

# High Quality ONLINE Professional Development

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Mississippi State Personnel Development Grant



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# REACH MS

## Realizing Excellence for ALL Children in Mississippi

- Mississippi's State Personnel Development Grant (SPDG)
- Awarded to the Mississippi Department of Education in 2005, refunded in 2010, 2016, and 2021.
- Operated by the University of Southern Mississippi's School of Education.
- Areas of Focus:
  - **Academic**
    - Universal Design for Learning (UDL)
  - **Behavior**
    - Positive Behavior Interventions and Supports (PBIS)
    - Social Emotional Learning (SEL)





### **My History**

Special Education  
Teacher &  
Professor

SPDG since 2005



### **My Heros**

RBG, Norm Kunc,  
Harriet  
McBryde-Johnson

### **My Heartbreak**

Universities that close  
Special Education  
programs due to low  
enrollment.

### **My Hope**

Bright, compassionate  
young people choose  
special education as  
their careers.

# High Quality Professional Development Checklist

Gaumer Erickson, A.S., Noonan, P.M., Ault, M., Monroe, K., & Brussow, J. (2020). Observation checklist for high-quality professional development [Version 3]. Center for Research on Learning, University of Kansas. Available at [this link](#).

## ***Observation Checklist for High-Quality Professional Development (Version 3) (HQPD Checklist-3)***

**May 2020**

The Observation Checklist for High-Quality Professional Development - Version 3 (HQPD Checklist-3) was designed to be completed by an observer to determine the inclusion of evidence-based adult learning indicators within professional development. These data should be incorporated into ongoing feedback and coaching to the individuals who provide professional development. Furthermore, the indicators can be used as guidance when designing or revising professional development. The tool represents a compilation of indicators, identified through a review of relevant research and more than fifteen years of experience evaluating professional development, that promote learning and implementation of evidence-based practices.

<b>Preparing for Learning</b>
1. Prior to the professional development, provides learning objectives addressing the critical concepts.
2. Prepares participants to engage in the content by assigning activities in advance.
3. Follows an agenda that outlines the flow of the content and includes beginning times, ending times, and key breaks.
4. Establishes credibility by communicating content expertise and/or experience.
<b>Contextualizing the Content</b>
5. Illustrates alignment between the content and participants' organizational standards, goals, or priorities.
6. Summarizes the evidence base for the content, including providing references or links.
7. Emphasizes the impact of the practice/content on improved outcomes (e.g., student achievement, client well-being)





# Quality Matters

## Continuing and Professional Education Rubric

This rubric is available online at [this link](#).

QUALITY MATTERS



### Non-annotated Standards from the QM Continuing and Professional Education Rubric, Second Edition

For more information or access to the full annotated QM Rubric visit [www.qualitymatters.org](http://www.qualitymatters.org) or email [info@qualitymatters.org](mailto:info@qualitymatters.org)

#### Standards

#### Points

**General Standard 1** The overall design of the course is made clear to the learner at the beginning of the course.

- |   |   |
|---|---|
| 1.1 Instructions make clear how to get started and where to find various course components.   | 3 |
| 1.2 Learners are introduced to the purpose and structure of the course. <i>From Annotation - The length of time and date(s) for the course are clearly stated, especially in the case of college- or university-hosted courses whose dates do not correspond to the standard academic calendar of the host institution, or if the course is self-paced.</i> | 3 |
| 1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are stated clearly. <i>From Annotation - In courses that do not provide avenues for communication with an instructor/facilitator or with other learners, this Standard should be marked "Met."</i>                               | 2 |
| 1.4 Course, institutional, or organizational policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.   | 2 |
| 1.5 Minimum technology requirements are clearly stated, and instructions for use are provided.  | 2 |
| 1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.   | 1 |
| 1.7 Minimum technical skills expected of the learner are clearly stated.  | 1 |
| 1.8 The self-introduction by the instructor/facilitator is appropriate and available online. <i>From Annotation - If the instructor/facilitator's role is minimal,</i>  |   |

# Crosswalk: HQPD Checklist & QM CPE Rubric

## Face-to-Face and Online Professional Development Evaluation Rubric Crosswalk REACH MS: The Mississippi State Professional Development Grant

*This crosswalk was developed to see the relationship between two rubrics used to evaluate professional development by REACH MS.  
We thank Drs. Gaumer Erickson and Noonan for their feedback on this crosswalk.*

