

CERTIFICATE PROGRAM

PATHWAYS TO ACCOMPLISHED TEACHING: USING THE NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS TO IMPROVE TEACHING AND LEARNING

PROGRAM HANDBOOK

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SCHOOL OF EDUCATION



JONES INTERNATIONAL UNIVERSITY®

The Gold Standard Online University®

www.jiu.edu

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Dear Student,

Welcome and thank you for choosing the Jones International University (JIU) School of Education—a world leader in the professional development of PK-20 educators.

JIU is accredited by the Higher Learning Commission (North Central Association of Colleges and Schools) and offers to you a 100% online learning and service model. The School of Education is responsive to national and international demands for improved education outcomes, and we are proud to offer exceptional certificate and MEd and EdD degree programs that are designed to be in service to both you and the learning organizations and communities that you serve.

School of Education graduates are ethical and innovative leaders who solve urgent education challenges in the diverse learning organizations and communities that they serve. The School provides you with a pathway to become a total professional and prepares you for your own life-long personal and professional growth. The School offers certificate and degree programs of national and international distinction; a project-based curriculum guided by professional competencies; an international and inspirational faculty; ongoing and proactive program evaluation and assessment of student learning; and an uncompromising commitment to service.

As a student in the School of Education, you:

- Enter a high-quality program that has explicit purposes that are focused on your development as a practicing educator.
- Engage a current, relevant project-based curriculum and expertly designed courses aligned to professional standards.
- Learn from a highly qualified, international and inspirational faculty of professors who are fully committed to your success.
- Experience academic excellence.
- Pursue a certificate or degree that is right for you.
- Receive unmatched service when you need it from a team that is attentive to your personal and professional growth.
- Get help in finding financial resources.
- Complete real-world applications of your learning.
- Contribute to your communities.
- Receive honest, straightforward assessment.
- Build a professional portfolio.
- Join a unique and global community of learners.
- Take advantage of the university's Total Professional Advantage.
- Walk away proud of your accomplishments.

We trust that students who have met the program's rigorous admission standards are mature people who are dedicated to their professional growth as well as the growth and well-being of their organizations and communities. As such, our School of Education prepares key education leaders who serve as teachers, academic department chairpersons and professional development

personnel; administrators, principals and superintendents; education faculty at institutions of higher education; researchers within organizations that create, implement and/or evaluate education policy; and entrepreneurs who work with schools and other learning organizations.

The School of Education's sponsored, project-based learning model empowers you to learn in ways that are personally and professionally meaningful. You explore theory and its application to the solutions of important education challenges. Each course offers you the opportunity to work closely with a mentor – a leader or leadership team in the field – who helps you to network within your local context and complete a project that addresses a relevant, authentic problem. You make a difference in your community!

At the heart of our school are supportive, accessible world-class faculty and staff dedicated to your success. Our professors are fully prepared in their academic subject areas, are familiar with the latest best practices and current research and are effective teachers in our exclusively online format. All of us in the School of Education share your love of learning and are eager to help you reach your goals and become a leader in your own learning community.

Sue Brittenham—JIU chair and professor who is a National Board Certified Teacher and holds an EdD in Physical Education—leads this certificate program to align fully with the National Board for Professional Teaching Standards. In addition, Dr. Brittenham considered the standards and expectations of the Colorado Department of Education (CDE), Colorado Department of Higher Education (CDHE), Higher Learning Commission (HLC) and National Council for Accreditation of Teacher Education (NCATE).

Nearly 98% of JIU's students claim that they "would recommend the university to others." We intend for you, too, to be deeply satisfied with your learning experience. Thank you for choosing the JIU School of Education!

Debora L. Scheffel, Ph.D.
Dean, School of Education

A. Needs Analysis and Occupational Outlook

Both common knowledge and research tell us that the greatest impact on student learning is the quality of instruction delivered by the teacher in the classroom. Students exposed to accomplished teachers show significantly larger gains in learning than those exposed to teachers who are not as accomplished. The National Board for Professional Teaching Standards (NBPTS) has defined what accomplished teachers should know and be able to do. The Standards, based on five core propositions, provide a framework that teachers can follow as they improve their teaching practice.

Furthermore, the United States Department of Labor reports that the demand for elementary, middle and secondary school administrators and teachers will be strong through the next decade. Regarding “Most Job Openings,” elementary teachers are ranked third; secondary school teachers are ranked fifth; and middle school teachers are ranked seventh. K-12 education administrators make the list at #34.

To help meet this demand in an exceptional way, the JIU School of Education has developed our Pathways to Accomplished Teaching certificate for students who are already licensed educators. The Pathways certificate prepares graduates to submit their materials to the National Board for Professional Teaching Standards and to compete for the following kinds of positions.

