

Professional Development Courses

In partnership with PLS 3rd Learning

Each online module has a set of requirements to complete. Should you wish to take a module for graduate credit there is an additional homework template to be completed and submitted to MidAmerica Nazarene University.

Cost: Module: \$20.00

Graduate .5: \$45 *(there is an additional homework assignment to earn credit)*

Visit: <https://www.mnu.edu/continuing-education/continuing-education-faq.html - templates>

To register for modules, please contact PLS 3rd Learning at
registration@PLSClasses.com or 1.866.757.2527

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Modules

A module is a specific and discrete area of focus designed to target pedagogical themes, master practical teaching methods, and fortify leadership strategies.

Aligned to frameworks designed by Danielson, InTASC, and Marzano, each module guarantees expertly researched, standards-based content delivered by highly experienced instructors.

Modules range in length from 5-15 hours of seat time. These modules are designed to enhance your ability in areas that include:

- Facilitating student engagement
- Cultivating a comfortable classroom climate
- Mastering instruction and assessment
- Demonstrating professionalism
- Optimizing classroom management

Micro-credentials

A micro-credential is a grouping of related online modules that share a similar focus, elevate your skill set in the area, and maximize your teaching proficiency. To earn a micro-credential, you must complete each fully facilitated online module prescribed by the program. You will receive an official certificate of completion *(and badge?)* from MidAmerica Nazarene University at the end of the program, verifying your mastery of the content.

Online Professional Development Modules

Stand-alone Modules

Each stand-alone module represents a distinct, independent learning experience. Stand-alone modules don't carry prerequisites or require other complementary courses.

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's content (and possibly assessments). Prerequisite modules are offered in sets of three and participants must take them in order.

Deepening Knowledge Modules

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

Stand-Alone Modules

EDCI 9593 Classroom Communication

.5 Credit

CRN: 12309

*5 hrs • Danielson aligned 3A • stand-alone
Marzano 1F, 1G, 1H, 1I*

Participants will explore methods for engaging students in meaningful work, clarifying limits, facilitating student choice, and encouraging accurate communication.

EDCI 9594 Enhancing Content and Pedagogical Knowledge

.5 Credit

CRN: 12310

*8 hrs • Danielson aligned 1A • stand-alone
Marzano 1C, 2A*

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.

EDCI 9595 Classroom Management Procedures

.5 Credit

CRN: 12311

*8 hrs • Danielson aligned 2C • stand-alone
Marzano 1B, 1G*

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.

EDCI 9596 Sparking Student Engagement

.5 Credit

CRN: 12312

*5 hrs • Danielson aligned 2B • stand-alone
Marzano 1F, 1G, 1H, 1I*

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.

EDCI 9597 Student Learning and Achievement

.5 Credit

CRN: 12313

*5 hrs • Danielson aligned 2B • stand-alone
Marzano 1F, 1G, 1H, 1I*

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.

EDCI 9598 Demonstrating Student Pride

.5 Credit

CRN: 12314

5 hrs • Danielson aligned 2B • stand-alone

Marzano 1F, 1G, 1H, 1I

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.

EDCI 9599 Communicating Clear Directions and Procedures

.5 Credit

CRN: 12315

5 hrs • Danielson aligned 3A2 • stand-alone

Marzano 1F, 1G, 1H, 1I

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.

EDCI 9600 Involving and Interacting with Families

.5 Credit

CRN: 12316

5 hrs • Danielson aligned 4C • stand-alone

Marzano 1A, 2C, 2D, 2E, 4C

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.

EDCI 9601 Enhancing Knowledge of Students

.5 Credit

CRN: 12317

10 hrs • Danielson aligned 1B • stand-alone

Marzano 1H, 2C, 2D, 2E

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.

EDCI 9602 Effective Instructional Outcomes

.5 Credit

CRN: 12318

8 hrs • Danielson aligned 1C • stand-alone
Marzano 1A, 1C, 2A

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 Common Core State 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.

EDCI 9603 Generating Purposeful Discussions

.5 Credit

CRN: 12319

7 hrs • Danielson aligned 3B • stand-alone
Marzano 1F, 1I

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.

EDCI 9604 Content Exploration and Student Engagement .5 Credit

CRN: 12320

5 hrs • Danielson aligned 3C • stand-alone
Marzano 1F, 1H, 1I

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.

