PROFESSIONAL DEVELOPMENT
SOLUTIONS FOR DIGITAL EDUCATORS COURSE LIST

STARTING OFF: For teachers with little or no experience using instructional technology

Classroom Device Management
25 clock hours or 1 quarter credit*
Adding devices to your school or classroom? Are you engaging students with tablets, laptops, smart phones? Explore structures and systems for managing a variety of devices and instructional planning in a 1:1 learning environment. Build a classroom plan to keep your students safe—and yourself sane. During this course, you will build:
• A technology resource inventory for your class
• Articulated and communicated classroom expectations for technology use with your students
• Refined and revised classroom policies post-implementation

Classroom Instruction Using an LMS
25 clock hours or 1 quarter credit*
Thinking about using a new LMS? Do you want to learn how to get more out of the one you are using? Explore your learning management system (LMS) and others to understand what features are necessary to improving student learning. Learn how to create a secure digital learning environment for your students using the tools found in your LMS. During this course, you will build:
• A list of necessary and desirable features to deliver instruction through an LMS
• Three activities using tools found in various LMSs
• Outcomes document (post-implementation) to share with your peers/school leadership

Designing Instruction for the 21st-Century Classroom
25 clock hours or 1 quarter credit*
What do you need to consider when introducing new learning models like project-based or blended learning to your students? How can instructional technologies help you to engage students in these new models? Deepen your understanding of new and updated instructional models then apply those models to a lesson and try it with your students. During this course, you will build:
• A problem-based lesson (PBL) using instructional technology
• A revised lesson specifically targeted at blended instruction
• A list of PBL and blended-learning projects to use in the future

Digital Citizenship
25 clock hours or 1 quarter credit*
Increasing use of digital tools with your students? Are you confident about their safety? Evaluate ways that you and your students can become responsible digital citizens as formed by the Children’s Internet Safety Act, Children’s Online Protection Act, and ISTE standards. Learn how to responsibly access, evaluate, and use online resources and social media using the nine elements of digital citizenship, cyber-safety, and cyber-bullying. During this course, you will build:
• An evaluation model to check your lessons for digital safety
• Classroom digital safety policies
• A student assignment that contributes to a students’ positive digital footprint

Enhancing Instruction with Technology
25 clock hours or 1 quarter credit*
Increasing the use of instructional technology in your classroom? It’s not just the device that matters. Your choice of learning models and approaches to teaching with technology can make all the difference in your students’ success. Explore a number of accepted learning models that will help you enhance how you leverage technology in your classroom. During this course, you will build:
• An assessment tool to measure your lessons using SAMR and Digital Bloom’s levels
• A lesson that incorporates/raises the SAMR level and incorporates additional elements of Bloom’s
• A list of essential learning questions to use in reflecting and revising your lesson

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Flipping Your Classroom
25 clock hours or 1 quarter credit*
You’ve heard about it—now try it! Develop a lesson using the flipped classroom model and try it with your students. Using a constructivist, problem-based learning approach, you will learn to increase engagement by creating and testing your very own flipped lesson. During this course, you will build:
• A template for creating flipped lessons for your students
• A flipped lesson to implement in your classroom
• An evaluation tool for continuous improvement

Standards-Based Digital Instruction
25 clock hours or 1 quarter credit*
How do you ensure that standards are being met when adapting and creating digitally enhanced lessons? Learn to align lessons, objectives, and outcomes to ISTE standards as well as subject area standards, including CCSS and NGSS. Practice using frameworks, like Marzano, to build proficiency scales that guide students and evaluate their work, then incorporate best-practices from the Charlotte Danielson framework, national board teacher standards, and professional teacher standards. During this course, you will build:
• A process to align current lessons to specific content and digital learning standards
• A proficiency scale and a rubric that incorporates several proficiency elements
• An evaluation of your lesson using Danielson or NBPTS frameworks

21st-Century Instructional Practices
25 clock hours or 1 quarter credit*
Whether teaching in a traditional or virtual classroom, you can put instructional technology to work as you develop digital learning experiences for your students. Investigate 21st-century instructional frameworks such as Marzano’s teacher evaluation model, Schulman’s model of pedagogical reasoning and action, and the technological pedagogical content knowledge (TPACK) model, and then align one of your current activities using the framework that suits you best. During this course, you will build:
• A process to analyze current activities for alignment to TPACK (or the framework you are currently using)
• A lesson plan that aligns with your chosen framework
• A reflection of your plan post-implementation