Observation Checklist for High-Quality Professional Development (Version 3) (HQPD Checklist-3) May 2020	Non-annotated Standards from the QM Continuing and Professional Education Rubric, Second Edition
Preparing for Learning	General Standard 1 The overall design of the course is made clear to the learner at the beginning of the course.
1. Prior to the professional development, provides learning objectives addressing the critical concepts.	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.  2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
2. Prepares participants to engage in the content by assigning activities in advance.	1.1 Instructions make clear how to get started and where to find various course components.  1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are stated clearly.  1.4 Course, institutional, or organizational policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.  1.5 Minimum technology requirements are clearly stated, and instructions for use are provided.  1.7 Minimum technical skills expected of the learner are clearly stated.
3. Establishes credibility by communicating content expertise and/or experience.	1.8 The self-introduction by the instructor/facilitator is appropriate and available online.  1.9 Learners are asked to introduce themselves to fellow learners.
4. Follows an agenda that outlines the flow of the content and includes beginning times, ending times, and key breaks.	1.2 Learners are introduced to the purpose and structure of the course.

Rev. 9/29/2021



# Face-to-Face and Online Professional Development Evaluation Rubric Crosswalk

## REACH MS: The Mississippi State Professional Development Grant

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Observation Checklist for High-Quality Professional Development (Version 3) (HQPD Checklist–3) May 2020	Non-annotated Standards from the QM Continuing and Professional Education Rubric, Second Edition
<b>Preparing for Learning</b>	<b>General Standard 1 The overall design of the course is made clear to the learner at the beginning of the course.</b>
1. Prior to the professional development, provides learning objectives addressing the critical concepts.	<p>2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.</p> <p>2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.</p>
2. Prepares participants to engage in the content by assigning activities in advance.	<p>1.1 Instructions make clear how to get started and where to find various course components.</p> <p>1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are stated clearly.</p> <p>1.4 Course, institutional, or organizational policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.</p> <p>1.5 Minimum technology requirements are clearly stated, and instructions for use are provided.</p> <p>1.7 Minimum technical skills expected of the learner are clearly stated.</p>
3. Establishes credibility by communicating content expertise and/or experience.	<p>1.8 The self-introduction by the instructor/facilitator is appropriate and available online.</p> <p>1.9 Learners are asked to introduce themselves to fellow learners.</p>
4. Follows an agenda that outlines the flow of the content and includes beginning times, ending times, and key breaks.	1.2 Learners are introduced to the purpose and structure of the course.



# Face-to-Face and Online Professional Development Evaluation Rubric Crosswalk

## REACH MS: The Mississippi State Professional Development Grant

Observation Checklist for High-Quality Professional Development (Version 3) (HQPD Checklist–3) May 2020	Non-annotated Standards from the QM Continuing and Professional Education Rubric, Second Edition
Contextualizing the Content	General Standard 2 Learning objectives or competencies describe what learners will be able to do upon completion of the course. General Standard 4 Instructional materials enable learners to achieve stated learning objectives or competencies.
5. Illustrates alignment between the content and participants' organizational standards, goals, or priorities.	2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.  2.4 The relationship between learning objectives or competencies and course activities is clearly stated.  2.5 The learning objectives or competencies are suited to the purpose or level of the course.
6. Summarizes the evidence base for the content, including providing references or links.	4.3 All instructional materials used in the course are appropriately cited.  4.4 The instructional materials are current.
Emphasizes the impact of the practice/content on improved outcomes (e.g., student achievement, client well-being).	
8. Provides model examples of the content in practice, connected to participants' context.	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.



# Face-to-Face and Online Professional Development Evaluation Rubric Crosswalk

## REACH MS: The Mississippi State Professional Development Grant

Observation Checklist for High-Quality Professional Development (Version 3) (HQPD Checklist-3) May 2020	Non-annotated Standards from the QM Continuing and Professional Education Rubric, Second Edition
Engaging in Learning	<p>General Standard 4 Instructional materials enable learners to achieve stated learning objectives or competencies.</p> <p>General Standard 5 Course activities facilitate and support learner interaction and engagement.</p>
	<p>4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.</p> <p>4.5 A variety of instructional materials is used in the course.</p> <p>4.6 The distinction between required and optional materials is clearly explained.</p>
9. Builds on or relates to participants' prior learning.	1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.
10. Engages participants in higher-order thinking to learn each critical concept.	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.
11. Prompts each participant to relate the content to their context.	
12. Facilitates opportunities for participants to collaborate related to the critical concepts.	<p>5.2 Learning activities provide opportunities for interaction that support active learning.</p> <p>5.4 The requirements for learner interaction are clearly stated.</p>
13. Facilitates opportunities for each participant to practice applying the critical concepts.	3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.

