Professional Development Overview and Module Template

Format and Instructions

The following provides Pennsylvania Quality Assurance System (PQAS) applicants with the format and instructions for preparing the Professional Development (PD) Module to be submitted to PQAS approval.

Applicants should thoroughly review the criteria used for scoring PD modules to ensure that the PD Module has sufficient detail to allow the Peer Reviewers to make their assessments in the areas of content, organization, and presentation.

The PD Module submitted for review should contain the following parts:

- The Professional Development (PD) Overview and Module
- PowerPoint or slide deck with instructor notes, if applicable (recommended)
  - URLS to videos or other websites should be included in the notes section
- All materials/handouts used to deliver this module. Label with handout # and title of handout.

Approved Professional Development PQAS Instructors can provide their own curriculum to any Early Childhood Educator in alignment with competencies they are qualified for based on expertise and/or education.

Before choosing a topic, review the list of topics that may not be approved in Pennsylvania's Professional Development (PD) Registry, such as:

- Courses approved for specific organizations and/or approved trainers
  - PDII courses
  - Water Safety
  - Medication Distribution
  - Pediatric First Aid and Pediatric CPR
  - Mandated Reporter
- DHS Regulations
- Courses about Technical Assistance (TA) or Coaching on Keystone STARS

NOTE: All practitioners in Pennsylvania must complete a 10-hour Health and Safety course specifically developed for Pennsylvania. Certification/Licensing staff in Pennsylvania are the only authorized trainers on specific regulatory information. Additional health and safety courses will be reviewed by the Pennsylvania Key to ensure regulatory topics or content are not referenced.

Any health and safety courses approved in the PD Registry **must** include the following disclaimer at the beginning of the course overview: *This course does not fulfill the required Pennsylvania 10-hour Pre-Service Health and Safety Training course.*

Email PQAS@pakeys.org or call 1-800-284-6031 if you have questions about your selected topic. Include the course title, description, and participant learning outcomes for review.

Prior to submitting your PD Overview and PD Module:

- Review the PD Scoring Rubric on the Pennsylvania Key website to ensure your PD Overview and PD Module meet the criteria.
- Complete ALL fields within the PD Overview and PD Module.
- Sample module must be at least 2 hours, but no longer than 4 clock hours, excluding breaks.
- PD Overview and PD Module and supporting handouts should have NO personal information. For example:
  - Replace *name* with *instructor* (i.e. Change *Jane Doe* to *Instructor*).
  - Or if you have your contact information listed, replace it with *Instructor Contact Information*.
- Applicants must submit original module and overview content. Shared content is not permitted during the PQAS application process.
- **An additional reminder from the Pennsylvania Key:** Pennsylvania's PD Registry is not a forum for advertising. Presenters should refrain from marketing products during their sessions.

All required documents must be uploaded through the PD Registry during the application process.

- **Instructor Tab: Attach within the Trainer Documentation Section**
  - Select File Type: PD Overview/Module
    - Upload The Professional Development Overview and Module
  - Select File Type: PD Module Supporting Handouts
    - Upload any supporting documentation (Handouts, PowerPoint, etc.)

PQAS requirements, processes and privileges may change due to policy changes.

OVERVIEW OF PROFESSIONAL DEVELOPMENT MODULE

Use this as your Overview template. The following provides the required format for the Overview, along with instructions of what should be included in this part of the Professional Development Module.

NO PERSONAL INFORMATION. *Replace your name with* Instructor *and/or replace your contact information with* Instructor Contact Information.

Course Title

Course Hours **Enter the hours of the course. Your sample module must be at least 2 hours, but no longer than 4 clock hours, excluding breaks.**
Hours:

Level of Training **Select the course level that best aligns with the course.**
☐ **C1: Knowledge Acquisition:** At this level course participants understand the content and can describe how it relates to daily practice. Courses should align to learning objectives/competencies indicated at the C1 level below. ☐ **C2: Knowledge Application:** At this level course participants are expected to not only understand content but also apply newly learned competencies within the allotted course time and implement within their daily practice once the course is completed. Courses should align to learning objectives/competencies indicated at the C2 level below. ☐ **C3: Critically Examine/Evaluate** At this level course participants are expected to reflect upon daily practice to assess what is working, to analyze what may need to be adapted for better outcomes, and to explore the reasons impacting the outcomes. Participants at this level become competent in evaluating policy and practice to make positive change (or continuous quality improvement (CQI)) within their settings. Courses should align to learning objectives/competencies indicated at the C3 level below.

