Professional Development Institute (PDI) Syllabus

Important: The PDI is not part of the University's enrolled system and is not a college course. The fee you have paid is a registration fee and not tuition. The PDI does not earn college credit and is not stated on a university transcript. The PDI is not eligible for financial aid or tuition reimbursement. School districts may offer financial reimbursement for non-credit bearing trainings. Check with your school district's HR Department.

Ohio's Alternative Resident Educator License

The State Board of Education has adopted rules establishing the standards and requirements for obtaining an Alternative Resident Educator license for teaching in grades kindergarten to twelve in a designated subject area, for the area of intervention specialist in grades kindergarten to twelve, for world languages in grades prekindergarten to twelve, and for career-technical workforce development areas.

Applicants for the four-year Alternative Resident Educator license for designated subjects in grades K-12, intervention specialist grades K-12 and world languages grades P-12 must satisfy the following conditions prior to issuance of the license:

- Hold a bachelor's degree with a GPA of 2.5 or higher from an accredited institution of higher education;
- Pass an examination in the subject area for which application is being made;
- Pass the Ohio Assessment for Educators (OAE) 090 Foundations of Reading exam (for candidates seeking Intervention Specialist or Integrated Language Arts licensure); and
- Successfully complete an approved Alternative Resident Institute.

An Alternative Resident Educator license is valid for four years and may be extended on a case-by-case basis.

To advance to a five-year professional license, the alternative resident educator must meet the following requirements:

- Successful completion of four years of teaching under the Alternative Resident Educator License;
- Successful completion of the four-year Resident Educator Program;
- Successful completion of 12 semester (18 quarter) hours of professional education coursework, from a college or university approved to prepare teachers, in the principles and practices of teaching, student development and learning, pupil assessment procedures, curriculum development, classroom management and teaching methodology, **OR** completion of a Professional Development Institute approved by the Ohio Department of Higher Education,
  AND A three semester hour course in the teaching of reading in the content area for all subject areas *except* integrated language arts and intervention specialist licensure areas, which require successful completion of at least six semester hours in the teaching of reading (including at least one separate three semester hour teaching of phonics course)
- Successful completion of the state board of education examination required for teacher licensure that measures professional knowledge. **Please note**: An educator with an alternative resident educator license must take this exam during the second year of teaching under the license.

PDI Information

- Content Delivery
PDI is delivered through a provider approved by the Ohio Department of Higher Education. Units are delivered online, and the information, activities and assessments are consistent regardless of the format or provider. PDI uses an asynchronous model, which means a participant does not need to be online at the same time as other participants or the instructor and submits assignments at his/her own pace. Communication with the instructor and technical support is through email and an online messaging system. The instructor provides assignment feedback as necessary for the student to achieve mastery of the content (mastery is set at 80%).

- Participant Responsibilities
An individual participating in PDI uses the same skills expected in a college course. It is the responsibility of the participant to read all of the content information, complete all of the activities and assignments, and record (through note taking or creation of electronic files) PDI information necessary for assignments and future reference. Since PDI is delivered on-line and is self-paced, the participant can expect to spend about 150 hours to complete the three content units.

  - **Computer Access/Skills**
  Most supplemental information required to complete activities and assignments is only available on-line. Participants need reliable access to an internet connection as well as the following computer skills:
    - The ability to download, upload and attach files;
    - The ability to create Word documents and tables;
    - The ability to create computer folders and files; and
    - The ability to create and receive email.

- Availability of Materials
Access to each PDI unit is available for 16 weeks (if each unit is purchase individually) OR, access to all PDI units is 1 year (if all three units are purchased at the same time) from the date of PDI registration approval. All materials for Ohio's Professional Development Institute are available online within the content units.

PDI Description

- Unit Outcomes
Ohio's Professional Development Institute (PDI) assists novice teachers on the Alternative Resident Educator pathway. If seeking an Ohio five-year professional teaching license, an individual who holds an Alternative Resident Educator License issued by The Ohio Department of Education may register for the PDI. Three online, 24/7 accessible content units present knowledge and skills about how to succeed in the classroom. An estimated 150 hours is needed to complete all three PDI units. Units must be completed in successive order from Unit 1 to Unit 3.

Each content unit has specific outcomes and associated assignments:

Unit 1

- o My Professional Identity
  - • Outcomes
    - o Establish a teaching persona
    - o Create a teaching platform
    - o Learn strategies to manage professional online presence
    - o Gain insight through reading about other teachers' mistakes
  - • Assignments
    - o Reflective Questions
    - o Observations of Teacher Professionalism
    - o Create Your Teacher Platform
    - o Social Media Policy and Presence
- o Managing Stress and the Teacher U Curve
  - • Outcomes
    - o Understand the Teacher U Curve
    - o Create a plan to mitigate the Teacher U Curve effects
  - • Assignments
    - o Identifying Gaps
    - o Stress Management Log
    - o U Curve Reflection
- o Collaborating with Colleagues
  - • Outcomes
    - o Learn elements of successful team collaboration
    - o Learn how to build collective efficacy
    - o Understand how to run a successful meeting
  - • Assignments
    - o Successful Collaboration SWOT
    - o Teacher-Based Meeting Observation
    - o Collaboration Interview
- o Communicating with Parents and Caregivers
  - • Outcomes
    - o Develop effective communication strategies to reach all parents/caregivers
    - o Identify roles of parents/caregivers to do in the partnership with schools
    - o Learn how to de-escalate parents/caregivers when they are angry
    - o Plan for effective record keeping
  - • Assignments
    - o Parent/Caregiver Engagement Rating
    - o Communication Strategy Action Plan
    - o Creating a Plan to Engage Parents
- o Communicating Data
  - • Outcomes

