

**Virtual Learning Platform  
Professional Learning Module Map  
with Self-Assessment Practice Profile (SAPP) Indication  
6.6.2024**

| Pillar                              | Category                  | Type      | Professional Learning Module   |
|-------------------------------------|---------------------------|-----------|--|
| Collaborative Climate and Culture   | Collaborative Culture     | Universal | Collaborative Teams, SAPP<br>SW-PBS Common Philosophy and Purpose, SAPP  |
| Data-Based Decision Making          | Evidence Driven Decisions | Universal | Data-based Decision Making, SAPP<br>SW-PBS Data-Based Decision Making  |
| Standards Curriculum and Assessment | Measurement/Assessment    | Universal | Common Formative Assessment, SAPP<br>Formative Assessment-Literacy-Grade 2   |
| DESE Endorsements & Certifications  | MoPAL                     |           | MoPAL Module 1: Special Education Law Regulations and Compliance<br>MoPAL Module 2: Special Education Finance<br>MoPAL Module 3: Leadership In Special Education<br>MoPAL Module 4: Overview of High Impact Instructional Practices<br>MoPAL Module 5: Application of Effective Teaching and Learning Practices in Special Education<br>MoPAL Module 6: Application of Data-Based Decision Making in Special Education<br>MoPAL Module 7: Family and Community Partnerships in Special Education   |
| Leadership                          | Instructional Leadership  | Universal | Building Leadership Team for Behavior, SAPP<br>Instructional Leadership, SAPP<br>Leadership for Effective Implementation of District-Wide Evidence-Based Practices, SAPP   |
| Effective Teaching and Learning     | Academic                  | Universal | Collective Teacher Efficacy, SAPP<br>Developing Assessment Capable Learners, SAPP<br>Metacognition, SAPP<br>Reciprocal Teaching, SAPP<br>School-Based Implementation Coaching, SAPP<br>Student Practice: Spaced vs Massed, SAPP  |
|                                     |                           | Targeted  | Introduction to Gifted Education   |
|                                     | Behavioral                | Universal | Clarifying Expected Behavior, SAPP<br>Discouraging Inappropriate Behavior, SAPP<br>Encouraging Expected Behavior, SAPP<br>SW-PBS Foundations of a Systems Approach<br>SW-PBS Foundations of Function-Based Thinking<br>SW-PBS Foundations of Systems Change<br>SW-PBS in the Classroom Lesson 1: Overview<br>SW-PBS in the Classroom Lesson 2: ETLP 1- Classroom Expectations and Rules, SAPP<br>SW-PBS in the Classroom Lesson 3: ETLP 2- Classroom Procedures and Routines, SAPP<br>SW-PBS in the Classroom Lesson 4: ETLP 3- Encouraging Expected Behavior, SAPP<br>SW-PBS in the Classroom Lesson 5: ELP 4- Discouraging Unexpected Behavior, SAPP |

| Pillar                          | Category          | Type      | Professional Learning Module   |           |   |                     |
|---------------------------------|-------------------|-----------|--|-----------|---|---------------------|
| Effective Teaching and Learning | Behavioral        | Universal | SW-PBS Teaching Expected Behavior, SAPP<br>SW-PBS in the Classroom Lesson 6: ETLP 5- Active Supervision, SAPP<br>SW-PBS in the Classroom Lesson 7: ETLP 6- Opportunities to Respond, SAPP<br>SW-PBS in the Classroom Lesson 8: ETLP 7- Activity Sequencing and Choice, SAPP<br>SW-PBS in the Classroom Lesson 9: ETLP 8- Adjusting Task Difficulty, SAPP<br>SW-PBS in the Classroom Lesson 10: Ongoing Monitoring  |           |   |                     |
|                                 |                   | Targeted  | Check-In Check-Out (CICO), SAPP  |           |   |                     |
|                                 | Distance Learning | Universal | (A) Introduction to Distance Learning Strategies<br>(B) Community Building<br>(C) Establishing Strong Family-School Connections<br>(D) Distance Learning With Technology<br>(E) Distance Learning Without Technology<br>(F) Elementary Tips and Suggestions<br>(G) Middle School Tips and Suggestions<br>(H) High School Tips and Suggestions<br>(I) Fine Arts Practical Arts Industrial Arts and Modern Language Tips and Suggestions<br>(J) Meeting the Diverse Needs of Learners<br>(K) Integration of Social Emotional Learning in Academics |           |   |                     |
|                                 |                   |           | The Science of Reading   | Universal | 1. Print Awareness<br>2. Phonological and Phonemic Awareness<br>3. Phonics<br>4. Fluency<br>5. Vocabulary<br>6. Spelling<br>7. Comprehension<br>8. Writing<br>9. Assessment |                     |
|                                 |                   |           |  |           | Targeted  | Adolescent Literacy |
|                                 |                   |           |  |           | Social Emotional Learning Academy   |                     |