COURSE DESCRIPTION

(50 clock hours and/or 2 quarter credits)

**Competencies:** Create a collaborative professional development plan that includes coaching and evaluating teacher performance; Analyze the role of professional development in site-based initiatives

Integrate theories and models of professional development to create plans and activities that are aligned to site and district initiatives as well as professional teaching standards. Apply best practices in professional development design, incorporating the elements of teacher evaluation models, adult learning theory, Professional Learning Communities, and instructional coaching.

This course will help you to create a collaborative professional development plan that includes coaching and evaluating teacher performance. It will also help you to build program evaluation metrics into your plan so that you can provide the evidence needed for continuous improvement. During this course you will build

- A SMART professional development goal
- An evaluation for a specific professional development goal
- A reflection on the SMART goal development process
- An outline for a competency-based professional development training unit
- A flipped-model professional development activity
- A reflection of the impact of using new PD models

COURSE OUTLINE

I. **Create a collaborative professional development plan that includes coaching and evaluating teacher performance.**
   
   a. Analyze learning theories and research-based instructional practices, and how these theories apply to collaborative professional development plans.
      
      i. Collaborative professional development
      ii. Competency-based, collaborative professional development
      iii. Adult learning theory and teachers as learners
      iv. Social learning theory and collaborative professional development/growth plans
      v. Networked learning theory and collaborative professional development plans
      vi. Marzano’s research-based instructional practices and collaborative professional development plans.
      vii. Hattie’s research based instructional practices and collaborative professional development plans
      viii. Benefits of collaborative professional development

   b. Analyze the role of coaching and teacher evaluation for professional development planning.
      
      i. Instructional coaching and collaborative professional development plans
      ii. Building peer-to-peer coaching relationships in collaborative professional development
      iii. Teacher evaluation and collaborative professional development
      iv. Professional teacher standards and collaborative professional development plans
      v. ISTE teacher standards and collaborative professional development plans
c. Develop a collaborative professional development plan that is competency-based, and includes professional growth, and evaluation metrics.
   i. Establishing a collaborative professional development team
   ii. Establishing a collaborative professional development team using critical friends
   iii. Competency-based collaborative professional development plans
   iv. Professional development plan templates
   v. Developing competency-based SMART professional development goals
   vi. Competency-based professional development metrics
   vii. Collaboration tools for collaborative planning, development, and evaluation

d. Reflect on how the professional development plan can improve teacher performance and student achievement.
   i. Professional development plans, teacher performance and student achievement

**MILESTONE (SUMMATIVE) ASSESSMENT #1**

II. Analyze the role of professional development in site-based initiatives.

a. Analyze the various theories that are applicable to a professional development initiative
   i. Professional development in context
   ii. Aligning professional development in context
   iii. Adult learning theory and professional development learning theories and professional development.

b. Create a professional development training based on a school, or site-based initiative that includes applicable theories, best practices, and standards.
   i. Professional teacher standards and professional development plans
   ii. Professional learning standards and professional development
   iii. Checking professional development for alignment to learning theories
   iv. Checking professional development for alignment to professional teacher standards
   v. Best practices in professional development
   vi. Creating professional development training

c. Design a professional development activity that uses a competency-based approach and a flipped delivery model.
   i. Professional development and SMART goals as criteria for success
   ii. Competency-based professional development
   iii. Competency-based design principles and professional development
   iv. Competency-based professional development metrics
   v. Professional development in the digital age
   vi. Flipped learning as professional development
   vii. Competency-based flipped professional development
   viii. Resources for flipped professional development
   ix. Creating a professional development activity in your school

d. Reflect on how the professional development design will improve self-efficacy, build capacity, and lead to increased student achievement.
   i. Professional development and student achievement

**MILESTONE (SUMMATIVE) ASSESSMENT #2**
BUILDING YOUR ARTIFACTS: UNIT #1

- As appropriate for your situation, determine whether you will draft a professional development goal for yourself, or whether you will create a goal for a colleague as part of the peer coaching process in a situation where professional improvement is needed.
  - Refer to your (or your peer’s) existing professional development plan, existing site and district goals, site-based initiatives, and any other relevant documents in order to guide the creation of the professional development goal.
  - Draft a professional growth goal that is aligned to the relevant theories that you have studied in this course. If desired, use a SMART goal template to guide you through the process.
- Refer to the professional development goal that you drafted in the previous challenge activity.
  - Using learning theories and research-based practices from the course, develop evaluation metrics that will be used to monitor progress towards the goal.
  - List the research-based best practices that will be employed in the implementation and monitoring of the goal.
  - Summarize how peer coaching and evaluation might support the implementation and monitoring of the professional development goal.
- Using a reflection model of your choice, reflect on:
  - the impact of the professional development goal on both teacher performance and student achievement
  - the impact of the professional development planning process on both teacher performance and student achievement

BUILDING YOUR ARTIFACTS: UNIT #2

- Select a district or site-based initiative to which you will align your professional development training.
  - Using a competency-based approach, list the competencies that will be targeted in the training. For each competency, write a phrase summarizing its alignment to the district or site-based initiative.
  - Outline the specific elements that will be included in the training. Be sure to include an activity that uses a flipped delivery model (you will fully develop this activity in the next challenge application).
  - Summarize the best practices, theories, and standards to which the training will be aligned.
  - Refer to the outline of your professional development training. Revisit the list of competencies to be targeted in the training.
- Design an activity that uses a flipped approach to address the competencies that you would like learners to master.
  - Within your LMS or another technology application of your choice, create the elements and sequence of the flipped lesson. Be sure to define the targeted competencies in alignment with best practices of competency-based instruction.
- Using a reflection model of your choice, reflect on the potential impact of your professional development design on:
  - teacher self-efficacy
  - teacher and staff capacity
  - student achievement