



**GEORGIA  
SOUTHERN**  
UNIVERSITY

Georgia's large-scale, small-feel research university

# **Developing Competency-Based PD Modules to Support Teacher Performance on the TKES**

# Presenters

- Dr. Thomas Koballa, Dean of the College of Education
- Dr. Lina Soares, Differentiated Instruction Team
- Dr. Meca Williams-Johnson, Academically Challenging Environment Team
- Dr. Tracy Linderholm, Logistics Team



# Context of the Project

- The State of Georgia adopted a new teacher evaluation system
- Teachers are expected to have an individualized professional development plan
- The State of Georgia is likely to restructure teacher pay for advanced degrees, limiting professional development opportunities for teachers



# Our Goal

- To develop professional learning for Georgia teachers (and eventually leaders) to provide them with an opportunity to be successful on the new evaluation system
- To develop content in a low cost, flexible format that produces observable results
- To create competency-based modules to allow an efficient, targeted form of learning



# Process: Collecting information

- Gathered a team of faculty, administrators, and technology staff to create online modules
- Created an Advisory Board made up of teachers, curriculum leaders, and school administrators to advise the team
- Team attended a competency-based learning conference hosted by Valdosta State and attended RESA meetings pertaining to TKES



# Process: Developing guiding principles (a sample)

- Modules should emphasize the recalibration of teaching practices relative to the TAPS standards rather than changing teaching practices.
- Modules should be suitable for induction teachers as well as veteran teachers.
- Modules will be most instructive when they support the expectations of teaching and learning in public schools.



# Process: Creating Teams

- Teams
  - Differentiated Instruction (4 faculty)
  - Academically Challenging Environments (4 faculty + instructional technologist)
  - Evaluation Team (3 faculty)
  - Logistics Team (2 administrators)
- Teams developed modules and a plan to evaluate/implement the modules



# Process: Modules re-imagined!

- Two modules were drafted, placed in Folio and reviewed by the team
- The team hired a consultant to move the project forward and refine the product
- Consultant suggested the content was better packaged in the form of ***digital badges***



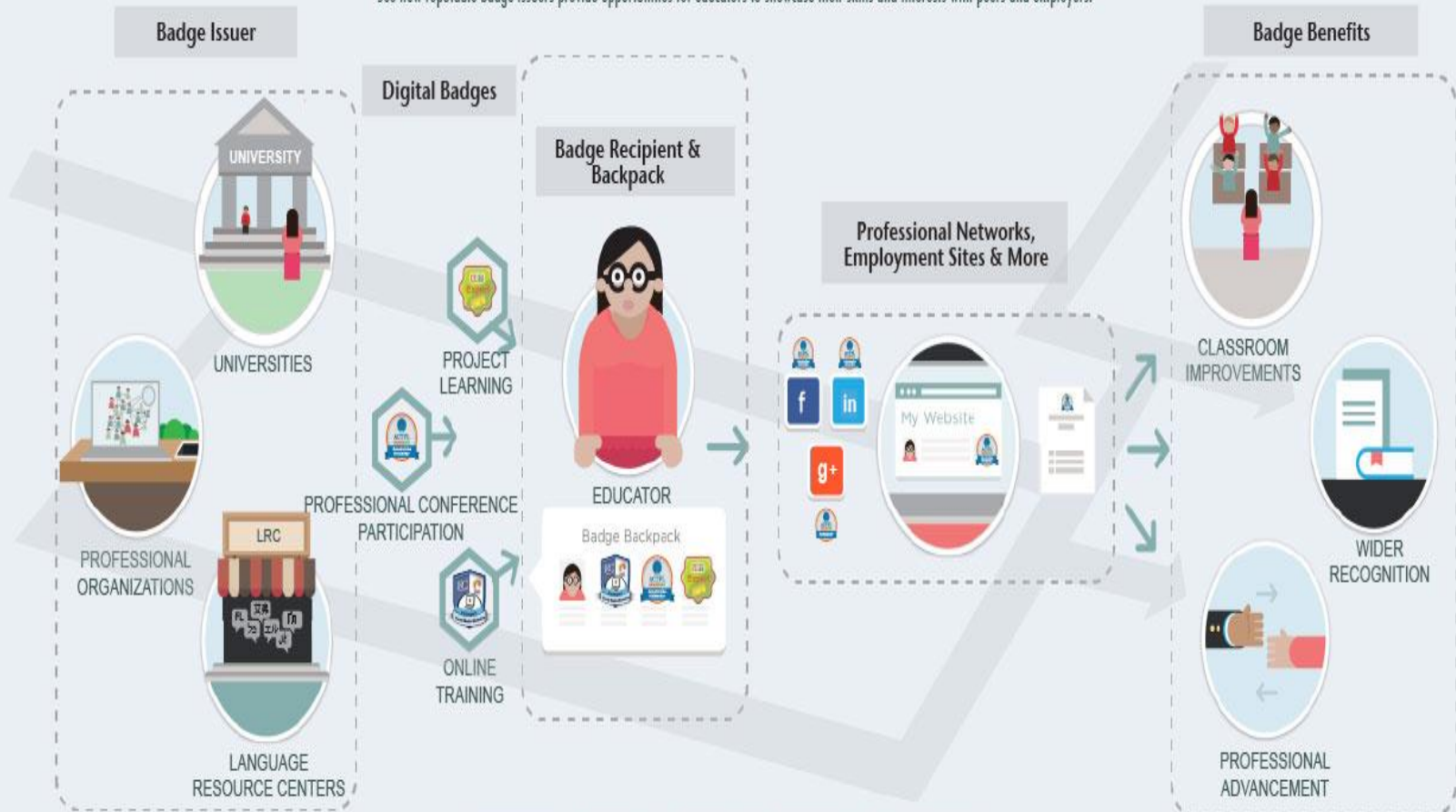
# What is a Digital Badge?