- Department Chair
- Elementary School Teacher
- Gifted and Talented Teacher
- High School Teacher
- Instructional Coordinator
- Instructional Designer
- Instructional Technologist
- Instructional Technology Teacher
- Lead Teacher
- Middle School Teacher
- Online Learning Coordinator
- Professional Development Coordinator
- Program Director
- Specialist in Curriculum, Instruction and Assessment

B. Vision

JIU School of Education graduates of the Pathways to Accomplished Teaching certificate program are ethical and innovative leaders who solve urgent education challenges in the diverse learning organizations and communities that they serve.

C. Mission

The JIU School of Education Pathways to Accomplished Teaching certificate program provides for each student a pathway to become a total professional; graduates are prepared for their own life-long personal and professional growth. The School offers certificate and degree programs of national and international distinction; a project-based curriculum guided by professional competencies; an international and inspirational faculty; ongoing and proactive program evaluation and assessment of student learning; and an uncompromising commitment to service.

D. Professional Standards

The JIU School of Education Pathways to Accomplished Teaching certificate program aligns with the professional standards of these organizations: National Board for Professional Teaching Standards (NBPTS), Colorado Department of Education (CDE), Colorado Department of Higher Education (CDHE), Higher Learning Commission (HLC) and National Council for Accreditation of Teacher Education (NCATE).

The CDE and CDHE recognize the high quality of JIU's MEd and EdD preparation degree programs and have designated the JIU School of Education as a state-approved program of preparation for teachers, principals and administrators. For most states, graduating from a state-approved program of preparation is an important step toward achieving educator licensure or certification.

E. Pathways to Accomplished Teaching Certificate

Program Overview: The Pathways to Accomplished Teaching certificate is designed to help students improve their teaching practice by learning about the National Board for Professional Teaching Standards and by applying these standards to their practice. This involves becoming a reflective practitioner through a deep analysis of instruction, pedagogical practice, student work, student learning and professional involvement.

Who should enroll: The Pathways to Accomplished Teaching certificate program is intended for current and future National Board candidates or those wishing to improve their practice by applying the National Board Standards.

Certificate Learning Objectives:

Candidates who complete this program:

- Develop and teach a unit plan that uses backwards design and differentiates instruction for the individual needs of students.
- Analyze and evaluate student works samples as evidence of accomplished teaching practice.
- Demonstrate knowledge and application of accomplished teaching standards of the National Board for Professional Teaching Standards.
- Describe, analyze and reflect on teaching practice relative to accomplished teaching standards.

- Develop and teach a lesson that utilizes a variety of instructional strategies (brain-based, gender-based, collaborative learning) that meets the needs of students. Analyze a recording of teaching practice against accomplished teaching standards.
- Demonstrate knowledge and application of content area standards and accomplished teaching standards of the National Board for Professional Teaching Standards.
- Document professional activities associated with being a leader and collaborator, with families and community and as a learner.
- Describe, analyze and reflect on personal involvement in professional learning communities and its impact on student learning.
- Investigate how knowledge is constructed in various content areas
- Construct and respond to prompts that assess content-area knowledge and pedagogical understanding of how to address student misconceptions in those content areas.

Curriculum:

Course #	Course Titles	Credit Hours
EDU-NB800	Using Backwards Design to Improve Teaching	3
EDU-NB801	Using Video Evidence to Improve Teaching Practice	3
EDU-NB802	A Professional Community of Accomplished Teachers	3
	Total	9

Course Substitution Options:

JIU Pathways Course	JIU EdD Course	JIU MEd Course
EDU-NB800: Using Backwards Design to Improve Teaching	EDU798 Leading K-12 Organizations that Foster Learning	EDU503 Assessment Strategies to Improve K-12 Learning
EDU-NB801: Using Video Evidence to Improve Teaching Practice	EDU790 Current K-12 Education Theories	EDU500 Learning Theory: Developing Lifelong Learners
EDU-NB802: A Professional Community of Accomplished Teachers	EDU800 Collaboration and Learning in Diverse Communities	One other course of student choice, based on current MEd course offerings, excluding capstone courses.

NOTE: National Board Certified Teachers may count their National Board certification as nine credit hours toward a JIU EdD as EDU790, EDU798 and EDU800. NBCTs may also count their certification as nine credit hours toward a JIU School of Education MEd as EDU500, EDU503, and one other currently offered MEd course of the students' choice, excluding capstone courses.

F. Academic Services Counselors

After being admitted into the Pathways to Accomplished Teaching certificate program, a student is given administrative support by the Academic Services Counselors (ASCs). The ASCs' role is

to provide students with exceptional support during the program. Ongoing administrative support includes, but is not limited to, the activities listed below. The ASC helps the student to:

- Understand how the certificate program works logistically to ensure student success. This ongoing conversation helps the student to understand the program's structure, time commitments and required participation.
- Understand the importance of maintaining the minimum 2.5 GPA required for graduation from the certificate program.
- Understand the field experience requirements. The ASC helps the student determine options for fulfillment of these requirements as necessary.
- Understand the process for selecting sponsors and completing professional synthesizing projects.
- Develop and maintain a course sequence plan that ensures the student completes his/her coursework.