UPPING YOUR GAME: For teachers and teacher leaders with intermediate experience using instructional technology

Collaborative Learning Environments
25 clock hours or 1 quarter credit*
Interested in project-based learning (PBL)? Are your students collaborating more? Build techniques for creating secure digital learning environments for student group work and collaboration. Explore how to leverage technology to expand collaborative learning opportunities for both traditional and online classrooms. During this course, you will build:
• An evaluation tool to assess activities and identify areas for collaboration
• A problem-based activity (or adapt one) to maximize collaboration
• A reflection on collaborative PBL activity post-implementation

Designing Instruction for Adaptive Learning
25 clock hours or 1 quarter credit*
Want to learn how to develop lessons and assessments that allow for multiple means of representation, action and engagement? Develop the competency and skills to use universal design for learning (UDL) to incorporate instructional technologies and create lessons that can easily adapt to each of your students. During this course, you will build:
• A UDL evaluation of one of your current lessons
• A lesson (new or revised) using UDL
• A reflection of your UDL lesson post-implementation

Implementing Adaptive Learning
25 clock hours or 1 quarter credit*
Meet the diverse learning needs of all students, including those with disabilities, English-language learners, or gifted and talented students. Learn new adaptive learning techniques using devices and digital tools to meet the needs of all of your students. During this course, you will build:
• A vetted resource of current adaptive instructional techniques to apply to an existing lesson
• A classroom plan for implementing adaptive instruction techniques into your lesson
• An evaluation/reflection about implementing the lesson on student performance and engagement
One-to-One Environment in Action
50 clock hours or 2 quarter credits*
Harness technology to engage every student in the learning process. This course helps you connect theory and practice as you integrate theories and models into a cohesive unit of study. During this course, you will build:
• Essential questions for a unit of study
• A list of standards-based competencies and objectives for a unit of study
• An inventory of ideas for integrating technologies for that unit
• An evaluation tool to check for alignment to selected 21st century theories and frameworks
• A lesson incorporating competencies, objectives, technologies aligned to your chosen framework
• A completely revamped unit

Personalized Instruction
25 clock hours or 1 quarter credit*
Spend less time teaching and more time coaching! Personalized instruction puts your students in the middle of their learning. By developing lessons with students, providing student choice, and making use of blended learning, you take on the role of classroom coach and advisor and engage your students in their own learning like never before. During this course you will build:
• A competency-based, problem-based lesson incorporating student choice
• A plan to implement your competency-based, problem-based lesson
• A peer feedback/evaluation process that you will use to revise your lesson

Personalized Learning Through Gaming
25 clock hours or 1 quarter credit*
Gaming can give you the edge you need to get your students engaged and increase their motivation to learn. Learn to plan personalized instruction using purposeful gaming strategies that leverage technology. During this course you will build:
• A vetted resource of current adaptive instructional techniques to apply to an existing lesson
• A lesson (new or revised) using gamification techniques
• An evaluation/reflection of the gamified lesson on student performance and engagement

Understanding Competency-Based Curriculum
50 clock hours or 2 quarter credits*
What are the differences between standards, outcomes, and competencies? How can they all be integrated into the curriculum? Learn how to map competencies to outcomes and then align standards to both in order to create a lesson plan that will ensure improved learning for each of your students. During this course, you will build:
• A revised competency-based unit plan using the principles of deeper learning
• An analysis of an existing lesson plan for standards, outcomes, and competencies
• One learning outcome that is mapped to standards and competencies
• A method for collecting student reflections based on competency-based education
• An outline of the knowledge and skills that align to your targeted competencies
• A unit plan outline using UbD

Understanding Competency-Based Instruction
50 clock hours or 2 quarter credits*
Have you ever wondered if you could implement competency-based lessons into your teaching? Learn about competency-based curricula and lesson planning along with best-practices like methods for developing competency-based classroom management techniques. During this course, you will build:
• An evaluation process to measure your current lessons for competency-based instruction practices
• A differentiated lesson using the five principles of constructivist teaching
• A competency-based lesson (new or updated) to incorporate technology
• A competency-based rubric for an authentic assessment
• A tiered assignment aligned to an authentic assessment
• A student self-evaluation tool to track and reflect on progress meeting the specific competencies
LEADING OTHERS: For teacher leaders and PD professionals