- A way of showing, electronically, competencies learners are able to perform
- Learners collect badges and select the competencies they need to build
- Why not certificates? Digital badges allow for evidence to be efficiently stored so that others may view it and allows for learners to select very specific competencies to develop



# HOW DIGITAL BADGES WORK

Digital badges allow language educators to earn credentials for the 21st century classroom and share them with the world. See how reputable badge issuers provide opportunities for educators to showcase their skills and interests with peers and employers.



Original by Chris Appleton (Designer at Mozilla Foundation)  
Modified by COERLL - <http://www.coerll.utexas.edu/coerll/>

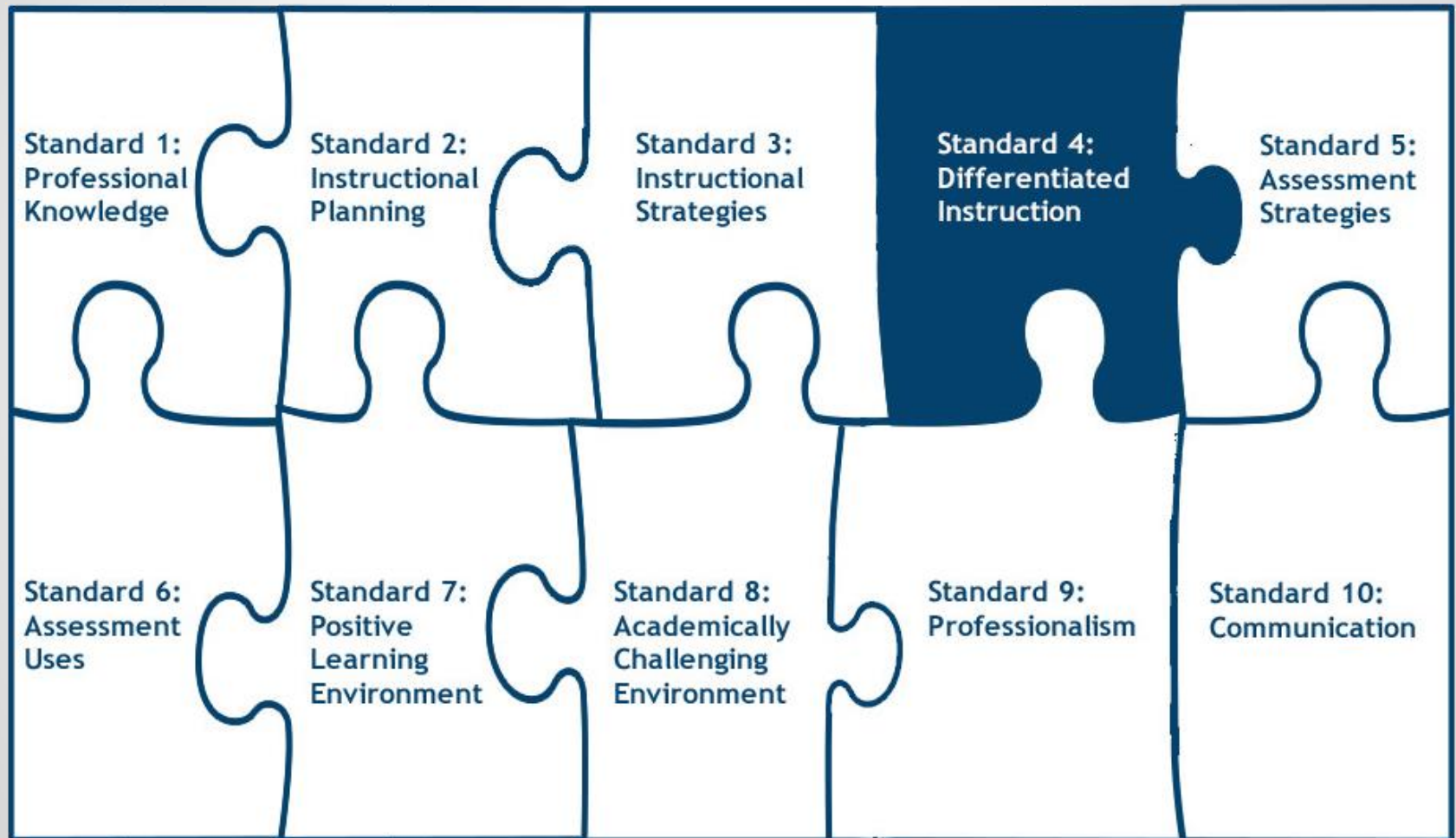


# Benefits of Digital Badges

- Begins with a ***problem of practice*** that is conveyed in the form of a “problem statement”
- Evidence that one has gained competence is easily stored in the digital badge
- Employers easily view pieces of evidence to show competency
- Badges can be collected and tailored to unique professional development needs



# TEKS Competencies



# Differentiated Instruction



## Badge A

Leadership

Competency aligned with Problem Statement

## Badge B

Understanding

Competency aligned with Problem Statement

## Badge C

Execution

Competency aligned with Problem Statement

## Badge D

Execution

Competency aligned with Problem Statement

# Sample Problem Statement - DI

- *Problem: Teachers are challenged to differentiate instruction for four main instructional components: content, process, product, and learning environment.*
- **Challenges:** A perceived lack of time, do not have a holistic understanding of differentiated instruction, a fear of lowered test scores and classroom management issues
- **Outcomes Assessed:** Teachers will be able to develop culturally responsive and challenging instruction to differentiate content, process, product, and the learning environment to meet the needs of students with varying experiences and backgrounds, funds of knowledge, language and cultural differences, diverse learning styles, interests, abilities, and readiness levels.