- o Understand basic assessment vocabulary
- o Examine vendor assessments to identify what they measure
- o Determine how to use, interpret, and communicate data
  - Assignments
    - o Testing Assessment Analysis
    - o Data Plan Sharing
    - o Data Plan Reflection Journal Entry
- o Mandatory Communication and the Law
  - Outcomes
    - o Know mandatory reporting requirements
    - o Know copyright and intellectual property regulations
    - o Understand free speech protections
  - Assignments
    - o Reporting Interview
    - o Reporting Protocol Journal Entry

Unit 2

- o Theories of Cognitive Development
  - Outcomes
    - o Understand the cognitive development of students
    - o Consider how development impacts building relationships
    - o Reflect on cognitive levels and how that informs approaches to teaching and learning
  - Assignments
    - o Question and Response
    - o Classroom Observations
    - o Student Interview
- o Theories of Social and Moral Development
  - Outcomes
    - o Understand the moral and social development of students
    - o Learn how teachers support positive development
    - o Consider how development impacts building relationships
  - Assignments
    - o Characteristics of Popular Children
    - o Cluster Analysis and Action Plan
    - o Student Personality Interview
- o Exceptional Children and Accommodating Their Needs
  - Outcomes
    - o Understand special education laws and what they require from teachers and schools
    - o Learn to read and understand the data and provided in evaluation team reports and individualized education programs (IEPs)
    - o Plan for changing instructional approaches for exceptional students
  - Assignments
    - o Assessment Analysis

- o IEP Critique
- o Accommodations and Analysis
- o Poverty and Culture – Its Effect on Behavior and Learning
  - Outcomes
    - o Understand the state of poverty in the United States
    - o Understand the impact poverty has on learning
    - o Create strategies to become more sensitive to the needs and challenges of poor students
  - Assignments
    - o KWL Chart
    - o Literacy/Numeracy Instruction
    - o Closing Non-Cognitive Gaps
- o Building Trust and Relationships
  - Outcomes
    - o Understand how to build trust in a classroom
    - o Reflect upon each element of trust and how to develop it in a classroom
    - o Consider and plan engaging instruction that will improve classroom management and reduce poor behaviors
    - o Establish a classroom social contract that defines expectations for appropriate behaviors
  - Assignments
    - o Trust/Relationships Action Plan
    - o Cultural Competency Table
    - o Social Contract
- o Classroom Management
  - Outcomes
    - o Understand that behavior is intentional and serves a purpose
    - o Diagnose reasons for various types of behavior
    - o Create strategies to deal with various behavioral problems positively
  - Assignments
    - o Student Case Study
    - o 21st Century Lesson Plan
    - o 21st Century Lesson Plan Revision
    - o Classroom Management Plan Rubric
    - o Creating a Discipline Plan

Unit 3

- o Ohio's Curriculum and Assessment System
  - Outcomes
    - o Understand how curriculum and assessment are tools to ensure all students master Ohio's learning standards
    - o Understand the political context of school standards and local control

- - - Explore how the standards for a subject area are organized and assessed
  - Assignments
    - Ohio Learning Standards
    - Vertical Progression Practice
- Ohio's Model Curricula
  - Outcomes
    - Use Ohio's Model Curricula to understand how the curriculum and assessment support the standards
    - Examine a curriculum map and practice articulating the relevance of the standards to students
    - Understand the value of interdisciplinary thinking and plan for interdisciplinary connections by using the "Eye of Integration" as a resource
  - Assignments
    - Model Curriculum Reflection
    - Curriculum Map
    - Interdisciplinary Connections
- Instructional Methods – Discussion, Socratic Seminar, Inquiry Learning, and Integrating Technology
  - Outcomes
    - Develop a range of instructional practices
    - Apply appropriate method to lesson outcome
  - Assignments
    - Instructional Methods Lesson Plan Building
    - Instructional Methods 2 Lesson Plan Building
    - Colleague Observation
- Reading Across the Curriculum
  - Outcomes
    - Examine data summarizing reading trends for adolescents across time
    - Describe various reading assessments and their uses
    - Argue the necessity of teaching reading across the curriculum
    - Explain how teachers can improve reading skills
    - Describe several strategies designed to improve reading skills across the curriculum
  - Assignments
    - Interview an Adolescent
    - Reading Skill Strategy Assembly
    - Journal Article Analysis
- Building Assessments for Learning
  - Outcomes
    - Understand the role of formative and summative assessments
    - Consider how to use assessment as part of learning

- o Design sound assessment items
- o Prepare students for the test without teaching to test
- o Understand accommodations on assessments
- Assignments
    - o Bloom's Taxonomy and Depths of Knowledge
    - o Assessment Idea Generator
    - o Webquest of Ohio's Test Portal

PDI Assessment

- **Individual Assignments**
  Each assignment pairs with a rubric that identifies the assignment components and a range of performance for each component. Participants must score a minimum of 80% Proficient on each individual assignment in order to successfully complete one unit before advancing to the next unit. Completion of a unit is granted once all assignments meet the 80% Proficient threshold. If an assignment does not initially meet the 80% Proficient criteria, participants may revise and resubmit.

- **Writing Requirements**
  All written assignments are completed as follows:
    - o 12-point font (Times New Roman, Arial, Calibri, or another standard font)
    - o Double-spaced
    - o One-inch margins

- **Unit Completion**
  Successful completion of the PDI requires the following:
    - o PDI units are self-paced. All activities and assignments are to be completed within 16 weeks per unit or one year for all three units once accepted into the PDI – **this time period may not be extended**;
    - o All assignments scored at a minimum 80% Proficient (Proficient rating in all rubric criteria);
    - o A Certificate of Completion is issued upon meeting the above requirements.