Online Professional Development Modules

Free self-paced modules, self-paced mini-modules, and facilitated courses
Learn more at www.rt3nc.org

Self-Paced Modules

21st Century Mentor Training

All NC students deserve effective teachers. This module helps mentors in implementing best practices for guiding beginning teachers to reach their fullest potential. The module is built around the NC Mentor Standards which are aligned with the NC Professional Teaching Standards. (1.0 CEU)

Building and Sustaining Professional Development

This module supports district leaders, charter leaders and teacher-leaders in establishing systems and structures for planning, designing and evaluating high quality professional development. The focus is on Guskey's model for PD evaluation. (0.5 CEU)

Charter School Governance Board Training

This module supports current and future board members through proven governance strategies and resources along with the content of the 2013–2014 NC Governance Fundamentals training sessions. Each section provides governance exercises designed to analyze and strengthen the board's governance practices. (2.4 CEUs)

Connecting With Our 21st Century Learners

Today's students will face challenges our generation has yet to imagine. This module focuses on ensuring that every student is ready to meet those challenges. The 21st Century Skills Framework developed by the Partnership for 21st Century Skills helps to guide this discussion. Participants observe and analyze model lessons to identify 21st century skills and methods of teaching them, design a lesson incorporating 21st century skills and tools, and collaborate with colleagues to critique lessons developed by other participants. (1.0 CEU)

Data Literacy in Action

In this module, the concepts of data literacy introduced in the introductory module will be explored further. The module will introduce a data interpretation cycle that can be used to inform instructional decision making and will address the steps of that cycle in depth. (1.0 CEU)

Developing and Maintaining a Positive Learning Environment in Your Classroom

This module offers strategies that will enable teachers to shape the management of their classrooms by building relationships with students, establishing procedures, and planning lessons. Beginning teachers who have completed a teacher preparation program as well as those who are entering the profession via alternative routes will benefit from this module. It will also help veteran teachers who would like to refresh their management techniques. (1.0 CEU)

Digital Literacies in the K–12 Classroom

Students need continual guidance in building digital literacy, and teachers need to reflect continually on how best to provide that guidance-and to refine their own skills. Just as basic literacy—reading and writing—must be a part of teaching and learning in every content area, so must digital literacy. This module offers a sound and thorough grounding in digital literacy as it pertains to the classroom. (1.2 CEU)

Global Awareness, Diversity and Cultural Sensitivity in the Classroom

As we prepare students for college and career, knowledge of the world is invaluable. What are we doing to foster global awareness and global empathy in our classrooms? What responsibility do educators in NC have to teach students about the world? How prepared are our educators to understand and serve the students in NC's diverse school community? In this module, we will share ideas for global education. We will also focus on the correlation between global education and the NC Professional Teaching Standards. (1.0 CEU)

Introduction to Data Literacy

This module includes information on types of data, strategies for analyzing and understanding data. Activities involve learning experiences that develop and enhance strategies to identify, evaluate, and use data to inform instruction. (0.4 CEU)

Literacy in History/Social Studies, Science, and Technical Subjects: Part I

This introductory module defines literacy in the disciplines. Learners will receive an overview of the connections between the NC Essential Standards and the Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects. They will practice examining, discussing, and creating learning activities for their students that integrate the NC Essential Standards and the Common Core Literacy Standards for disciplines in grades 6-12. (0.3 CEU)

Literacy in History/Social Studies, Science, and Technical Subjects: Part II

Learners will review the standards in their disciplines and understand how the teaching of literacy is a school-wide responsibility. They will also examine teacher behaviors, pedagogical approaches, and students' skills and attitudes surrounding the development of CCSS in the respective disciplines. They will practice examining and creating learning activities for their students that integrate the NC Essential Standards and the Common Core Literacy Standards for disciplines in grades 6–12. (1.0 CEU)

NC Principal and Assistant Principal Evaluation: Understanding the Process

This module explores the steps of the NC Principal and Assistant Principal Evaluation Process, including orientation, self-assessment, goal-setting, mid-year meeting, conferencing, and summary evaluation. (0.5 CEU)

NC School Executive Standards

The NC Principal and Assistant Principal Evaluation Process is based on the NC School Executive Standards. These standards have been developed as a guide for principals and assistant principals as they continually reflect upon and improve their effectiveness as leaders throughout their careers. The standards serve as an important tool for principals and assistant principals as they consider their growth and development as executives leading schools in the 21st century. (1.0 CEU)