# Sample Problem Statement - ACE

- *Problem: Teachers are challenged to find ways to help their students set appropriate goals, assess the demands of a task, create a plan, execute a plan, monitor progress and make necessary adjustments when needed.*
- **Challenges:** The process of quality classroom management requires ongoing careful crafting of effective techniques that are developed through planning, implementation and maintenance.
- **Outcomes Assessed:** (1) Teachers will be able to optimize classroom instructional time and encourage higher student engagement. (2) Teachers will be able to revisit classroom management techniques and demonstrate how to create a culture of high expectations to facilitate self-directed learning.



# Evaluation team: Mapping digital badges to TKES standards

- Evaluation team created criteria to judge quality of problem statements
  - Teachers/administrators should see direct alignment between problem statements and performance indicators on TKES
  - Problem statements should reflect progression to greater levels of competency (e.g., Needs Development to Proficient; Proficient to Exemplary).
  - Problem statements should lead to observable examples of the standard (through module assessments)



# Implementation of badges

- A problem statement that met all criteria was selected to build a complete prototype
- Content based on research and unique expertise of Georgia Southern faculty members
- Problem statement selected: Differentiated

*Instruction: Teacher is challenged to differentiate instruction for four main instructional components: content, process, product, and learning environments*





## Differentiated Instruction

**You are here:** Differentiated Instruction



**Differentiated Instruction**



## Differentiated Instruction

You are here: Differentiated Instruction

### Welcome

Welcome to the online module 'Differentiated Instruction'.

This module will address various problem statements relating to differentiated instruction, for example:

*'Teachers are unfamiliar with the holistic nature of applying differentiated instruction in the classroom.'*

Each problem statement will be aligned with competencies that reflect understanding, execution and leadership.