### Adult Learning Theory
**50 clock hours or 2 quarter credits***
Focus on developing the skill of integrating adult learning theory and current research-based best practices into professional development program planning. Evaluate how to facilitate professional learning and professional development using the six principles of adult learning theory. During this course, you will build:
- An analysis of your own professional development experiences using adult learning theories
- A list for improving your own professional learning plan aligned to a framework for adult learning
- A review (and recommendations) for a PD program
- An evaluation of your school's or district's current professional development plan
- A survey on professional development to be implemented at your school
- A report with recommendations for your school or district's professional development plan

### Implementing Site-Based Initiatives
**50 clock hours or 2 quarter credits***
How was your last roll out? Did it go as smoothly as you hoped? Rolling out site-based initiatives takes a lot of planning and many skills. Learn how to identify and evaluate the components you need to include in your plan from identifying key members of the planning team and participants affected by the initiative, and the types of professional development needed to successfully launch the initiative. During this course, you will build:
- An analysis of and recommendation for an existing site-based team (e.g., PLC) using management theories
- An evaluation of and recommendations for the strategies used by a site-based team
- A fully developed PDSA cycle aligned with a short-term SMART goal
- A step-by-step process aligning management theory to the implementation of site-based goal.
- SMART site-based goal

### Instructional Coaching
**50 clock hours or 2 quarter credits***
Thinking about becoming an instructional coach? Interested in helping others to effectively use instructional technologies with their students? Explore peer coaching models and then select one to work with as your develop and implement your own peer coaching plan. During this course, you will build:
- A peer coaching model that suits you
- A peer coaching plan that will be implemented with a colleague
- A revised plan post your participation in a coaching session
- A professional development plan targeted for your school
- An evaluation of your peer coaching plan
- Work with a peer to reflect on the effectiveness of your peer coaching strategy

### Professional Development in Action
**50 clock hours or 2 quarter credits***
Integrate theories and models of professional development to create plans and activities that are aligned to site and district initiatives as well as professional teaching standards. Apply best practices in professional development design, incorporating the elements of teacher evaluation models, adult learning theory, professional learning communities (PLCs), and instructional coaching. During this course, you will build:
- A SMART professional development goal
- An evaluation for a specific professional development goal
- A reflection on the SMART goal development process
- An outline for a competency-based professional development training unit
- A flipped-model professional development activity
- A reflection of the impact of using new PD models

### Professional Learning Communities
**25 clock hours or 1 quarter credits***
Want to make your PLC better? Learn how to start or improve a professional learning community (PLC) for maximum effectiveness and impact on student performance. Explore and evaluate current structures and systems and learn how to create and maintain a secure digital environment for professional learning. During this course, you will build:
- An evaluation of your PLC aligned to adult and social learning theory
- An analysis of the impact of your PLC on both the teacher and the student
- A PDSA collaborative activity that aligns to one of your student or teacher goals

### Teacher Evaluation and Assessment
**50 clock hours or 2 quarter credits***
Understand more about teacher evaluation and assessment by working with popular models as you analyze and compare your school’s evaluation model. Review comprehensive performance assessment and evaluation systems that provide targeted support, assistance, and professional growth opportunities based on teachers’ and students’ needs as well as those of your schools and district. During this course, you will build:
- An analysis of a previous teacher evaluation for alignment to Danielson or Marzano
- An analysis of a previous teacher evaluation for alignment to NBPTS and ISTE teacher standards
- An evaluation tools that assesses the strengths and weaknesses of selected evaluations
- An analysis of your school’s existing teacher evaluation model aligned to Danielson or Marzano
- Two (or more) recommendations for improvements to evaluation protocols
- Recommendations for professional growth opportunities, targeted support, and assistance aligned with individual needs of the students, the school, and the district

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* Up to 12 graduate credits may be applied to select master's programs in Capella University’s School of Education. Successful completion of touchstone projects and additional fees may apply. State regulations vary regarding salary benefits and continuing education. It is the learner’s responsibility to understand and comply with requirements for their state.

See graduation rates, median student debt, and other information at www.capellaresults.com/outcomes.asp.

ACCREDITATION: Capella University is accredited by the Higher Learning Commission.

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