Each module offers evidence-based research, practical classroom examples, opportunities for practice, formative and summative assessments, and additional tools and resources designed to improve teacher practice, explore effective teaching, and foster student achievement.

Course Catalog

The **Course Catalog** offers a drill-down feature where teachers can choose a domain and preview all modules (by component) related to that domain. For example:

Teaching Frameworks	
⊞ Charlotte Danielson: The Framework for Teaching	
Domain	
⊟ Planning and Preparation	14 Course(s)
Component	
⊞ Demonstrating Knowledge of Content and Pedagogy	2 Course(s)
⊞ Demonstrating Knowledge of Students	1 Course(s)
⊞ Setting Instructional Outcomes	1 Course(s)
⊞ Demonstrating Knowledge of Resources	1 Course(s)
⊞ Designing Coherent Instruction	6 Course(s)
⊞ Designing Student Assessments	3 Course(s)
⊞ The Classroom Environment	16 Course(s)
⊞ Instruction	25 Course(s)
⊞ Professional Responsibilities	6 Course(s)

Time Commitment

Modules are between 5 and 15 hours in duration. The total hours can be accessed by drilling down into the component level in the Course Catalog. For example:

Component
□ Communicating with Students — 6 Course(s)
⊕ Setting Expectations for Learning: 5 Hours — 300 — Preview / Register
⊕ Effective Uses of Language: 5 Hours — 301 — Preview / Register
⊕ Classroom Communication: 5 Hours — 302 — Preview / Register
⊕ Communicating with Students: Directions and Procedures: 5 Hours — 305 — Preview / Register
⊕ Explaining Content: Teacher to Student: 5 Hours — 310 — Preview / Register
⊕ Explaining Content: Student to Student: 5 Hours — 315 — Preview / Register

Requirements for Act 48 Credit

All assessments must be completed within 90 days from registration. Act 48 credit will be issued once each assessment has been graded by an instructor and issued a designated required passing score. Assessments that do not meet the required passing score may be resubmitted with instructor approval.

Additional Details about Module Structure and Requirements

Question
The "Question" section features a short narrated movie depicting a realistic scenario, a school-based problem, or an instructional issue. The "Question" movie establishes the framework for self-knowledge and learning opportunities throughout the rest of the module. The initial questions encourage you to gather your thoughts, reflect on your current professional situation, and prepare you to answer the pre-assessment questions. The pre-assessment questions provide an opportunity to reflect on your practice and ask yourself, "Where am I now?"

Investigate
The "Investigate" section is organized around the module's objectives and questions, and offers a variety of supporting instructional material. The content is presented in many possible formats, including text, movies, resources, and audio interviews. Corresponding job aids provide avenues to reflect on learning, deepen understanding, prepare for the assessments, and consider ways to improve classroom practice.

Explore
The "Explore" section provides avenues to actively engage in learning. The content is presented in many possible formats, including text, movies, resources, and audio reviews. The "Explore" section may have Knowledge Check assessment questions which provide ways to check your understanding of the content.

Practice
The "Practice" section contains resources to incorporate the content into your curriculum plans, provides ways to check your understanding of the content, and offers avenues to actively engage in learning. The "Practice" section has Knowledge Check Assessment questions which provide ways to confirm your understanding of the content while you analyze and assess your practice.

Apply
The "Apply" section summarizes the module and provides an opportunity to assess how you will modify, strengthen, or improve your practice based on what you have learned. The "Apply" section is also a way to evaluate which topics you may need to study further. If you are having difficulty completing the module assessments, you can always return to any of the module cycles to review relevant information.

Module Assessments and Rubrics
Satisfactory completion of all assessments is required for credit. Each assessment has a customized rubric which includes the minimal passing score for that particular assessment. Assessments may take the form of a pre-assessment, knowledge check(s), and final assessments. Each assessment is explained within the module as well as on the printable/downloadable module outline. All assessments and corresponding rubrics are located on a tab above the main navigation area (within the SAS interface).

Online Professional Development Modules

There are three types of online professional development modules: stand-alone, deepening knowledge, and prerequisite.

Stand-Alone Modules
The stand-alone module doesn't have prerequisites or require other complementary courses. Each module may be taken in isolation.

