



Complete · Apply · Refine · Elevate

# How to use On-Demand Modules in your Professional Development Setting



*I want to use On-Demand Modules with...*

## Individual Teachers



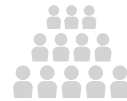
**Complete** a pre-assigned or self-selected On-Demand Module

## A Small Group of Teachers



**Completes** the same On-Demand Module

## Our Entire Faculty



**Completes** the same On-Demand Module or different On-Demand Modules

Collaboratively plan for application of On-Demand Module resource

**Apply** strategy from On-Demand Module in the classroom

**Refine** application through peer observations or feedback from leaders

**Elevate** teaching practice and inspire students

Sanford Inspire Program On-Demand Modules are organized into five domains of practice: Learning Environment, Planning & Delivery, Motivation, Student Growth & Achievement, and Professional Practices. Teacher educators may implement On-Demand Modules as part of an ongoing professional development plan, directing groups or individuals to specific lessons in order to meet the unique needs of each teacher.

Get started today at [SanfordInspireProgram.org](http://SanfordInspireProgram.org)

## An Individual Teacher



A veteran instructional coach is conducting observations at the beginning of the school year. While observing a second-year science teacher deliver a lesson, the instructional coach notices that the teacher does not provide students with accurate or purposeful academic feedback. During a debrief conversation, the instructional coach shares her observations with the teacher. **She recommends that the teacher complete** the “Delivering Effective Feedback” On-Demand Module. The coach also notes that she will be looking for evidence of the new skill the teacher learned during the module in the next observation.

### Additional Considerations:

- Formal evaluations
- Self-selected professional development for teachers

## A Small Group of Teachers



A third grade team leader is unsatisfied with the conversations he and his team are having during their weekly team meetings. The group often spends much of the time venting about student misbehaviors, and rarely leaves the meeting with an action plan for resolving the issues. He consults the Sanford Inspire Program Curriculum Resource Catalog and discovers an On-Demand Module, “Causes of Misbehavior,” that seems like a perfect fit for his team. He returns to his team and **suggests that they use the module to study student misbehavior.** The team agrees to integrate the module and its embedded resources to better understand why students might be acting out. They plan to return the following week with ideas on how to use the information from the module in combination with student behavior records to start work on a grade level-wide behavior plan.

### Additional Considerations:

- Professional Learning Communities
- Content-specific teams
- New teacher program
- Grade level teams
- Flipped professional development

## An Entire Faculty



A high school principal receives the results of a student survey. He is concerned when he notices that a large group of teachers received low ratings in areas that pertain to whether teachers had built a strong relationship with their students. While browsing SanfordInspireProgram.org, he discovers the On-Demand Module, “Building Relationships with Students.” Using the module as a foundation, the principal **crafts a professional development session** that requires this group of teachers to complete the module. He also plans separate professional development workshops for other groups of teachers who have different areas of refinement in order to differentiate the learning opportunities.

### Additional Considerations:

- Regularly scheduled professional development opportunities for teachers
- Trainings before the start of the school year
- Flipped professional development