G. Sponsored Service Learning

There is no more important element to an educator's professional growth than being an active member of a network of practicing professionals; some in the field refer to this network as a "community of practice." Knowledge is not near enough to be successful; influential educators know how to build relationships with clients, political leaders, business leaders, media professionals and, critically, other professional educators.

In each course, a student has the opportunity to work directly with a sponsor—a leader or leadership team in the field—who has a real need for a project to be done. Appropriate sponsors include building-level leaders (teacher leaders, program chairs and principals), district leaders (superintendents and school boards), state legislators, state committees, professional associations, etc. Students work closely with their professors and sponsors to complete professional synthesizing projects that matter to their learning communities, and at the same time, students build relationships with leaders in their communities and organizations.

Often, a student chooses to work with the same sponsor for two or more professional synthesizing projects. This offers students and the learning organizations that they serve the opportunity to explore an important education question or problem over time and in considerable depth.

H. Professional Synthesizing Projects

In every course, each student submits a portfolio-ready professional deliverable that demonstrates learning objectives have been met. This deliverable is referred to as the "professional synthesizing project."

A professional synthesizing project is a doctorate-level research project that demonstrates the candidate's ability to apply theory learned in a course to the solution of a practical problem in the

field. There are a number of distinguishing features of a successful professional synthesizing project that are briefly explained below. A successful professional synthesizing project:

- Is drawn from the real needs of a specific learning community (at the building, district, state or federal level) and addresses an important education question or problem.
- Has a sponsor—a leader or leadership team in the field—who has a real need for the project to be done.
- Includes a step-by-step plan and a realistic timeline for completion within a course.
- Employs well-defined success measures, benchmarks, tasks, roles and responsibilities, resources and strategies.
- Demonstrates the student's mature critical thinking as well as a thoughtful understanding of the education field's literature and theory.
- Is extremely well written, has a point of view and a confident voice and follows the APA Publication Manual standards.
- Incorporates applicable course, program and institutional learning objectives in a synthetic and interdisciplinary manner.
- Is thoroughly researched, includes rich data from multiple sources and provides analysis that is comprehensive and convincing.
- Includes an argument that is focused, logical, rigorous and sustained.
- Provides a conclusion that ties the project together and advances the ways that readers think.

In other words, each professional synthesizing project is exciting, thorough, personally meaningful and of interest to the larger academic and/or practitioner community.

I. Formative and Summative Assessment of Student Learning

The School of Education's professors provide formative and summative assessment of each student's professional deliverables in each course. The School is built on a model that expects students, with proper support and guidance, to meet performance level expectations. Each student receives regular, helpful formative feedback from professors during each course and a summative evaluation on all professional synthesizing projects. To graduate from the program, a student must demonstrate achievement of program objectives.

J. Professors

Every School of Education course is taught by a professor who:

- Holds a terminal degree, is fully prepared and up to date in the academic area and knows what students must learn.
- Has at least five years of relevant and tested experience in the field.
- Knows how to conduct research appropriate to the program and certificate and is intellectually productive.
- Is an accomplished teacher in the academic area, with a record of five or more years of successful teaching.

- Seeks and values the active participation of all students.
- Is fully involved in the ongoing development of the program's curriculum, instruction, assessment and professional development.
- Has been oriented to the School's teaching and learning model.

K. Total Professional Advantage™

Every School of Education student has access to the Total Professional Advantage™ services that support employment readiness. Workshops focused on high-level career topics prepare students to meet workplace challenges and actively manage their professional careers. Each student has access to a career counselor that provides the student with personalized and confidential coaching sessions. For each student, the dynamic seminar culminates in the creation of a comprehensive professional development plan. The Total Professional Advantage™ services also provide students and alumni with social networking opportunities and career-related and job search resources.

L. Course Descriptions

EDU-NB800: Using Backwards Design to Improve Teaching

EDU-NB800 is designed to help educators to develop the understanding and skills necessary to complete Entry 1 of the NBPTS certification process. In this course, candidates plan a unit of study utilizing Backwards Design that differentiates instruction according to the needs of students. After teaching the unit, the candidate collects student work samples and analyzes those work samples according to intended learning outcomes. (3 credit hours)

EDU-NB801: Using Video Evidence to Improve Teaching Practice

EDU-NB801 is designed to help educators use video of classroom-based interactions to complete Entry 2 or Entry 3 of the NBPTS certification process. Candidates identify learning strengths and challenges of individual students and implement a variety of brain-based teaching strategies to address individual student needs. (3 credit hours)

EDU-NB802: A Professional Community of Accomplished Teachers

EDU-NB802 helps educators to connect with professional learning communities to complete Entry 4 of the NBPTS certification process. Participants increase their familiarity with content area standards and content area knowledge to prepare for the Assessment Center exercises. (3 credit hours)