

Professional Development (PD) Module & Overview Template

Format and Instructions

Prospective PQAS applicants should use the following format and instructions to prepare a Professional Development (PD) Module for submission. A sample PD Module is available on the Pennsylvania Key website at pakeys.org/pqas/applications.

Applicants should also study the PD Scoring Rubric at pakeys.org/pqas/applications to ensure a PD Module meets the criteria—including areas of content, organization and presentation—for approval by Peer Reviewers.

Before submitting for PQAS Approval:

- Include the following pieces:
 - ✓ Professional Development (PD) Module
 - ✓ Overview of the PD Module (PD Overview)
 - ✓ PowerPoint (if applicable)
 - ✓ Handouts for the module
- Complete ALL sections of both the Professional Development (PD) Module and the Overview of the PD Module.
- Remove ALL personal information from the PD Overview, PD Module and supporting handouts. Replace *a person's name* or *contact information* with the term *instructor* or *instructor contact information*. (e.g. *Jane Doe* should be updated to *instructor* before submission.)

Additional notes:

- Applicants **must** submit an original PD Overview and Module. Shared or group overviews and modules are **not** permitted during the application process.
- A sample module should be two (2) hours at minimum and four (4) hours at most—excluding breaks.
- Pennsylvania's Professional Development (PD) Registry is **not** a forum for advertising. The Pennsylvania Key strongly discourages marketing products while instructing.

More resources and support are available at pakeys.org/pqas/applications.

Overview of PD Module – Use this fillable PDF as a template.

NOTE: ALL sections **must** be completed unless noted otherwise. Remove ALL personal information. Replace a person's name or contact information with the term *instructor* or *instructor contact information*. (e.g. *Jane Doe* should be updated to *instructor* before submission.)

Course Title	
Course Hours	<i>Instructions: Enter the hours of the course. Your sample module must be at least 2 hours, but no longer than 4 clock hours, excluding breaks.</i> Hours:
Level of Training	<i>Instructions: Select the course level that best aligns with the course.</i> 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	<i>Instructions: Add a descriptive overview of the course as a preview in the course catalog. (75-100 words)</i>

<p>CDA Content Area</p>	<p><i>Instructions: Enter the number of hours for each CDA Content Area that best represents the overall content of the course. Hours can be entered in multiple areas but must equal the number of classroom hours.</i></p> <ul style="list-style-type: none"> Principles of Child Growth & Development Social & Emotional Development Productive Relationships with Families Observing & Recording Behavior Physical & Intellectual Development Maintaining Professionalism Safe, Healthy Learning Environment Effective Program Operation
<p>Prerequisites (This section is only required if the module has prerequisites for participants.)</p>	<p><i>Instructions: List prerequisites or advanced preparation requirements.</i></p>
<p>Diversity/Inclusion (This section is optional but highly recommended.)</p>	<p><i>Instructions: Briefly explain how cultural diversity and inclusion will be addressed within this training.</i></p>

<p>Outline of Training Content, Training Methods, and Training Timeline</p>	<p><i>Instructions: How will you evaluate what participants have gained from your session? Please provide an example that relates to your learning objectives. Examples include Pre/post-test, asking questions, debriefing, culminating projects and opportunities for participants to follow up with fellow participants of the training.</i></p>
<p>Resources and Supports for Learners</p>	<p><i>Instructions: List the resources (such as web links, articles, books, etc.) provided to the learners that support the topic.</i></p>

Training Material List	<i>Instructions: List materials (flip chart, video, books, etc.) needed for the training.</i>
Handouts	<i>Instructions: List any handouts for participants and attach them including copies of handouts, power point, and all printed materials with reference and copyright information when uploading your PD Overview.</i>

<p>Target Audience</p>	<p><i>Instructions: Select the Target Audience.</i></p> <table border="0"> <tr> <td>Administrators</td> <td>Family/Group</td> </tr> <tr> <td>Center Staff</td> <td>Head Start/Early Head Start</td> </tr> <tr> <td>Coaches/Mentors</td> <td>Home Visitors</td> </tr> <tr> <td>Directors</td> <td>Parent Educators</td> </tr> <tr> <td>Early Child Mental Health</td> <td>Pre-K Counts</td> </tr> <tr> <td>Early Intervention</td> <td>Trainers</td> </tr> </table>	Administrators	Family/Group	Center Staff	Head Start/Early Head Start	Coaches/Mentors	Home Visitors	Directors	Parent Educators	Early Child Mental Health	Pre-K Counts	Early Intervention	Trainers
Administrators	Family/Group												
Center Staff	Head Start/Early Head Start												
Coaches/Mentors	Home Visitors												
Directors	Parent Educators												
Early Child Mental Health	Pre-K Counts												
Early Intervention	Trainers												
<p>Ages Addressed</p>	<p><i>Instructions: Select the Ages Addressed.</i></p> <table border="0"> <tr> <td>Adult</td> <td>Pre-Kindergarten</td> </tr> <tr> <td>Infants</td> <td>Toddlers</td> </tr> <tr> <td>Kindergarten</td> <td>School-Age</td> </tr> <tr> <td>Preschool</td> <td></td> </tr> </table>	Adult	Pre-Kindergarten	Infants	Toddlers	Kindergarten	School-Age	Preschool					
Adult	Pre-Kindergarten												
Infants	Toddlers												
Kindergarten	School-Age												
Preschool													

Professional Development (PD) Module – Use this as a template.

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.
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 (typed, not hand-written) with identifying information, cited (must contain all components of APA/MLA style) in the overview, and listed in the module. This includes materials created by the instructor.

NOTE: ALL sections **must** be completed. Remove ALL personal information. Replace a person's name or contact information with the term *instructor* or *instructor contact information*. (e.g. *Jane Doe* should be updated to *instructor* before submission.)

Time	Content Outline and Description	Presentation Methods	Handouts/ Materials