### Standard 4





## Differentiated Instruction

You are here: Differentiated Instruction

### Competencies

By the end of this module the teacher will be able to demonstrate competencies reflecting understanding, execution and leadership relating to Differentiated Instruction by:

- describing the holistic nature of the Differentiated Instruction approach
- outlining how to identify and differentiate appropriate instructional content, process, product and learning environment to meet individual learning needs
- demonstrating the skills required to address individual learning differences, and to challenge and support each student's learning
- developing the Differentiated Instruction approach through coaching and mentoring their peers.

The teacher will be required to complete various assignments throughout the course as evidence of these competencies, with each assessment being developed in order to enable appropriate evaluation of each type of competence. Digital badges will be awarded on achievement of each competence.

Select for more information:

**Digital Badges**

### Digital Badges

Digital Badges indicate validated achievements of competencies that are tied to one or more earner-provided pieces of evidence.

Digital badges are an online alternative to - or can be used in conjunction with - course credit or continuing education units.





## Differentiated Instruction

You are here: Differentiated Instruction

### Definition

Differentiated instruction, or differentiation, is a holistic approach to education, rather than a 'one-size fits all' philosophy.

It provides a framework for teaching different students in different ways so that all students within a classroom can learn effectively and achieve maximum potential - regardless of gender, ability, disability, socioeconomic background, language and culture, interest level or learning style.

Differentiated instruction is an organized, yet flexible, way to structure the learning environment, tailor instruction, and adjust teaching and learning methods in response to each child's learning needs in order to improve his or her learning.

### Differentiation

Instruction can be differentiated by:

- content - knowledge and skills
- process - how the student gains understanding of the content
- product - how learners demonstrate knowledge of content.

**Differentiation**  
noun  
1. the act or p  
differentiate  
2. Mathem  
derivative  
3. Biolo  
relative



## Differentiated Instruction

You are here: Differentiated Instruction

### The importance of differentiated instruction

The need for classroom teachers to differentiate their curriculum and instructional methodologies is greater now than ever before. Given the degree of diversity in today's classrooms, the 'one size fits all' instructional approach has come and gone.

In order to maximise students' educational success in school, classroom teachers need to:

- recognize students' varying background knowledge, readiness, language, interests and preferences in learning
- respond to that knowledge proactively when planning the content, process and product dimensions of differentiation.

Classroom teachers must respond to learner needs as follows:

- in the way content is presented (the content dimension of differentiation)
- in the way content is learned (the process dimension)
- in the ways students respond to the content (the product dimension).





## Differentiated Instruction

You are here: Differentiated Instruction

### Schwab's Four Commonplaces

Joseph Schwab believed that a practical model should be applied to developing the curriculum. He identified four commonplaces of education that exist in all schools and other learning contexts, and considered that these should be given equal weighting and integrated throughout rather than treated as separate entities. Select each icon for more information.

Teacher



Learner




Subject Matter



Milieu



Familiarity with students' developmental needs and abilities, unique qualities and connection to families and communities. 

Thinking about the crossover amongst these commonplaces alongside the content, process and product dimensions of differentiated instruction encourages a holistic view of the teaching and learning process which ensures a balanced, culturally responsive and challenging curriculum.



## Differentiated Instruction

You are here: Differentiated Instruction

### Knowledge check

1/3 - True or false ? The following description relates to the Teacher commonplace:

Includes teachers' knowledge of subject matter, personalities, biases, political orientations.



