

Professional Development Event (PDE) Strand Matrix

Facilitators: the topics below are provided to help Facilitators determine how their session can help PDE practitioners (Attendees) accomplish their goals in their PD plan. **Practitioners:** PDE Practitioners (previously known as Attendees) should review their district, building, and/or personal PD plan(s) and select major and minor sub-topics that will help accomplish the goals of their plan(s).

Strand 1 Curriculum	Strand 2 Instructional Practices	Strand 3 Assessment	Strand 4 Leadership
<p>1.1. <i>Demonstrating Knowledge of Content and Pedagogy</i></p> <ul style="list-style-type: none"> A. Knowledge of content B. Knowledge of prerequisite relationships C. Knowledge of content-related pedagogy <p>1.2. <i>Selecting Instructional Goals</i></p> <ul style="list-style-type: none"> A. Values B. Clarity C. Suitability for diverse students D. Balance <p>1.3. <i>Designing Coherent Instruction</i></p> <ul style="list-style-type: none"> A. Learning activities B. Instructional materials and resources C. Instructional groups D. Lesson and unit structure 	<p>2.1. <i>Demonstrating Knowledge of Students</i></p> <ul style="list-style-type: none"> A. Knowledge of characteristics of age group B. Knowledge of students' varied approaches to learning C. Knowledge of students' skills and knowledge D. Knowledge of students' interests and cultural heritage <p>2.2. <i>Demonstrating Knowledge of Resources</i></p> <ul style="list-style-type: none"> A. Resources for teaching B. Resources for students <p>2.3. <i>Establishing a Culture for Learning</i></p> <ul style="list-style-type: none"> A. Importance of the content B. Student pride in work C. Expectations for learning and achievement D. Teacher interaction with students E. Student interaction <p>2.4. <i>Managing Student Behavior</i></p> <ul style="list-style-type: none"> A. Expectations B. Monitoring of student behavior C. Response to student misbehavior D. Accessibility to learning and use of physical resources <p>2.5. <i>Engaging Students in Learning</i></p> <ul style="list-style-type: none"> A. Representation of content B. Activities and assignments C. Grouping of students D. Instructional materials and resources E. Structure and pacing 	<p>3.1. <i>Assessing Student Learning</i></p> <ul style="list-style-type: none"> A. Congruence with instructional goals B. Criteria and standards C. Use for planning <p>3.2. <i>Maintaining Accurate Records</i></p> <ul style="list-style-type: none"> A. Student completion of assignments B. Student progress in learning C. Non-instructional records <p>3.3. <i>Providing Feedback to Students</i></p> <ul style="list-style-type: none"> A. Quality: accurate, substantive, constructive, and specific B. Timeliness <p>3.4. <i>Demonstrating Flexibility and Responsive</i></p> <ul style="list-style-type: none"> A. Lesson adjustment B. Response to students C. Persistence 	<p>4.1. <i>Reflecting on Teaching</i></p> <ul style="list-style-type: none"> A. Reflection on practice B. Accuracy C. Use in future teaching D. Self-assessment <p>4.2. <i>Communicating with Families</i></p> <ul style="list-style-type: none"> A. Information about the instructional program B. Information about individual students C. Engagement of families in the instructional program <p>4.3. <i>Contributing to the School and District</i></p> <ul style="list-style-type: none"> A. Relationships with colleagues B. Service to the school C. Participation in school and district projects D. Collaboration <p>4.4. <i>Growing and Developing Professionally</i></p> <ul style="list-style-type: none"> A. Enhancement of content knowledge and pedagogical skill B. Service to the profession C. Self-directed inquiry <p>4.5. <i>Showing Professionalism</i></p> <ul style="list-style-type: none"> A. Service to students B. Advocacy C. Decision making

Numbering and classification of subgroups has been changed from the original source documents. All information for sub-topics above has been excerpted from:

Danielson, C., (1996) *Enhancing Professional Practice: A Framework for Teaching*, accessed 10/06/2003, from <http://www.ascd.org/readingroom/books/danielson96book.htm>.

Danielson, C., *Teacher Evaluation to Enhance Professional Practice*, accessed 10/07/2003, from http://www.chss.iup.edu/jrmcdono/ED455-methods/teacher_evaluationto_enhance_pr.htm. Use the Guidelines for Professional Development Event (PDE) Facilitators and the Professional Development Event (PDE) Matrix to help you determine the major and minor sub-topics you will include in your presentation.