## Face-to-Face and Online Professional Development Evaluation Rubric Crosswalk

### REACH MS: The Mississippi State Professional Development Grant

Observation Checklist for High-Quality Professional Development (Version 3) (HQPD Checklist-3) May 2020	Non-annotated Standards from the QM Continuing and Professional Education Rubric, Second Edition
<b>Reflecting on Learning</b>	General Standard 3 Assessment strategies are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.
14. Provides constructive feedback within practice opportunities to promote the acquisition of skills.	3.2 Course information specifies how successful completion of the course will be recognized.  3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course policy for determination of successful course completion.
15. Engages each participant in assessment of knowledge/skill acquisition with corrective feedback.	3.1 The assessments measure the stated learning objectives or competencies.  3.5 The course provides learners with multiple opportunities to track their learning progress.
16. Facilitates opportunities for participants to reflect on how learning will influence their practice.	
17. Establishes a process for participants' continued reflection on implementation and impact.	
<b>Transferring Learning to Practice</b>	
18. Outlines criteria that illustrate a successful transfer of the critical concepts to practice.	
19. Ensures that participants leave with detailed action steps to apply their learning.	
20. Provides resources and technical assistance for continued learning.	
21. Establishes ongoing, two-way communication (coaching) to improve the implementation fidelity of critical concepts.	5.3 The instructor/facilitator's plan for classroom response time and feedback on assignments is clearly stated.



## Face-to-Face and Online Professional Development Evaluation Rubric Crosswalk

### REACH MS: The Mississippi State Professional Development Grant

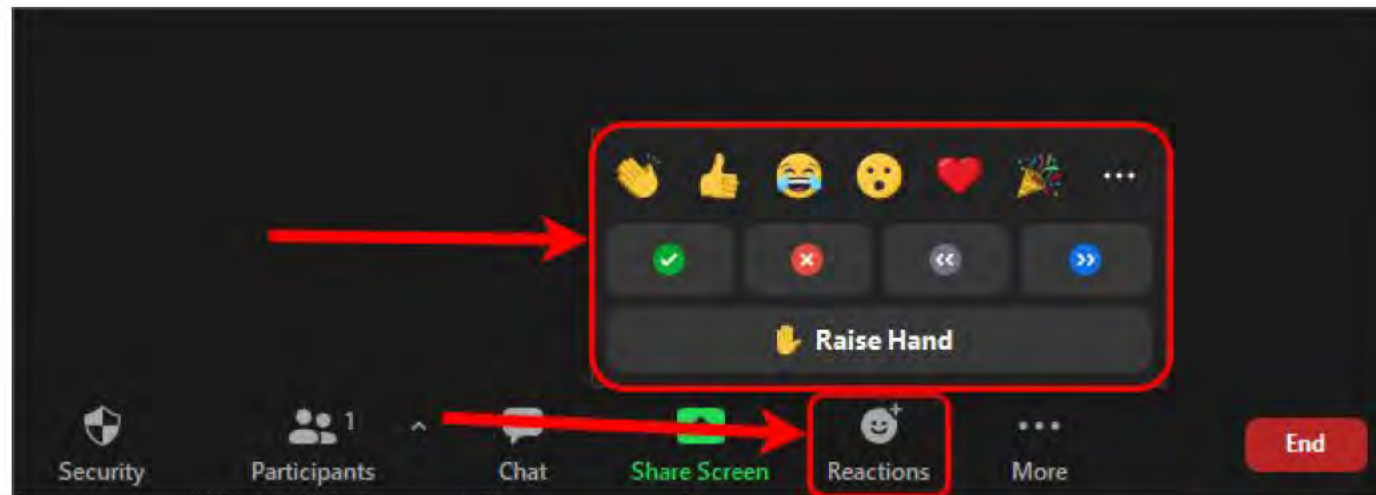
Observation Checklist for High-Quality Professional Development (Version 3) (HQPD Checklist–3) May 2020	Non-annotated Standards from the QM Continuing and Professional Education Rubric, Second Edition
	<p>General Standard 6 Course technologies support learners' achievement of course objectives or competencies.</p> <p>6.1 The tools used in the course support the learning objectives or competencies.</p> <p>6.2 Course tools promote learner engagement and active learning.</p> <p>6.3 Technologies required in the course are readily obtainable.</p> <p>6.4 The course technologies are current.</p> <p>6.5 Links are provided to privacy policies for all external tools required in the course.</p>