NC Teacher Leadership Specialist: Understanding the Evaluation Process

Teacher Leadership Specialists include teachers who directly support teachers, informing instruction for student achievement. This group includes teachers who are not assigned student rosters. The State Board approved standards and evaluation process are included in this module. This evaluation tool is aligned with the NC Teacher evaluation and is focused on teacher support. Teacher leaders and administrators who evaluate teacher leaders, curriculum facilitators and/or literacy coaches will find this resource valuable. (0.5 CEU)

NC Teacher Evaluation: Understanding the Process

This module explores the steps of the NC Educator Evaluation Process, including self-assessment, goal-setting, observations and conferencing, planning professional development, and summary evaluations. (0.5 CEU)

Preparation for Foundation of General Curriculum/Math Licensure Exam

This module is designed to provide teachers with the knowledge and skills needed in the preparation of taking the NC General Curriculum Mathematics Subtest and to deliver effective instruction in math. It is intended to help teachers coming in from out of state prepare for the licensure exam and to be used by IHE instructors to guide the preparation of content to be included in their courses to prepare students for the test.

Preparation for Foundation of Reading Licensure Exam

This module is designed to provide teachers with the knowledge and skills needed to assist in the preparation of taking the Foundations of Reading for NC Exam and to deliver effective instruction in reading. This module is intended to help teachers coming in from out-of-state prepare for the licensure exam. It can also be used by Institutions of Higher Education (IHE) instructors to guide them in the content that should be included in their courses to better prepare their students for the test.

Responsibilities of the 21st-Century Educator

This module begins with the foundational 4Cs (Communication, Collaboration, Critical Thinking, and Creativity) and how those components contribute to educational practice. Learners will explore Professional Learning Networks and tools to create them; explore global awareness, global empathy and how to connect a classroom to the global community; and look at student-centered instruction and the use of digital strategies to promote such instruction. (1.0 CEU)

Understanding the Role of School Resource Officers in Schools

The single greatest benefit for our K-12 students is to create collaborations among our educators, school resource officers, school nurses, school social workers, school counselors and school psychologists. This module will help school personnel develop an awareness of the role and effective utilization of School Resource Officers in order to create a caring and safe educational environment that benefits learning and community. (0.5 CEU)

Understanding Student Behavior

This module is for middle and high school teachers and school staff. The module will help teachers and staff develop an enhanced awareness of behavioral health issues in the classroom which may foster academic achievement for all students, decrease dropout rates, and increase NC's graduation rates. (0.5 CEU)

Understanding Young Student Behavior

This module is for preschool through grade 5 teachers. The module will serve as a tool to assist teachers to develop an enhanced awareness of behavioral health issues in young students and extend that knowledge to foster long-term connectivity and academic achievement for all students, decrease the dropout rates, and ultimately increase NC's graduation rates. (0.5 CEU)

Universal Design for Learning

Today's classrooms consist of a diverse group of learners. This module focuses on ensuring that every student has equal access to learning by removing barriers that are often present in curriculum. (1.0 CEU)

World-Class Instructional Design and Assessment

This module introduces the World-Class Instructional Design and Assessment (WIDA) English Language Development Standards. The benefit of using the WIDA Standards is delivering instruction that increases comprehensibility for every student, and the goal of this module is to facilitate all teachers' embedding explicit language instruction in their teaching and learning. (2.0 CEUs)

Mini-Modules

Mini-modules are shorter than modules, requiring 1 to 3 hours of work, and are self-paced. Credit may be awarded at the local level in combination with additional professional development requirements.

Completing the Teacher Professional Development Plan Component within the Online Evaluation Tool

This mini-module is designed to help teachers understand the process for completing the Professional Development Plan (PDP) in the online NC Educator Evaluation System tool. The PDP is component eight (8) of the NC Teacher Evaluation Process.

Completing the Training, Orientation and Self-Assessment Components within the Online Evaluation Tool

This session is designed to help teachers understand components 1–3 of the NC Teacher Evaluation Process and document completion of these components in the online NC Educator Evaluation System tool.