Prerequisite Modules
In this structure, each module is reliant on the previous module's content as a building block. The content in each subsequent module explores a deeper level, building on previous module content (and possibly assessments). Prerequisite modules are built in sets of three and participants must take the prerequisite modules in order.

Deepening Knowledge Modules
Deepening knowledge modules are selected based on participant's level of mastery: novice, intermediate, or advanced. Participants can determine (or a supervisor may determine for them) which deepening knowledge module is best suited to their needs and abilities. (Novice and/or intermediate modules are not prerequisites for the deepening knowledge model.

Below is a list of all courses that are currently live in PD Center.

Stand-Alone Modules

Classroom Communication
5 hrs • Danielson aligned 3A • stand-alone
Participants will explore methods for engaging students in meaningful work, clarifying limits, facilitating student choice, and encouraging accurate communication.

Enhancing Content and Pedagogical Knowledge
8 hrs • Danielson aligned 1A • stand-alone
This module explores how participants can improve their content backgrounds, pedagogy, resources, and professional responsibilities in their specific content areas. Participants will explore methods for sharing their content knowledge and professional development beyond the classroom to make a difference in the profession.

Managing Classroom Procedures
8 hrs • Danielson aligned 2C • stand-alone
This module explores seamless integration of transitions, routines for handling materials and supplies, and performance of noninstructional duties. Participants will explore how to encourage students to assume responsibility for ensuring efficient procedures in a well-managed classroom.

Sparking Student Engagement
5 hrs • Danielson aligned 2B • stand-alone
In this module, participants will implement and evaluate various instructional strategies such as project-based learning and active learning to promote engagement and participation in the classroom.

Expectations for Learning and Achievement
5 hrs • Danielson aligned 2B • stand-alone
Participants will evaluate how teacher, student, family, and school community involvement create accountability for student achievement in which all members support the value of learning.

Student Pride in Work

5 hrs • Danielson aligned 2B • stand-alone

Participants will examine how students can support and encourage one another while also taking pride in their accomplishments. Participants will also explore student risk taking in a safe environment, reflection, encouragement, peer review, and goal setting.

Communicating Directions and Procedures

5 hrs • Danielson aligned 3A2 • stand-alone

Participants will define rules, directions, and procedures as they apply to the classroom and analyze strategies for effectively communicating them to students. This module shares strategies for practicing and reinforcing classroom procedures as well as how to evaluate methods for communicating directions clearly to all students.

Communicating with Families

5 hrs • Danielson aligned 4C • stand-alone

This module examines how and when teachers should provide information about student progress and the instructional program to families. Participants will explore how to successfully engage families in the instructional program with professionalism and keen cultural sensitivity, as well as how students can participate and contribute ideas to the program.

Demonstrating Knowledge of Students

10 hrs • Danielson aligned 1B • stand-alone

In this module, participants will explore student cognitive, social, and emotional developmental stages. The module also explores how to address gaps and avoid misconceptions about student development and capability. With a solid foundation in developmental patterns, participants will apply and evaluate strategies designed to engage their students with content.

Setting Instructional Outcomes

8 hrs • Danielson aligned 1C • stand-alone

In this module, participants will create and analyze instructional outcomes that represent high expectations and rigor, build on prior learning, and connect to other disciplines. They will offer careful consideration of assessment methods (how students will demonstrate achievement of outcomes) and explore how to align the outcomes to the PA Core Standards. This module also explores how participants can create a balance among types of learning and different disciplines, as well as how to differentiate the learning experiences for diverse learners.

Discussion Techniques

7 hrs • Danielson aligned 3B • stand-alone

This module explores how effective discussion techniques promote student engagement with content, create opportunities for students to reflect upon what they have learned, and encourage student consideration of new possibilities. Participants will evaluate how to support a classroom where students assume high levels of participation in classroom discussions and take responsibility for their own learning.

Student Engagement and Exploration

5 hrs • Danielson aligned 3C • stand-alone

When student engagement is minds-on (involving intellectual activity), students develop their understanding through what they do. This module examines how to engage students in intellectual, active exploration with important and challenging content.

Types of Learning Activities

5 hrs • Danielson aligned 3C • stand-alone

This module focuses exclusively on types of learning activities that promote deep learning aligned with the goals of the lesson and allow students to exercise some choice.