Gaumer Erickson, A.S., Noonan, P.M., Ault, M., Monroe, K., & Brussow, J. (2020). Observation Checklist for High-Quality Professional Development [Version 3]. Center for Research on Learning, University of Kansas. <http://www.researchcollaboration.org/page/high-quality-professional-development-checklist>

Quality Matters. (2015). Quality matters. Non-annotated Standards from the QM Continuing and Professional Education Rubric, Second Edition. Retrieved October 12, 2021, from <https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMContinuingandProfessionalEducationRubric.pdf>.

# Discussion Questions

- ★ Do you offer online professional development?
- ★ Do you use the same evaluation rubric or a different one?







**REACHms**

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Password

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**INSTRUCTURE**

The Mississippi State Personnel Development Grant  
[www.reachms.org](http://www.reachms.org)



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# Canvas Template

Home Page: REACH MS Template

## Home Page



### REMOVE RED TEXT BEFORE PUBLISHING

Want to see an example? Here is Sydney's FBA Home Page. (<https://reachms.instructure.com/courses/3/pages/home-page-fba-example>)

### Course Name

#### Message to Participants

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Integer ornare sagittis risus, quis tincidunt magna suscipit quis. In sed dui volutpat, vestibulum erat sit amet, tempor lorem. Donec eu pulvinar sem, vel sodales diam. Maecenas sagittis laculis rhoncus. Aliquam sit amet blandit quam. Praesent tortor mi, malesuada vehicula elementum ac, pulvinar in odio. Proin mauris massa, maximus sit amet nulla non, mollis fermentum urna.

<https://reachms.instructure.com/courses/3/pages/home-page>

14

1/10/2021, 6:25 AM

Home Page: REACH MS Template



### Meet Your Instructor(s)

QM 1.8 The self-introduction by the instructor/facilitator is appropriate and available online. From Annotation - If the instructor/facilitator's role is minimal, the self-introduction may be abbreviated to professional qualifications and accessibility. If the course has no instructor/facilitator, information about whom the learner can contact with questions and how that individual may be contacted should be included.

BRIEF BIO HERE: Lorem ipsum dolor sit amet, consectetur adipiscing elit. Integer ornare sagittis risus, quis tincidunt magna suscipit quis. In sed dui volutpat, vestibulum erat sit amet, tempor lorem. Donec eu pulvinar sem, vel sodales diam. Maecenas sagittis laculis rhoncus. Aliquam sit amet blandit quam. Praesent tortor mi, malesuada vehicula elementum ac, pulvinar in odio. Proin mauris massa, maximus sit amet nulla non, mollis fermentum urna.

### Communication

QM 1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are stated clearly.

- **Course Updates:** How will you communicate with participants (Announcements, Inbox, etc.)?
- **Course Contact:** How should participants contact you (Inbox, Discussion Board, etc.)?
  - Should you have any questions during the training series, please feel free to contact me through the "Help Button"  located on each module page which will send automatically open an email with my USM email address. You may also contact me through Canvas.
- **REACH MS Updates:** How can participants get updates from REACH MS?
- **REACH MS Updates:**
  -  Join our email list at [www.reachms.org](http://www.reachms.org) (<http://www.reachms.org/>), and then click on "Join mailing list."
  -  Follow us on Facebook at REACH MS

<https://reachms.instructure.com/courses/3/pages/home-page>

2/4





# Home Page



## REMOVE RED TEXT BEFORE PUBLISHING

Want to see an example? [Here is Sydney's FBA Home Page. \(https://reachms.instructure.com/courses/3/pages/home\\_page\\_fba\\_example\)](https://reachms.instructure.com/courses/3/pages/home_page_fba_example)

## Course Name

### Message to Participants

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Integer ornare sagittis risus, quis tincidunt magna suscipit quis. In sed dui volutpat, vestibulum erat sit amet, tempor lorem. Donec eu pulvinar sem, vel sodales diam. Maecenas sagittis iaculis rhoncus. Aliquam sit amet blandit quam. Praesent tortor mi, malesuada vehicula elementum ac, pulvinar in odio. Proin mauris massa, maximus sit amet nulla non, mollis fermentum urna.