Demonstrating High Expectations

This mini-module examines the impact of teacher expectations on student success in an era of new standards, explores how educator beliefs are reflected in classroom and school settings, and examines the Framework for 21st Century learning to fully understand the complexity of this topic.

Developing Data Teams

This module is designed for school level educators who serve as members of a data team or who will be charged with building capacity to develop local data teams. The module will explain the data teams process and how to use data teams to implement data-driven decision making at the classroom level.

Differentiation in the Classroom

This session provides participants with an overview of differentiation. Upon completion, participants will be able to apply their new knowledge in their learning environment to meet the individual needs of their students and will be able to identify resources in order to deepen their understanding on a local level.

District Benchmark Assessments

This mini-module guides district administrators, curriculum specialists, and teacher leaders through step-by-step directions to create district benchmark assessments. It includes information on how to create multiple types of items, including multiple choice, open responses and gridded responses, and covers both Manual Tests and Express Tests.

Effective Professional Learning Communities

This mini-module highlights basic information about PLCs and why PLCs are currently crucial. Participants are then guided to organize an effective PLC process, viewing a video with teachers and their principal who explain their PLCs. Educators are finally reminded of the importance of collaboration and trusting relationships for PLCs to meet their full potential.

EVAAS: New Online Module in PD System

The new mini-module "EVAAS Basics," available through Home Base to all NC educators, explains the EVAAS growth model of evaluating teachers, including the differences between growth and proficiency, how projections and predictions are calculated and used, and how statistical concepts like normal curve equivalents and standard error contribute to making Standard 6 a fair assessment of teacher growth.

Setting Learning Targets & Questioning for Learning

This mini-module provides teachers and administrators with an understanding of essential questions, clear learning targets and how their use can enhance student instruction. The module concludes with an opportunity for participants to practice, connecting an essential question with possible big ideas and several learning targets within a unit of study.

SMART Goals for Students

Participants will learn to guide students in the development of individual SMART goals to facilitate learning and target their individual learning needs. A case study is provided to illustrate the process of setting a SMART goal with a student.

What the Best NC Teachers Do

NC Teachers of the Year highlight effective classroom practices, including "hooking" reluctant learners and maximizing learning opportunities for all students. This video series offers advice to new teachers and highlights effective instructional practices and strategies. Tools are included for participant self-reflection and professional growth.

Writing SMART Goals

This session focus on goal setting. It provides teachers with knowledge and strategies to set meaningful goals for student achievement that are SMART: Strategic, Measurable, Achievable, Results-oriented and Time-bound.

Facilitated Courses

These courses are facilitated by DPI professionals and registration is limited to 35 participants.

Building and Sustaining Professional Development

Supports district leaders, charter leaders and teacher-leaders in establishing systems and structures for planning, designing and evaluating high quality professional development. The focus will be on Guskey's model for PD evaluation.
(6 weeks, 1.0 CEU)

Connecting with our 21st Century Learners

Today's students will face challenges our generation has yet to imagine. This course focuses on ensuring that every student is ready to meet those challenges. The 21st Century Skills Framework developed by the Partnership for 21st Century Skills helps to guide this discussion. Participants observe and analyze model lessons to identify 21st century skills and methods of teaching them, design a lesson incorporating 21st century skills and tools, and collaborate with colleagues to critique lessons developed by other participants. (5 weeks, 1.0 CEU)

Data Literacy in Action

In this course, the concepts of data literacy introduced in the introductory course will be explored further. The course will introduce a data interpretation cycle that can be used to inform instructional decision making and will address the steps of that cycle in depth. (6 weeks, 1.0 CEU)

Digital Literacies in the K–12 Classroom

Students need continual guidance in building digital literacy, and teachers need to reflect continually on how best to provide that guidance-and to refine their own skills. Just as basic literacy-reading and writing-must be a part of teaching and learning in every content area, so must digital literacy. This course offers a sound and thorough grounding in digital literacy as it pertains to the classroom-or of digital literacies, as the title of the course says, for there are many ways of thinking about digital literacy. (6 weeks, 1.5 CEU)

Introduction to Data Literacy

This course provides an introduction to data literacy. Both teacher and principal perspectives are included. It includes information on types of data, strategies for analyzing and understanding data, and processes for determining how these can influence instructional practices. In order to design effective instruction and learning environments, educators need to determine what learners know, and effectively use evidence collected. This course aims to provide learning experiences that develop or enhance abilities to find, evaluate, and use data to inform instruction.
(5 weeks, 1.0 CEU)