Effective Uses of Language

5 hrs • Danielson aligned 3A • stand-alone

This module examines the need for spoken and written language that is clear and correct, with vocabulary appropriate to students' ages and interests. Participants will explore how language influences students' understanding of what they are expected to do as well as the rationale behind it. Methods for bringing content to life through strategies such as metaphor, analogy, vocabulary, and expressive language will be examined.

Engaging Students in Learning

8 hrs • Danielson aligned 3C • stand-alone

This module explores activities and assignments that promote deep learning, engage all students, and encourage students to initiate or adapt activities to enhance their understanding. Participants will also examine instructional materials and resources that engage students, as well as how to provide student choice among materials. This module also examines lesson structure and pacing that allows opportunity for reflection and closure.

Explaining Content: Student to Student

5 hrs • Danielson aligned 3A • stand-alone

Participants will explore strategies for facilitating student-centered and peer-to-peer learning. Utilizing approaches that integrate 21st Century skills, this module explores tools that effectively engage students in the collaborative learning process.

Explaining Content: Teacher to Student

5 hrs • Danielson aligned 3A • stand-alone

Participants will explore how to effectively present, explain, and design activities related to content. This module also examines strategies and activities that teachers can apply to make connections to student interests, experiences, backgrounds, and prior knowledge.

Facilitating Classroom Discussions

5 hrs • Danielson aligned 3B • stand-alone

Participants will learn how to implement effective verbal and nonverbal communication techniques to help them encourage, redirect, engage, and challenge students in successful classroom discussions that enhance student learning.

Preparing to Participate in Student-Led Discussions

5 hrs • Danielson aligned 3B • stand-alone

Participants will explore how to teach their students to ask high-quality questions and ways to invite all students' views to be heard. A solid foundation of student responsibility and accountability create the conditions that must be in place for meaningful discussions where all voices are heard and listened to.

Participating in Student-Led Discussions

5 hrs • Danielson aligned 3B • stand-alone

Participants will explore techniques designed to ensure that all students contribute to classroom discussions in an environment where students help to ensure that all voices are heard. This module explores how to ask high-quality questions that deepen student understanding, methods for promoting student learning through discussion, and ways to ensure meaningful student contributions to the discussions.

Maintaining Accurate Records

5 hrs • Danielson aligned 4B • stand-alone

In this module, participants will explore how to keep accurate records of instructional and noninstructional events, including completion of assignments, student progress in learning, school records outside of the classroom, and student responsibility for contributing to and maintaining these records.

Reflecting on Teaching
5 hrs • Danielson aligned 4A • stand-alone
This module synthesizes the teacher's need to reflect upon planning, implementation, assessment, and follow-up in order to decide what was effective about the lesson and where revisions are necessary. Participants will evaluate a lesson's effectiveness, success in achieving outcomes, alternative actions, and student/teacher reflection.

Setting Expectations for Learning
5 hrs • Danielson aligned 3A • stand-alone
Participants will explore when and how to make the purposes of their lessons or units clear, position those lessons around key concepts for broader learning, and link them to student interests. This module examines ways teachers can communicate to students the importance of what they are undertaking and clarify what they are learning.

Organizing Physical Space
5 hrs • Danielson aligned 2E • stand-alone
Participants will analyze needs and make adjustments to ensure a safe physical classroom environment. They will examine appropriate resources for classroom and student use, furniture arrangement conducive to activities, designing the physical layout of the classroom, and selecting resources for classroom and student use to ensure that all students can see and hear classroom events.

Student Participation
5 hrs • Danielson aligned 3B • stand-alone
This module examines how to facilitate animated classroom discussions where all students are engaged, all perspectives are sought, and all voices are heard. Participants will construct a student-centered classroom where students assume responsibility for maintaining momentum and equality in discussions.

Supervising Volunteers and Paraprofessionals
5 hrs • Danielson aligned 2C • stand-alone
Volunteers and paraprofessionals can make substantive contribution to the classroom environment. Participants will acquire the skills to support volunteers and paraprofessionals, including developing guidelines, explaining duties, providing training, and discussing standards.

Student Grouping and Supportive Resources
5 hrs • Danielson aligned 1E • stand-alone
Participants will examine appropriate uses of technology, groups designed to enhance student learning, and materials and resources that are suitable to all students. This module emphasizes the need for student choice and input in the design process.