## Meet Your Instructor(s)

QM 1 8 The self introduction by the instructor/facilitator is appropriate and available online From Annotation If the instructor/facilitator's role is minimal, the self introduction may be abbreviated to professional qualifications and accessibility If the course has no instructor/facilitator, information about whom the learner can contact with questions and how that individual may be contacted should be included



BRIEF BIO HERE Lorem ipsum dolor sit amet, consectetur adipiscing elit Integer ornare sagittis risus, quis tincidunt magna suscipit quis In sed dui volutpat, vestibulum erat sit amet, tempor lorem Donec eu pulvinar sem, vel sodales diam Maecenas sagittis iaculis rhoncus Aliquam sit amet blandit quam Praesent tortor mi, malesuada vehicula elementum ac, pulvinar in odio Proin mauris massa, maximus sit amet nulla non, mollis fermentum urna

## Communication

QM 1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are stated clearly.

- **Course Updates:** How will you communicate with participants (Announcements, Inbox, etc.)?
- **Course Contact:** How should participants contact you (Inbox, Discussion Board, etc.)?
  - Should you have any questions during the training series, please feel free to contact me through the "Help Button"  located on each module page which will send automatically open an email with my USM email address. You may also contact me through Canvas.
- **REACH MS Updates:** How can participants get updates from REACH MS?
- **REACH MS Updates:**
  -  Join our email list at [www.reachms.org](http://www.reachms.org) (<http://www.reachms.org/>) and then click on "Join mailing list "
  -  Follow us on Facebook at REACH MS



-  Follow us on Instagram at reach\_ms\_pbis
-  Follow us on Twitter @reach\_ms\_pbis

## Expectations

- **Material Access:** Where are the learning materials (Modules, etc )?
- **Organizational Method:** How are they organized?
  - **QM 1.1 Instructions make clear how to get started and where to find various course components.**
  - **QM 1.2 Learners are introduced to the purpose and structure of the course.**
- **Expectations:** What is expected from the student?
  - **QM 1.4 Course, institutional, or organizational policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.**
  - **QM 1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.**
- **Course Duration:**
  - **From QM Annotation The length of time and date(s) for the course are clearly stated, especially in the case of college or university hosted courses whose dates do not correspond to the standard academic calendar of the host institution, or if the course is self paced.**
- **Technology Requirements:** In order to complete the training, participants must utilize a computer with internet access and a speaker in order to hear audio from the presentation In addition, participants must have access to a printer
  - **QM 1.5 Minimum technology requirements are clearly stated, and instructions for use are provided.**
  - **QM 1.7 Minimum technical skills expected of the learner are clearly stated.**

## Quick Access & Other Tips

QM General Standard 7 The course facilitates learner access to support services essential to learner success.

QM 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.

QM 7.2 Course instructions articulate or link to the institution or organization's accessibility policies and services.

QM 7.3 Course instructions articulate or link to an explanation of how the institution or organization's course support services and resources can help learners succeed in the course and how learners can obtain them.



QM 7.4 Course instructions articulate or link to an explanation of how the institution or organization's learner services and resources can help learners succeed and how learners can obtain them.

- **Learning Modules** (<https://reachms.instructure.com/courses/3/modules>): Quickly access course learning materials by clicking "Modules" in the left menu.
  - Module 1 of each training provides an overview of the training, expectations of participants, and instructions on how to best interact with the content.
  - Once you complete a module, the next one will be available to you. You must progress through the modules in order.
- **Tips for Success:**
  - **Technical support** is available through the **Canvas Student Guides** (<https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-of-contents>) as well as via your instructor. Please click the "Help" button to send a message to your instructor if you cannot find the answer to your question in the Student Guides!
  - **Accessibility:** Captioning and/or transcripts are available for all presentations. If you need assistance, please contact your instructor.
  - Pay attention to **timelines!** These training modules are designed to be implemented over several weeks. You should be sure to...
    - Begin working in the course on the first day.
    - Follow suggested timelines for completion of each module.
    - Give yourself a buffer in case something unexpected happens.
    - Remember, while the course is free to you, it is not free to us. We reserve the right to unenroll participants who are not active in the course!