EDCI 9605 Types of Learning Activities

.5 Credit

CRN: 12321

5 hrs • Danielson aligned 3C • stand-alone
Marzano 1F, 1H, 1I

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.

EDCI 9606 Effective Uses of Language

.5 Credit

CRN: 12322

5 hrs • Danielson aligned 3A • stand-alone

Marzano 1F, 1G, 1H, 1I

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.

EDCI 9607 Promoting Student Engagement

.5 Credit

CRN: 12323

8 hrs • Danielson aligned 3C • stand-alone

Marzano 1F, 1H, 1I

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.

EDCI 9608 Explaining Content: Student to Student

.5 Credit

CRN: 12324

5 hrs • Danielson aligned 3A • stand-alone

Marzano 1F, 1G, 1H, 1I

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.

EDCI 9609 Explaining Content: Teacher to Student

.5 Credit

CRN: 12325

5 hrs • Danielson aligned 3A • stand-alone

Marzano 1F, 1G, 1H, 1I

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.

EDCI 9610 Facilitating Classroom Discussions

.5 Credit

CRN: 12326

5 hrs • Danielson aligned 38 • stand-alone

Marzano 1F, 1I

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.

EDCI 9611 Preparing to Participate: Student-Led Discussions .5 Credit CRN: 12327

5 hrs • Danielson aligned 38 • stand-alone

Marzano 1F, 1I

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.

EDCI 9612 Participating in Student-Led Discussions .5 Credit CRN: 12328

5 hrs • Danielson aligned 3B • stand-alone

Marzano 1F, 1I

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.

EDCI 9613 Effective Recordkeeping .5 Credit CRN: 12329

5 hrs • Danielson aligned 48 • stand-alone

Marzano 1A, 1C, 1D, 3A, 4C

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.

EDCI 9614 Evaluating Professional Performance .5 Credit CRN: 12330

5 hrs • Danielson aligned 4A • stand-alone

Marzano 3A, 3B

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.

EDCI 9615 Learning Expectations .5 Credit CRN: 12331

5 hrs • Danielson aligned 3A • stand-alone

Marzano 1F, 1G, 1H, 1I

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.

EDCI 9616 Organizing the Physical Classroom

.5 Credit

CRN: 12332

5 hrs • Danielson aligned 2E • stand-alone

Marzano 1B

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.

EDCI 9617 Student Participation in Purposeful Discussions

.5 Credit

CRN: 12333

5 hrs • Danielson aligned 38 • stand-alone

Marzano 1F, 1I

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.

EDCI 9618 Working with Volunteers and Paraprofessionals

.5 Credit

CRN: 12334

5 hrs • Danielson aligned 2C • stand-alone

Marzano 1B, 1G

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.

EDCI 9619 Student Grouping and Supportive Resources

.5 Credit

CRN: 12335

5 hrs • Danielson aligned 1E • stand-alone

Marzano 1C, 2A, 2B

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.

EDCI 9620 Enhancing Knowledge of Resources

.5 Credit

CRN: 12336

5 hrs • Danielson aligned 1D • stand-alone

Marzano 1E, 2B

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 non-instructional assistance to students.

EDCI 9621 Designing Lessons, Units, and Learning Activities .5 Credit CRN: 12337

5 hrs • Danielson aligned 1E • stand-alone

Marzano 1C, 2A, 2B

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

EDCI 9622 Student Behavior: Part I .5 Credit CRN: 12338

7 hrs • Danielson aligned 2D • prerequisite: module 1 of 3

Marzano 18, 1F, 1G, 1H

Participants must take these modules in order, as 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.

EDCI 9623 Student Behavior: Part II .5 Credit CRN: 12339

5 hrs • Danielson aligned 2D • prerequisite: module 2 of 3

Marzano 18, 1F, 1G, 1H

Participants must take these modules in order, as 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.

EDCI 9624 Student Behavior: Part III .5 Credit CRN: 12340

5 hrs • Danielson aligned 2D • prerequisite: module 3 of 3

Marzano 18, 1F, 1G, 1H

Participants must take these modules in order, as 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.

EDCI 9625 Questions That Gather Information .5 Credit CRN: 12341

5 hrs • Danielson aligned 38 • prerequisite: module 1 of 3

Marzano 1F, 1I

Participants must take these modules in order, as 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 perception, induction, analysis, and same/different 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.