Demonstrating Knowledge of Resources
5 hrs • Danielson aligned 1D • stand-alone
Participants will evaluate the resources available to them and their students, including those used in the classroom, those available outside the classroom, those for teachers to advance their professional knowledge and skill, and those that provide noninstructional assistance to students.

Designing Lessons, Units, and Learning Activities
5 hrs • Danielson aligned 1E • stand-alone
Participants will examine how to create and differentiate learning activities that are tightly aligned to instructional outcomes and suitable to all students. They will also explore how to design lesson and unit structures that are clear, progress evenly, allow for different pathways according to diverse student needs, accommodate content that is connected to other disciplines, and allow for transfer of learning.

Prerequisite Modules

Foundations for Managing Student Behavior
7 hrs • Danielson aligned 2D • prerequisite: module 1 of 3
Participants must take these modules in order as they are building blocks where each module relies on knowledge and application of the previous module.
This module examines the foundations for managing student behavior. Participants will explore how to uncover causes for behavioral issues, learn about their students, and set expectations for learning and behavior. Participants will also analyze how and when to create, enforce, and revise standards of conduct.

Monitoring Student Behavior
5 hrs • Danielson aligned 2D • prerequisite: module 2 of 3
Participants must take these modules in order as they are building blocks where each module relies on knowledge and application of the previous module.
Participants will explore subtle and preventative behavior monitoring. This module covers the strategies and skills teachers and students need in order to monitor behavior, offer respectful corrections, utilize appropriate verbal and nonverbal responses, and acknowledge appropriate behavior.

Responding to Student Misbehavior
5 hrs • Danielson aligned 2D • prerequisite: module 3 of 3
Participants must take these modules in order as they are building blocks where each module relies on knowledge and application of the previous module.
This module explores methods for responding to student misbehavior, including intervention strategies, family involvement, use of external resources, respecting dignity, and preventative responses.

Questions That Gather Information
5 hrs • Danielson aligned 3B • prerequisite: module 1 of 3
Participants must take these modules in order as they are building blocks where each module relies on knowledge and application of the previous module.
This module explores how teachers can use questioning to advance student learning. Participants will discover how to ask insight, appraisal, summary, and evaluation questions that encourage students to analyze information. They will also analyze how to teach students how to ask (and identify) questions and reflect on peer comments to deepen student understanding.

Questions That Work With Information
5 hrs • Danielson aligned 3B • prerequisite: module 2 of 3
Participants must take these modules in order as they are building blocks where each module relies on knowledge and application of the previous module.
This module deepens participant knowledge of how to use questioning to advance student learning. Participants will discover how to ask insight, appraisal, summary, and evaluation questions that encourage students to analyze information. With this additional level of questioning, they will also analyze how to teach students how to ask (and identify) questions and reflect on peer comments to deepen their understanding.

Questions That Facilitate Taking Action
5 hrs • Danielson aligned 3B • prerequisite: module 3 of 3
Participants must take these modules in order as they are building blocks where each module relies on knowledge and application of the previous module.
This module increases participant knowledge of how teachers can use questioning to advance student learning. Participants will discover how to ask idea and prediction questions that encourage students to set up the actions that can be taken to apply or reinforce learning. With this advanced level of questioning, participants will also analyze how to teach students how to ask (and identify) questions and reflect on peer comments to deepen their understanding.

Creating a Culture of Respect and Rapport
5 hrs • Danielson aligned 2A • deepening knowledge: novice level
This module emphasizes the foundation for creating a classroom of mutual respect, care, and trust. Participants will explore the qualities that characterize effective, caring teachers and identify the ways in which their beliefs and expectations about teaching and learning can inform and sustain their leadership abilities.

Teacher-to-Student Interactions
5 hrs • Danielson aligned 2A • deepening knowledge: intermediate level
This module examines the teacher's role of interacting with students in an environment of respect and rapport. Participants will explore when and how to use effective verbal and nonverbal skills and work with families to enhance their relationships with students.

Student-to-Student Interactions
5 hrs • Danielson aligned 2A • deepening knowledge: advanced level
Participants will explore the benefits of students genuinely caring for one another in a healthy school environment. Participants will discover how to teach respectful verbal and nonverbal behavior as well as team building strategies that support learning.