**INSTRUCTORS:** When editing the home page (this page, in edit mode), click on the image of the "HELP" button below and select "Link Options". Change the email address to yours by ONLY changing "reachms" to the beginning of your @usm.edu email address. For example, I would change the link from "mailto:reachms@usm.edu" to "mailto:Hollie.Filce@usm.edu".

You also have to change the HELP button email in your modules. **PRO TIP:** Change the email (as described above) in your copy of the template and then 'save as' for each of your modules. The HELP button appears at the TOP and BOTTOM of each module.



(<mailto:reachms@usm.edu>)



# Module ? SAMPLE TEMPLATE - Option 1: Recording in GoToMeeting

**Instructors: Don't forget to update the email address for the HELP button at the TOP and BOTTOM of the module!**

[\(mailto:reachms@usm.edu\)](mailto:reachms@usm.edu)



**Before you begin:**

## Overview

*Use this space to introduce the major topics, concepts, or themes for this Module. This should be BRIEF (1-2 sentences).*

## Module Objectives

*Use this space to list the main objectives of this module. This should be linked to the information typically submitted for CEUs/SEMI's. When the course/training is evaluated, we will be looking for the following QM criteria:*

*QM 2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.*

*QM 2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.*

*QM 2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.*

*QM 2.4 The relationship between learning objectives or competencies and course activities is clearly stated.*

*QM 2.5 The learning objectives or competencies are suited to the purpose or level of the course.*



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## To-Do List

*Help keep participants on track by providing a To-Do list in this space. Follow the organization of the Module (top to bottom) to keep the learning path clear and concise. Please see the sample below.*

In order to successfully complete Module 1, please do the following:

1. **Review:** Open or print any handouts and materials you wish to have available as you complete the presentation.
2. **Watch:** Watch the presentation for this module.
3. **Discuss:** Post any thoughts or questions to the Discussion for this module.
4. **(Module 1 only) Pre-test:** Complete the training pre-test before beginning Module 2.
5. **(Modules 2-next to last Module) Check Yourself:** Complete the brief quiz to ensure you are ready to move on.
6. **(Last Module only) Post-test:** Complete the post-test for the training. Congratulations!



## Handouts & Materials:

- Click here if you want to download and print the slides for notes before viewing the presentation below.
- Save handouts as a File and link them to "Click Here" above.

**QM General Standard 4 Instructional materials enable learners to achieve stated learning objectives or competencies.**

QM 4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.

QM 4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.

QM 4.3 All instructional materials used in the course are appropriately cited.

QM 4.4 The instructional materials are current. From Annotation – The most recent information in such fields as information technology, medical coding, insurance regulation, tax and banking law, etc., is absolutely critical to the value of these courses.



However, regardless of field, the instructional materials should always represent up-to-date thinking and practice in the discipline.

QM 4.5 A variety of instructional materials is used in the course.

QM 4.6 The distinction between required and optional materials is clearly explained.



## Presentation:

You will put your presentation here. The method will depend on how you prepared your presentation content. Click the relevant option below for directions on your method.

### General Standard 5 Course activities facilitate and support learner interaction and engagement.

5 1 The learning activities promote the achievement of the stated learning objectives or competencies

5 2 Learning activities provide opportunities for interaction that support active learning From Annotation Non credit courses that are not managed by instructors/facilitators who interact with learners, synchronously or asynchronously, may use technology in a variety of ways to actively engage learners with content Such courses are designed to avoid the learner's passive assimilation of the content Examples of activities in non facilitated courses that encourage active learning are self check features at key points throughout the content, automated exercises, and automated feedback on responses

5 3 The instructor/facilitator's plan for classroom response time and feedback on assignments is clearly stated From Annotation In courses that do not have an instructor/facilitator, a clear explanation of when feedback on assignments and quizzes will be provided to learners will satisfy this standard

5 4 The requirements for learner interaction are clearly stated From Annotation If it is clear from the design of the course or through a statement in the course introduction or the Course Worksheet that interaction is not a component of this course, this standard should be marked "Met "

## Additional Resources (Optional).

If you want to give additional resources that are related to the content in the module, do so here It's probably best to list them UNDER the presentation/presentation link