EDCI 9626 Questions That Work with Information .5 Credit CRN: 12342

5 hrs • Danielson aligned 38 • prerequisite: module 2 of 3

Marzano 1F, 1I

Participants must take these modules in order, as 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.

EDCI 9627 Questions That Facilitate Taking Action .5 Credit CRN: 12343

5 hrs • Danielson aligned 38 • prerequisite: module 3 of 3

Marzano 1F, 1I

Participants must take these modules in order, as 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.

Deepening Knowledge Modules

EDCI 9628 Creating a Caring Classroom Culture .5 Credit **CRN: 12344**

5 hrs • Danielson aligned 2A • deepening knowledge: novice level
Marzano 1F, 1H, 1I

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.

EDCI 9629 Teacher-to-Student Interactions .5 Credit **CRN: 12345**

5 hrs • Danielson aligned 2A • deepening knowledge: intermediate level
Marzano 1F, 1H, 1I

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.

EDCI 9630 Student-to-Student Interactions .5 Credit **CRN: 12346**

5 hrs • Danielson aligned 2A • deepening knowledge: advanced level
Marzano 1F, 1H, 1I

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.

EDCI 9631 Engaging Instructional Groups .5 Credit **CRN: 12347**

5 hrs • Danielson aligned 1E, 2C, 3C • deepening knowledge: novice level
Marzano 18, 1C, 1F, 1G, 1H, 1I, 2A, 2B

This module introduces grouping methods, how to assign roles and responsibilities, and creating expectations for group work. Participants will discover strategies for forming and adjusting engaging, productive instructional groups where students assume some responsibility for their group's productivity.

EDCI 9632 Productive Student Grouping .5 Credit **CRN: 12348**

5 hrs • Danielson aligned 1E, 2C, 3C • deepening knowledge: intermediate level
Marzano 18, 1C, 1F, 1G, 1H, 1I, 2A, 2B

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.

EDCI 9633 Advanced Grouping Strategies

.5 Credit

CRN: 12350

*5 hrs • Danielson aligned 1E, 2C, 3C • deepening knowledge: advanced level
Marzano 18, 1C, 1F, 1G, 1H, 1I, 2A, 2B*

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.

EDCI 9634 Responsive Teaching: Basic

1 Credit

CRN: 12349

*15 hrs • Danielson aligned 3E • deepening knowledge: novice level
Marzano 1F, 1H, 1I, 2A, 2C, 2D, 2E*

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.

EDCI 9635 Responsive Teaching: Intermediate

.5 Credit

CRN: 12351

*10 hrs • Danielson aligned 3E • deepening knowledge: intermediate level
Marzano 1F, 1H, 1I, 2A, 2C, 2D, 2E*

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.

EDCI 9636 Responsive Teaching: Advanced

.5 Credit

CRN: 12352

*10 hrs • Danielson aligned 3E • deepening knowledge: advanced level
Marzano 1F, 1H, 1I, 2A, 2C, 2D, 2E*

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.

EDCI 9637 Fundamentals of Assessment

.5 Credit

CRN: 12353

*10 hrs • Danielson aligned 1F, 3D • deepening knowledge: novice level
Marzano 1A, 1C, 1D, 1E, 2A*

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 Common Core State Standards) to use with their students.

EDCI 9638 Instruction in Assessment

.5 Credit

CRN: 12354

*10 hrs • Danielson aligned 1F, 3D • deepening knowledge: intermediate level
Marzano 1A, 1C, 1D, 1E, 2A*

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 Common Core State Standards).

EDCI 9639 Advanced Assessment Strategies

.5 Credit

CRN: 12355

*10 hrs • Danielson aligned 1F, 3D • deepening knowledge: advanced level
Marzano 1A, 1C, 1D, 1E, 2A*

Participants will explore strategies to diversify and provide choice among assessments (including group/team assessments) that are aligned with outcomes and Common Core State 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.

EDCI 9640 Demonstrating Professionalism: Basic

.5 Credit

CRN: 12356

*8 hrs • Danielson aligned 4C • deepening knowledge: novice level
Marzano 1A, 2C, 2D, 2E, 4C*

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.