Engaging Instructional Groups
5 hrs • Danielson aligned 1E, 2C, 3C • deepening knowledge: novice level
In this module, participants will discover strategies for forming and adjusting engaging, productive instructional groups where students assume some responsibility for their group's productivity. This module introduces grouping methods, how to assign roles and responsibilities, and creating expectations for group work.

Productive Student Grouping
5 hrs • Danielson aligned 1E, 2C, 3C • deepening knowledge: intermediate level
This module focuses on student choice in grouping, student reflection, and further explores more complex grouping methods as well as teaching students how to work productively. Participants will explore how to develop groups that meet the intended learning of lessons.

Advanced Grouping Strategies
5 hrs • Danielson aligned 1E, 2C, 3C • deepening knowledge: advanced level
Participants will create several alternative resources for grouping students, with a focus on differentiation. This module explores advanced use of materials and resources that support outcomes and engage students in meaningful learning.

Fundamentals of Flexible and Responsive Teaching
15 hrs • Danielson aligned 3E • deepening knowledge: novice level
This module explores the essential foundation a teacher needs to accommodate student interests, explain outcomes, create activities, and design instruction to ensure engagement and success among all students in a flexible and responsive classroom. Participants will examine, implement, and reflect on the basics of lesson adjustment, teachable moments, and seek resources for students who need help.

Flexible and Responsive Teaching
10 hrs • Danielson aligned 3E • deepening knowledge: intermediate level
Participants will explore the teacher's role in a classroom environment specifically designed to support self-directed student learning and teacher-student collaboration. This module examines the instructional flexibility teachers need to create a repertoire of alternate activities and strategies, and have the ability to rapidly implement them.

Advanced Strategies for Flexible and Responsive Teaching
10 hrs • Danielson aligned 3E • deepening knowledge: advanced level
Participants will examine when to make major or minor adjustments to a lesson/unit, opportunities for teachable moments that build on student interests, and persistent approaches for students who need help. More responsibility is passed along to students who can offer feedback about what is and isn't working. Participants will become advocates for students, educating families, and forming effective partnerships with students, teachers, and other stakeholders.

Fundamentals of Assessment
10 hrs • Danielson aligned 1F, 3D • deepening knowledge: novice level
This module examines the fundamentals of planning and designing both formative and summative assessments that are congruent with instructional outcomes. Participants will design new and improve existing assessments (aligned with outcomes and PA Core Standards) to use with their students.

Instruction in Assessment
10 hrs • Danielson aligned 1F, 3D • deepening knowledge: intermediate level
Participants will gain extensive experience with monitoring and adjusting student learning, providing feedback to students, and facilitating student self-assessment and progress monitoring. This module also explores uses for authentic and performance assessment as well as increased uses of formative assessment (aligned with outcomes and PA Core Standards).

Advanced Assessment Strategies
10 hrs • Danielson aligned 1F, 3D • deepening knowledge: advanced level
Participants will explore strategies to diversify and provide choice among assessments (including group/team assessments) that are aligned with outcomes and PA Core Standards. This module also examines how to effectively share assignments, assessments, and rubrics with additional audiences (e.g., parents, school, community, blogs, and websites) in order to inform, improve, and acquire meaningful feedback from multiple perspectives about the entire assessment experience.

Exploring Professionalism
8 hrs • Danielson aligned 4C • deepening knowledge: novice level
Participants will be introduced to the benefits of a professional learning community and a culture of professional inquiry where they share strategies and develop relationships with colleagues. Participants will also explore the professional benefits of providing volunteer services to school and district projects, strategies and methods to stay informed about content and pedagogy, seeking out and welcoming feedback from colleagues, and creating a professional growth plan.

Developing Professionalism
8 hrs • Danielson aligned 4C • deepening knowledge: intermediate level
Participants will experience the benefits of a professional learning community and explore how they can promote a culture of professional inquiry. This module emphasizes the need for a developing professional to assume leadership role among faculty, participate in school and district projects, facilitate opportunities for professional development, observe and provide feedback to colleagues, and assist peers with their professional growth plans.

Enhancing Professionalism
8 hrs • Danielson aligned 4C • deepening knowledge: advanced level
Participants in the advanced module will explore their roles in supporting novice teachers, facilitating professional learning communities, taking the lead on school and district projects, facilitating a peer feedback program, and overseeing professional growth plans.