Course Description **Add a descriptive overview of the course as a preview in the course catalog. (75-100 words) The course description focuses on content, is clear, easy-to-read, and presents information in a detailed organized way.**

Course Category **Select the group that best represents the information presented in your course.**	**Target Audience** **Select the Target Audience.**	**Ages Addressed** **Select the Ages Addressed.**
☐ Infant	☐ Administrators	☐ Infants
☐ Toddler	☐ Directors	☐ Toddlers
☐ Preschool-PreK	☐ Center Staff	☐ Preschool
☐ School-Age	☐ Family/Group	☐ Pre-Kindergarten
☐ Business	☐ Head Start/Early Head Start	☐ Kindergarten
	☐ Early Intervention	☐ School-Age
	☐ Parent Educators	☐ Adult
	☐ Home Visitors	
	☐ Infant-Early Child Mental	
	☐ Health	
	☐ Pre-K Counts	
	☐ Coaches	
	☐ Trainers	

Professional Standard Area **Enter the number of hours for each Professional Standard Area that best represents the overall content area of the course. You may multi-select. The number of hours that you enter must equal the Course Instruction Time above**
PSA 1: Child Development and Learning in Context
PSA 2: Family-Teacher Partnerships and Community Connections
PSA 3: Child Observation, Documentation, and Assessment
PSA 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices
PSA 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum
PSA 6: Professionalism as an Early Childhood Educator
PSA 7: Health and Safety
K8: Program Organization and Administration

Professional Standard Area Learning Objectives **Using the selected Professional Standard Area(s) above, copy and paste the corresponding learning objective(s) from the Course Level and Learning Objectives/Competency Alignment document. The objectives chosen for a course must align with the chosen course level. One to two learning objectives must be entered per hour of course instruction. If multiple objectives are chosen with different aligned course levels, choose the highest course level aligned.** *Example: [PSAs 1 and 4 and course level C1 were selected for this 2-hour module.]* ✓ *PSA 1a – Describe how social interaction, relationships and play are central to children's development and learning (C 1)* ✓ *PSA 1c - Know that quality early childhood education influences children's lives (C 1)* *PSA 4a-Eastablish positive and supportive relationships and interactions with young children (C 1)*

Participant Learning Outcomes **List participant learning outcomes. Participant learning outcomes are a detailed description of what the participants must be able to do at the conclusion of a course. They will include verbs that are measurable OR that describe an observable action. Examples of action verbs can be found in [Bloom's Taxonomy].**

Prerequisites **List and prerequisites or advanced preparation required for participants of this training. Only required if there are prerequisites for the course.**

Diversity/Inclusion **Briefly explain how cultural diversity and inclusion will be addressed within this training. (This section is optional but *strongly* encouraged.)**

Outline of Training Content, Training Methods, and Training Timeline **How will you evaluate what participants have gained from your session? Provide an example that relates to your learning objectives. Examples include pre- or post-test, asking questions, debriefing, culminating projects and opportunities for participants to follow up with fellow participants of the training.**

<u>Resources and Supports for Learners</u> **List the resources provided to the learners that support the topic. This may include web links, articles, books, etc.**

Training Materials List **Provide a list of materials (flip chart, video, books, etc.) needed for the training.**

Handouts **List and attach any handouts for participants. Handouts must be labeled with handout # and title. You will need to include copies of handouts, PowerPoint, and all printed materials with reference and copyright information when uploading your PD Overview. Ensure that the uploaded handout title matches what it uploaded to the PD Registry.**

References **List the references that reflect current knowledge and support evidence-based practice, including diversity and inclusion. Provide titles, authors, and sources. References should be current, within a 10-year period.**

PROFESSIONAL DEVELOPMENT MODULE

Use this as your PD Module template. The following provides the required format for the PD Module, along with instructions of what should be included in this part of the application.

NO PERSONAL INFORMATION. *Replace your name with* Instructor *and/or replace your contact information with* Instructor Contact Information.

1. **Time:** In consideration of adult learning principles, the time frame is appropriately broken down by Content and Presentation Method, and time allotted for the module is appropriate. Sample module must be at least 2 hours, but no longer than 4 clock hours, excluding breaks.

2. **Content Outline and Description:** Module components are written with enough detail that another instructor could present the session as intended without any questions. The amount of content being presented appropriately supports adult learning and comprehension. The flow of the module provides a balance between content instruction and activities.

3. **Presentation Methods:** Module should utilize at least three different presentation techniques, at least one of which is a collaborative activity (may include: ice breakers, small group activities/exercises, role playing, lecture, brainstorming, walk & talk, think/pair/share, etc.).

4. **Handouts/Materials:** All materials/handouts support the content of the module and the competency level identified in the overview. All materials/handouts are labeled with handout # and title (typed, not hand-written), cited (must contain all components of APA/MLA style) in the overview, and listed in the module. This includes materials created by the instructor.

Sample Professional Development Module

Time	Content Outline and Description	Presentation Methods	Handouts/ Materials
5 Min	Wrap up/Reflect/Collaborate Read the PowerPoint slide #27. Are you able to take this information back into your program? Are you able to differentiate between objective and subjective observations? Did you learn any new ways for taking observations? Self-assessment check If you want to exchange information with anyone for further collaboration, please feel free to do so after the training. Always good to collaborate! Remember observations can be simple. You need to keep in mind what an objective observation is, (what you see and hear), and not adding in your personal judgments or opinions. There are many systems to track observation and you may use several methods or find one that works for you.	• Lecture • Question and Answer • Whole Group Discussion • Collaboration	• PowerPoint Slides #28-30 • Computer • Projector • Printed Slides

Title of Course:

Time	Content Outline and Description	Presentation Methods	Handouts/ Materials