**Correct! This statement is True.**





## Differentiated Instruction

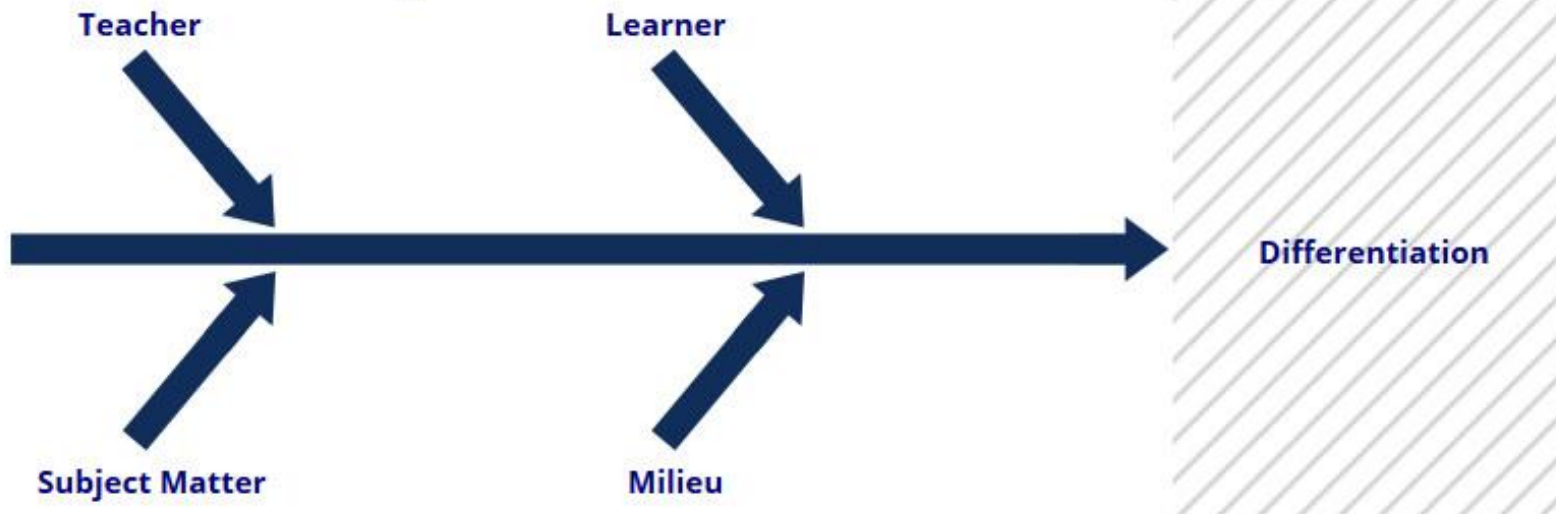
You are here: Differentiated Instruction

### Applying Schwab's commonplaces

By applying Schwab's commonplaces we can understand and create differentiated instruction strategies for the classroom.

The **ishikawa** method is a useful way of analysing the issues and applying Schwab's commonplaces.

Select ishikawa and each heading for more information:



**Milieu** - Influences that affect the learning environment need to be understood, including classrooms, schools, families, neighbourhoods and communities.





## Differentiated Instruction

You are here: Differentiated Instruction

### Applying Schwab's commonplaces: exercise

Now let's use the ishikawa method to apply Schwab's commonplaces to a case study.

Select to display the case study to be worked on:



Case Study

Select to open an ishikawa for completion:

:

Ishikawa





## Differentiated Instruction

**You are here:** Differentiated Instruction

### Proficiency in the subject of Differentiated Instruction

Congratulations, you have completed the online course 'Differentiated Instruction'!

You are now proficient in understanding, execution and leadership with regard to Differentiated Instruction:

- You have a knowledge of the theoretical basis of differentiated instruction
- You have demonstrated understanding of the value of planning for diversity and the use of flexible grouping in the classroom
- You have shown that you are able to develop responsive and challenging instruction to differentiate content, process, product and the learning environment to meet individual learner needs, backgrounds and cultural differences.

Your profile in the LMS will now be updated to include the 'Differentiated Instruction' badge. You may now exit the course or continue to the next page for a list of references and further resources.



# Logistics of Implementation

- Digital badges offered through Continuing Education (CE)
- CE will help manage and market
- Faculty will be paid as consultants initially
- Programs may use “prior learning assessments” to determine if badges map to course content
- Platform is flexible in case new evaluation system gets put in place years from now



# Future Steps

- Pilot and refine digital badge content
- Full scale offering to large group of teachers
- Develop more badges for other TKES standards
- Develop badges for LKES
- Seek external funding: Department of Education
  - *Institute of Education Sciences “Effective Teachers and Effective Teaching”*



# The Entire Team

- DI Team
  - Dr. Lina Soares, Dr. Ming Fang He, Dr. Dan Chapman, Dr. Sabrina Ross
- ACE Team
  - Dr. Meca Williams-Johnson, Dr. Delores Liston, Dr. Lorraine Gilpin, Dr. Eric Landers, Ms. Louise Fechter
- Evaluation Team
  - Dr. Jonathon Hilpert, Dr. Marlynn Griffin, Dr. Chuck Hodges
- Logistics Team
  - Dr. Thomas Koballa, Dr. Tracy Linderholm



# Questions?

- Thank you for attending!



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