EDCI 9641 Demonstrating Professionalism: Intermediate .5 Credit

CRN: 12357

*8 hrs • Danielson aligned 4C • deepening knowledge: intermediate level
Marzano 1A, 2C, 2D, 2E, 4C*

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 a 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.

EDCI 9642 Demonstrating Professionalism: Advanced .5 Credit

CRN: 12358

8 hrs • Danielson aligned 4C • deepening knowledge: advanced level

Marzano 1A, 2C, 2D, 2E, 4C

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.

Online Professional Development: Instructional Coaching

EDCI 9643 ONL Prof. Development: Instructional Coaching .5 Credit CRN: 12359

The Instructional Coaching Modules may be taken independently (participants choose between The Basics and Culture and Process Refresher) or as a bundle. Each module may be offered in a 1:1 coached fashion where one instructor works with one participant, or in a cohort model.

EDCI 9644 Instructional Coaching: The Basics .5 Credit CRN: 12360

10 hrs • Danielson aligned 1c, 1e, 2a, 2b, 3b, 3e, 4a, 4d, 4e, 4f

An instructional coach is chiefly responsible for bringing evidence-based practices into classrooms by working with teachers and other school leaders. This course focuses on the coach's role in classroom management, content enhancement, instruction, and assessment for learning. The fundamentals for sustaining a successful coaching program include representing the coach's role to staff, building trusting relationships, participating in ongoing training, garnering support from administrators, and providing confidential, nonevaluative job-embedded professional development for teachers.

EDCI 9645 Instructional Coaching: Culture & Process Refresher .5 Credit CRN: 12361

10 hrs • Danielson aligned 1c, 1e, 2a, 2b, 3b, 3e, 4a, 4d, 4e, 4f

Embracing a culture of coaching can serve as a catalyst for change. In this course, participants will examine how adept coaches encourage the active involvement of teachers in improving their practice. Asking open-ended questions, listening actively, and making follow-up inquiries help teachers explore their choices and consider solutions. This course focuses on coaching from basic roles and responsibilities to communicating effectively, asking the right questions, and examining the types of coaching.

EDCI 9646 Instructional Coaching: Essential Communication Skills .5 Credit CRN: 12362

10 hrs • Danielson aligned 1c, 1e, 2a, 2b, 3b, 3e, 4a, 4d, 4e, 4f

Communication can make or break any relationship. Participants will examine and implement effective verbal and nonverbal communication designed to improve expertise in leadership, communication and listening, positive thinking, and support. This course focuses on the conferencing and facilitation skills competent coaches require as well as confidentiality agreements among coaches, teachers, and principals.

EDCI 9647 Instructional Coaching: Essential Coaching Processes .5 Credit CRN: 12363

10 hrs • Danielson aligned 1c, 1e, 2a, 2b, 3b, 3e, 4a, 4d, 4e, 4f

The four types of coaching (technical, challenge, collegial, and cognitive) coupled with clear components enable coaches to respond to unique situations inherent in changing practice. This course focuses on how these four types of coaching and associated components are fundamental to an effective coaching process.

EDCI 9648 Instructional Coaching: Essential Questions for Life® .5 Credit CRN: 12364

10 hrs • Danielson aligned 1c, 1e, 2a, 2b, 3b, 3e, 4a, 4d, 4e, 4f

Skilled questioners are intentional in their ability to scaffold questions in order to help the learner construct meaning. When coaches have a clear direction and know their audience well, they can determine what types of questions to ask as well as differentiate those questions for individuals. In this 10 hour online course, participants will examine the various forms of questioning (with an emphasis on Questions for Life®) in order to lead others toward becoming proficient questioners who, in turn, are more responsive to student needs.

Micro-credential Courses

Micro-credentials

A micro-credential is a grouping of related online modules that share a similar focus, elevate your skill set in the area, and maximize your teaching proficiency. To earn a micro-credential, you must complete each fully facilitated online module prescribed by the program. You will receive an official certificate of completion (*and badge?*) from MidAmerica Nazarene University at the end of the program, verifying your mastery of the content.

EDCI 9713 MC Instructional Coaching

2.5 credits

CRN: 12366

Teachers will learn how to:

- Explore the fundamentals of effective instructional coaching.
- Identify the four major types of instructional coaching.
- Exercise effective forms of communication to improve leadership.