Introduction to Universal Design for Learning

Today's classrooms consist of a diverse group of learners. This course focuses on ensuring that every student has equal access to learning by removing barriers that are often present in curriculum. This course introduces the learner to UDL and its principles. (4 weeks, 1 CEU)

Literacy in History/Social Studies, Science and Technical Subjects, Part 1

This introductory course defines literacy in the disciplines. Learners will receive an overview of the connections between the NC Essential Standards and the Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects. They will then have guided practice examining, discussing, and creating learning activities for their students that integrate the NC Essential Standards and the Common Core Literacy Standards for disciplines in grades 6-12. (5 weeks, 0.5 CEU)

Literacy in History/Social Studies, Science and Technical Subjects, Part 2

Learners will review the standards in their disciplines and understand how the teaching of literacy is a school-wide responsibility. They will also examine teacher behaviors, pedagogical approaches, and students' skills and attitudes surrounding the development of CCSS in the respective disciplines. They will have guided practice examining, discussing, and creating learning activities for their students that integrate the NC Essential Standards and the Common Core Literacy Standards for disciplines in grades 6–12. (7 weeks, 1.5 CEUs)

NC Teacher Standards and Evaluation Process

This course provides an in-depth look at the NC Professional Teaching Standards and will help educators understand their role in the new evaluation process, as well as deepen their understanding of the six professional teaching standards. (6 weeks, 2.0 CEUs)

Responsibilities of the 21st Century Educator

This course begins with the foundational 4Cs (Communication, Collaboration, Critical Thinking, and Creativity) and how those components contribute to educational practice. Learners will explore Professional Learning Networks and tools to create them; explore global awareness, global empathy, and how to connect a classroom to the global community; and look at student-centered instruction and the use of digital strategies to promote such instruction. (8 weeks, 1.0 CEU)

PD MOOClets

A Massive Open Online Course (MOOC) allows a large number of participants to learn together and requires a high degree of learner independence. Our MOOClet, with large but limited participation (200), preserves the advantages of facilitated courses such as instructor involvement and allows a larger number of participants to share ideas and learn from one another.

Action Research for Educators

The goal of this course is to facilitate a deeper understanding of action research, and develop a connected network of participating educators across the state. The course has been developed to provide teachers participating in the *Governor's Teacher Network (GTN)* project resources and support throughout the span of the project. The course will provide resources and instruction, in a just-in-time manner. Participants will learn about each step of the action research process so that they are then ready to put that step into practice. Along with the facilitators of the course, each GTN teacher will be supported throughout the project by regional PD leads who will meet with participants, face-to-face, or online, throughout the project. This regional support and networking will be expanded in the online course to give participants an opportunity to interact with others all across the state.

Effective Digital Strategies for the K-12 classroom (MOOClet)

This course is intended for K-12 classroom teachers and other instructional personnel. It focuses on using digital tools and strategies to support teaching and learning and enriching individuals' knowledge through developing communities of practice across the state in their subject and grade level. In this course, we will look at the 4Cs — Creativity (and Innovation), Critical thinking (and Problem solving), and Communication and Collaboration — which are critical keystones for the 21st century classroom. We will collaboratively investigate digital tools and strategies that can be used to enhance the teaching and learning of these skills. This course should take approximately 20 hours to complete. (6 weeks, 2.0 CEUs)

Online Discussion Forums

Cross-district Strategic Solutions Forum

Cross-district Strategic Solutions Sessions serve to facilitate state-wide discussions targeting challenges/issues identified by districts.   Each 60 minute interactive webinar session focuses on a specific issue or problem (identified by a district) with time for peer feedback. This online discussion forum allows participants to continue the conversation by sharing ideas and resources after the conclusion of the live webinar. Each topic forum is hosted in the Home Base Professional Development system and remains open for 10 days after each webinar. This is not a traditional online module or course for professional development but serves as a solutions-oriented forum for educators.

NCDPI - RESA PD Calendar - http://www.dpi.state.nc.us/profdev/calendar/

NCDPI WikiCentral link - http://wikicentral.ncdpi.wikispaces.net/NCDPI+WikiCentral+Page