PROFESSIONAL DEVELOPMENT MODULE INSTRUCTIONS AND TEMPLATE

The following provides Pennsylvania Quality Assurance System (PQAS) applicants with the instructions and template for preparing the Professional Development (PD) Module for submission for PQAS approval. Applicants are encouraged to carefully review the criteria from the PD Scoring Rubric to ensure their submission includes sufficient detail for Peer Reviewers to assess the module effectively.

The PD Module submitted for review should include the following components:

- **Professional Development Module Template**
- **PowerPoint or Slide Deck** (with instructor notes, if applicable; required for submitting using Option 2)
    - URLs to videos or other websites should be included in the notes section.
- **All Materials/Handouts** used to deliver the module. Ensure each is labeled with a handout number and title.

Approved Professional Development PQAS Instructors may deliver their own curriculum to Early Childhood Educators, provided it aligns with the competencies they are qualified for based on their expertise and/or education.

Prior to submitting your Professional Development Module:

- Review the PD Scoring Rubric on the Pennsylvania Key website to ensure your Professional Development Module meet the criteria. Please note the first tab is the scoring rubric and the second tab offers guidance for each scoring indicator.
- Make sure ALL required fields are completed within the Professional Development Module.
- Sample module must be at least 2 hours, but no longer than 4 clock hours, excluding breaks.
- The Professional Development Module and supporting handouts should have NO personal information. Replace 'name' with 'instructor'. Or if you have your contact information listed, replace it with 'Instructor Contact Information'. (Ex: 'Jane Doe' to 'Instructor')
- An original professional development module should be submitted. These cannot be shared between applicants during the application process.
- The Pennsylvania PD Registry is not a forum for advertising. The Pennsylvania Key strongly asks all presenters to refrain from marketing products during their sessions.

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

Guideline for Professional Development Overview/Module

- **Labeling:** Professional Development /Module
- **Personal Information:** Replace any personal details with 'Instructor' and 'Instructor Contact Information' (ex, replace "Jane Doe" with "Instructor").
- **Upload Location:** Upload materials to the Instructor Tab > Trainer Documentation section > PD Overview/Module dropdown.

Guidelines for Supporting Handouts: Ensure all handouts are in order and correctly labeled within the Handout Section of the PD Module.

- **Labeling:** Use the format: Handout 1 'Title,' Handout 2 'Title,' etc., and ensure titles match those in the Handout Section of the PD Overview. Only upload the physical handouts, not links.
- **Types of Materials:** Handouts can include PowerPoints, participant handouts, and other materials.
- **Personal Information:** Replace any personal details with 'Instructor' and 'Instructor Contact Information' (ex, replace "Jane Doe" with "Instructor").
- **Upload Location:** Upload materials to the Instructor Tab > Trainer Documentation section > PD Module Supporting Handouts dropdown.

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

Contact PQAS@pakeys.org if you have questions about your selected topic. Please include the course title, description, and participant learning outcomes for review.

Professional Development Module Template

The following provides the required format for the module, along with instructions of what should be included in the Professional Development Module.

Course 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. (Choose only 1)**
____**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. (If selected, the Professional Standard Area objectives MUST only be C1. ____**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 and possible some 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 and possibly some 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 Content

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

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 Hours indicated 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)*

Instructional Plan

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

Awareness of diversity, equity, inclusion, and belonging **Briefly explain how this module demonstrates awareness of diversity, equity, inclusion, and/or belonging. Evidence can include diverse materials, inclusive language, open-ended questions, participant perspectives, or practices like safe spaces and trigger warnings. Specific DEIB activities are not required but may be included.**

Participant Learning Outcomes
List participant learning outcomes. One to two participant learning outcomes must be entered per hour of course instruction. 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](). **(These are not the Professional Standard Area Objectives)**

<u>Assessment of Professional Standard Area Objectives</u> **How will you evaluate what participants have gained from your session? Please provide an example that relates to the selected Professional Standard Area Objectives. Examples include Pre/post-test, asking questions, debriefing, culminating projects and opportunities for participants to follow up with fellow participants of the training.**

<u>Training Materials List</u> **Provide a list of materials (computer, projector, flip chart, video, books, markers, etc.) needed for the training.**

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

Handouts
List any handouts for participants. Include the handout number, title and creator. This includes materials created by the instructor. You will need to include copies of handouts, PowerPoint (if applicable), and all printed materials when uploading your Professional Development Module. Please ensure that the uploaded handout titles listed match what it uploaded to the PD Registry. *Example:* *Handout #1 - PowerPoint PDF, created by instructor* *Handout #2 – Course Levels and Learning Objectives, created by The Pennsylvania Key* *Handout #3 – Article, Preschool Play Plans: Mudlicious Play, created by Blakely Bundy, naeyc.org*

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.**

Training Module Guide

The following provides the required format for the Training Module Guide, along with instructions of what should be included in this part of the application.

1. ***Time:*** The time frame should align with adult learning principles, appropriately divided by content and presentation method. The instructor should break down the module into minutes allocated for each part of the session. The total duration of the module must be at least 2 hours but no longer than 4 clock hours, excluding breaks.

2. ***Content Outline and Description:*** When completing this section in the Training Module Guide, you have two options to provide the required detailed content (examples of each below):

   Option 1: Write all detailed information directly into the *Content Outline and Description* section of the Training Module Guide. This ensures all information is centralized within the template.

   Option 2: Use accompanying PowerPoint slides and PowerPoint notes to provide the *Content Outline and Description* section of the Training Module Guide. If choosing this option, clearly reference the PPT slide numbers in the Content Outline and Description section of the Training Module Guide so reviewers can locate the information easily. If using this option, there must be a PowerPoint included with your uploaded documents.

   Regardless of the option chosen, your content must:

   - ✓ Provide clear and detailed instructions to ensure another instructor can deliver the session as intended without requiring further guidance or clarification on the content. Please note that this is for documentation purposes only, and no one will be using or teaching your content.
   - ✓ Include enough material to appropriately support adult learning and comprehension.
   - ✓ Maintain a balanced structure, providing an appropriate mix of instructional content and interactive 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 handouts/materials support the content of the module and must be listed in this section.

Excerpts from Sample Training Module Guide

Training Module Guide: Option 1

Time	Content Outline and Description	Presentation Methods	Handouts/ Materials
10 Min	Wrap up/Reflect/Collaborate 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? Please share what you will implement in your practices.	Whole Group Discussion	Computer Projector
5 Min	Self-assessment check	Individual Reflection	Handout #4- Self-Reflection
5 Min	If you want to exchange information with anyone for further collaboration, please feel free to do so at this time. 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.	Collaboration	

Sample Training Module Guide Option 2 (using accompanying PowerPoint)

Time	Content Outline and Description	Presentation Methods	Handouts/ Materials
			Computer/Projector will be used throughout to display PPT slides
10 Min	Introduction – PPT Slides 1-3 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? Please share what you will implement in your practices.	Lecture	Handout #1 Printed PPT Slide PDF
5 Min	Objectives – PPT Slide 4	Lecture	
15 Min	K of KWL Activity PPT Slides 5-7	Small group	Handout #2 KWL Chart

Training Module Guide Template

Time	Content Outline and Description	Presentation Methods	Handouts/ Materials

Time	Content Outline and Description	Presentation Methods	Handouts/ Materials

Time	Content Outline and Description	Presentation Methods	Handouts/ Materials

Time	Content Outline and Description	Presentation Methods	Handouts/ Materials