- Text/Link Here

- [Text/Link Here](#)
- [Text/Link Here](#)
- [Text/Link Here](#)
- [Text/Link Here](#)
- [Text/Link Here, etc.](#)

**Option 1: Record in GoToWebinar and embed the code for your recording here (click this for printable directions).**

<https://reachms.instructure.com/courses/3/files/345?wrap=1> ↓ [https://reachms.instructure.com/courses/3/files/345/download?download\\_frd=1](https://reachms.instructure.com/courses/3/files/345/download?download_frd=1)

*Here's an example of what Option 1 would look like:*

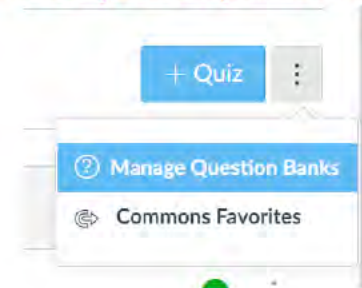




## Check Yourself Before Moving On:

- Congratulations! You are now ready to move on to the next module.
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**Instructors: Don't forget to update the email address for the HELP button at the TOP and BOTTOM of the module!**

**(mailto:reachms@usm.edu)**





# Module ? SAMPLE TEMPLATE - Option 3: Narrated Google Slides

<mailto:reachms@usm.edu> **Instructors: Don't forget to update the email address for the HELP button at the TOP and BOTTOM of the module!**



**Before you begin:**

## Overview

*Use this space to introduce the major topics, concepts, or themes for this Module. This should be BRIEF (1-2 sentences).*

## Module Objectives

*Use this space to list the main objectives of this module. This should be linked to the information typically submitted for CEUs/SEMI. When the course/training is evaluated, we will be looking for the following QM criteria:*

*QM 2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.*

*QM 2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.*

*QM 2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.*

*QM 2.4 The relationship between learning objectives or competencies and course activities is clearly stated.*

*QM 2.5 The learning objectives or competencies are suited to the purpose or level of the course.*

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massa.

## To-Do List

*Help keep participants on track by providing a To-Do list in this space. Follow the organization of the Module (top to bottom) to keep the learning path clear and concise. Please see the sample below.*

In order to successfully complete Module \_\_\_\_, please do the following:

1. **Review:** Open or print any handouts and materials you wish to have available as you complete the presentation.
2. **Watch:** Watch the presentation for this module.
3. **Discuss:** Post any thoughts or questions to the Discussion for this module.
4. **(Module 1 only) Pre-test:** Complete the training pre-test before beginning Module 2.
5. **(Modules 2-next to last Module) Check Yourself:** Complete the brief quiz to ensure you are ready to move on.
6. **(Last Module only) Post-test:** Complete the post-test for the training. Congratulations!



## Handouts & Materials:

- Click here if you want to download and print the slides for notes before viewing the presentation below.
- [Save handouts as a File and link them to "Click Here" above.](#)

**QM General Standard 4 Instructional materials enable learners to achieve stated learning objectives or competencies.**

QM 4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.

QM 4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.

QM 4.3 All instructional materials used in the course are appropriately cited.

QM 4.4 The instructional materials are current. From Annotation – The most recent information in such fields as information technology, medical coding, insurance regulation, tax and banking law, etc., is absolutely critical to the value of these courses.

However, regardless of field, the instructional materials should always represent up-to-date thinking and practice in the discipline.

QM 4.5 A variety of instructional materials is used in the course.

QM 4.6 The distinction between required and optional materials is clearly explained.



## Presentation:

You will put your presentation here. The method will depend on how you prepared your presentation content. Click the relevant option below for directions on your method.

### General Standard 5 Course activities facilitate and support learner interaction and engagement.

5 1 The learning activities promote the achievement of the stated learning objectives or competencies

5 2 Learning activities provide opportunities for interaction that support active learning From Annotation Non credit courses that are not managed by instructors/facilitators who interact with learners, synchronously or asynchronously, may use technology in a variety of ways to actively engage learners with content Such courses are designed to avoid the learner's passive assimilation of the content Examples of activities in non facilitated courses that encourage active learning are self check features at key points throughout the content, automated exercises, and automated feedback on responses

5 3 The instructor/facilitator's plan for classroom response time and feedback on assignments is clearly stated From Annotation In courses that do not have an instructor/facilitator, a clear explanation of when feedback on assignments and quizzes will be provided to learners will satisfy this standard

5 4 The requirements for learner interaction are clearly stated From Annotation If it is clear from the design of the course or through a statement in the course introduction or the Course Worksheet that interaction is not a component of this course, this standard should be marked "Met "

## Additional Resources (Optional).

If you want to give additional resources that are related to the content in the module, do so here It's probably best to list them UNDER the presentation/presentation link

- Text/Link Here
- Text/Link Here




- Text/Link Here
- Text/Link Here
- Text/Link Here
- Text/Link Here, etc.