Micro-credential Details:

4-Self-paced Modules
Total of 40 hours

EDCI 9714 MC Engaging 21st Century Learners to Promote Student Interaction

5.5 credits

CRN: 12367

Teachers will learn how to:

- Combine technology and student choice to activate student interest
- Integrate active learning to facilitate student participation.
- Explore grouping strategies to promote collaboration.

Micro-credential Details:

16 Self-paced Modules
Total of 85 hours

EDCI 9715 MC Effective & Responsive Teaching & Assessment 5 credits CRN: 12368

Teachers will learn how to:

- Modify lessons to reflect student interests and accommodate special needs.
- Adjust instruction based on student progress.
- Apply assessments that align to individual student outcomes

Micro-credential Details:

8 Self-paced Modules
Total of 75 hours

EDCI 9716 MC Teacher Leadership 4 credits CRN: 12369

Teachers will learn how to:

- Explore methods to support other teachers facilitate professional learning communities and oversee professional growth plans.
- Investigate how to create learning activities that are aligned to instructional outcomes and appropriate for all students.
- Evaluate how to encourage accountability for student achievement and support the value of learning.
- Explore methods for engaging students in meaningful work, facilitating student choice, and encouraging effective communication.

Micro-credential Details:

9 Self-paced Modules
Total of 62 hours

Coming soon in partnership with Learning Forward Kansas – On-site professional development.

EDCI 9701 On-site Professional Development Modules: Navigating the Framework for Teaching
2 Credits CRN: 12365

This initiative is composed of 22 modules (90 minutes each) centering around an introduction to Danielson’s Framework for Teaching and on each of the individual Danielson components. The goal of this PD training is to supplement what teachers already know about Danielson and assist them in reaching the higher levels of performance for each component.

Introduction

This 90-minute session introduces participants to each of the components that are included as part of this initiative. Participants will experience a community of learners and establish a safe learning environment, develop an action plan for change and improvement, and reflect on learning to improve teacher practice.

1a Demonstrating Knowledge of Content and Pedagogy

Marzano: 1c, 2a

In this 90 minute session, participants will explore content knowledge at various cognitive levels, essential prerequisite knowledge and its relationship to the content of the lesson, intra- and interdisciplinary connections, and how to address potential areas of misconception.

1b Demonstrating Knowledge of Students

Marzano: 1h, 2c, 2d, 2e

In this 90 minute session, participants will evaluate the elements of cultural competence in the educational context of the classroom, explore multiple pathways for learning based on the strengths, challenges, and learning preferences of students, reflect on learning to improve teacher practice, and develop an action plan for change and improvement.

1c Setting Instructional Outcomes

Marzano: 1a, 1c, 2a

In this 90 minute session, participants will discover how to develop differentiated learning targets and incorporate them into instruction, develop an action plan for change and improvement, reflect on learning to improve teacher practice, and establish differentiated instructional outcomes.

1d Demonstrating Knowledge of Resources

Marzano: 1e, 2b

In this 90 minute session, participants will discover the essential elements and importance of using resources in the classroom, identify and categorize the various types of educational resources, investigate pedagogic, content area, and grade level specific resources, reflect on learning to improve teacher practice and develop an action plan for change and improvement.

1e Designing Coherent Instruction

Marzano: 1c, 2a, 2b

In this 90 minute session, participants will discover how to design instruction that is coherent and thoughtfully planned, differentiate instruction using a variety of techniques and strategies, reflect on learning to improve teacher practice, and develop an action plan for change and improvement.

1f Designing Student Assessments

Marzano: 1a, 1c, 1d

In this 90 minute session, participants will communicate the role of assessment in designing effective instruction, utilize alignment criteria to ensure congruence among learning outcomes, activities, assessments, and rubrics, design formative assessments and plan for instructional adjustments, reflect on learning to improve teacher practice, and develop an action plan for change and improvement.

2a Creating an Environment of Respect and Rapport

Marzano: 1f, 1h, 1i

In this 90 minute session, participants will develop a community of learners in the classroom, establish teacher-to-student, student-to-student, and student-to-self connections and communication, reflect on learning to improve teacher practice, and develop an action plan for change and improvement.

2b Establishing a Culture for Learning

Marzano: 1f - 1i

In this 90 minute session, participants will discover how to establish and demonstrate a culture for learning at the higher levels of performance, recognize the factors that contribute to a learner's belief in ability, develop self-directed learners who utilize strategies to enhance performance and success, and develop an action plan for change and improvement.