**Option 3: Create a narrated Google Slides presentation and embed the code for the presentation here (click here for printable directions).** (<https://reachms.instructure.com/courses/3/files/346?wrap=1>) ↓  
([https://reachms.instructure.com/courses/3/files/346/download?download\\_frd=1](https://reachms.instructure.com/courses/3/files/346/download?download_frd=1))

*Here's an example of Option 3:*



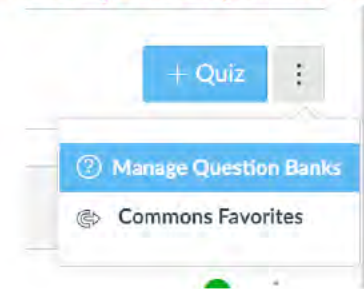
 Google Slides



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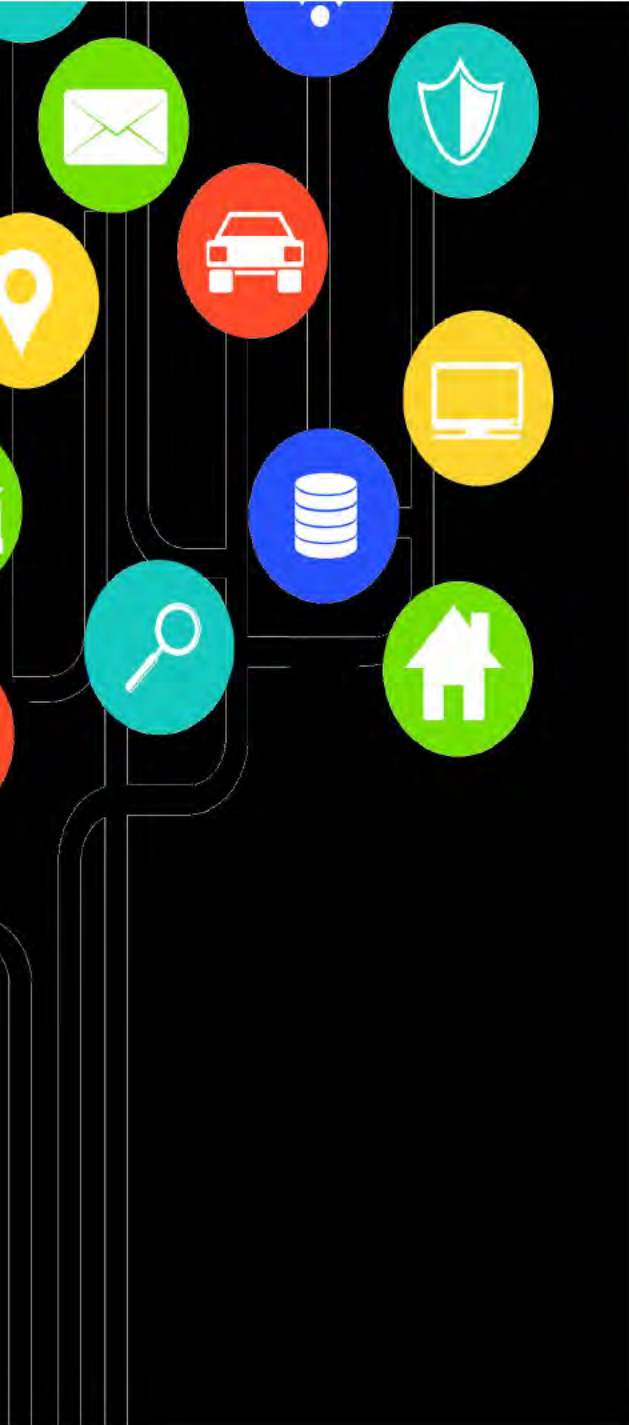


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REACH MS



@reach\_ms\_pbis



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