2c Managing Classroom Procedures

Marzano: 1b, 1g

In this 90 minute session, participants will discover how to establish specific procedures for the effective management and operation of the classroom, facilitate the effective transition and interaction of students in various group formations, reflect on learning to improve teacher practice, and develop an action plan for change and improvement.

2d Managing Student Behavior

Marzano: 1b, 1f - 1h

In this 90 minute session, participants will discover how to maintain an environment for learning by establishing rules and managing student behavior, develop proactive practices for managing student behavior, utilize responsive practices to manage student behavior, reflect on learning to improve teacher practice, and develop an action plan for change and improvement.

2e Organizing Physical Space

Marzano: 1b

In this 90 minute session, participants will construct an organized physical space and enriched environment, utilize the arrangement of furniture and physical space to support instructional goals, reflect on learning to improve teacher practice, and develop an action plan for change and improvement.

3a Communicating with Students

Marzano: 1f - 1i

In this 90 minute session, participants will discover how to communicate the purpose of a lesson, develop background knowledge, and set expectations for learning, communicate clear directions and encourage the use of strategies, reflect on learning to improve teacher practice, and develop an action plan for change and improvement.

3b Using Questioning and Discussion Techniques

Marzano: 1f, 1i

In this 90 minute session, participants will discover how to formulate leveled questions to promote deeper thinking and understanding, facilitate thoughtful and interactive student discussions, reflect on learning to improve teacher practice, and develop an action plan for change and improvement.

3c Engaging Students in Learning

Marzano: 1f, ih, 1i

In this 90 minute session, participants will discover how to design activities that are academically, emotionally, and behaviorally challenging, provide appropriately challenging work to engage learners, reflect on learning to improve teacher practice, and develop an action plan for change and improvement.

3d Using Assessment in Instruction

Marzano: 1a, 1c, 1d, 1e, 2a

In this 90 minute session, participants will utilize a variety of formative assessments to monitor student learning, communicate standards of high-quality work and measure evidence of learning, provide effective feedback and opportunities for self-monitoring, self-assessment, and peer-assessment, reflect on learning to improve teacher practice, and develop an action plan for change and improvement.

3e Demonstrating Flexibility and Responsiveness

Marzano: 1f, 1h, 1i, 2a, 2c, 2d, 2e

In this 90 minute session, participants will discover how to seize teachable moments and transform them into learning opportunities, use alternative instructional strategies and supports to ensure the success of all students, reflect on learning to improve teacher practice, and develop an action plan for change and improvement.

4a Reflecting on Teaching

Marzano: 3a, 3b

In this 90 minute session, participants will discover how to utilize various strategies to reflect on teacher practice, assess the effectiveness of a lesson and identify specific actions for improvement, reflect on learning to improve teacher practice, and develop an action plan for change and improvement.

4b Maintaining Accurate Records

Marzano: 1a, 1c, 1d, 3a, 4c

In this 90 minute session, participants will develop a plan for maintaining accurate records, provide opportunities for students to maintain their own records and monitor their own learning progress, reflect on learning to improve teacher practice, and develop an action plan for change and improvement.

4c Communicating with Families

Marzano: 1a, 2c - 2e, 4c

In this 90 minute session, participants will discover how to utilize various strategies to interact with, inform, and include parents, reflect on learning to improve teacher practice, and develop an action plan for change and improvement.

4d Participating in the Professional Community

Marzano: 3a, 3b, 4a, 4b, 4c

In this 90 minute session, participants will evaluate their own participation in the professional community, participate in and contribute to a Professional Learning Community (PLC), reflect on learning to improve teacher practice, and develop an action plan for change and improvement.

4e Growing and Developing Professionally

Marzano: 3a, 3b, 4a, 4b, 4c

In this 90 minute session, participants will identify their own professional needs and aspirations, engage in professional networks, conversations, and inquiry, reflect on learning to improve teacher practice, and develop an action plan for change and improvement.

4f Showing Professionalism

Marzano: 3a, 3b, 4a, 4b, 4c

In this 90 minute session, participants will identify the conduct that demonstrates professionalism, communicate the importance of professionalism, reflect on learning to improve teacher practice, and develop an action plan for change and improvement.