

ACCOMPLISHED TEACHING FOR STUDENT IMPACT CERTIFICATE

Program Website: <https://www.towson.edu/coe/departments/secondary/grad/accomplished-teaching-student-impact-certificate/>

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The Accomplished Teaching for Student Impact certificate prepares PreK-12 teachers in Maryland to submit for National Board Certification. Teachers who attain National Board Certification advance in their careers, earn higher salaries and gain stature within the profession.

This 12-unit certificate provides students with support and feedback on critical aspects and requirements of the National Board Certification process. Each course is aligned with one of the four components of National Board Certification.

Requirements

Admission Requirements

Application deadlines and a full listing of materials required for admission can be found on the website.

This post-baccalaureate certificate (PBC) program is focused on preparing educators to submit for National Board Certification (NBC). Educators enrolled in the PBC will receive support and feedback on the critical aspects and requirements of the National Board Certification process. Each course in the program is designed to support teachers in completing one of the four components of National Board Certification.

Code	Title	Units
EDUC 660	MATTERS OF DIVERSITY, EQUITY, AND EMPOWERMENT IN LEARNING COMMUNITIES	3
ELED 648	DIFFERENTIATING INSTRUCTION FOR ADVANCED LEARNING	3
SCED 647	ADVANCED PROCESSES OF TEACHING AND LEARNING	3
SPED 632	ASSESSMENT ISSUES FOR CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS	3

Learning Outcomes

The specific learning objectives of the program are to prepare candidates who are able to:

- Evaluate existing curriculum, instructional practice, and classroom environment for cultural relevance and potential barriers for all students.
- Promote active student engagement for all students through the use of appropriate approaches, strategies, techniques, or activities.
- Establish a safe, fair, equitable, and challenging environment for all students.
- Differentiate instruction effectively to facilitate student learning of high, worthwhile, appropriate goals.
- Apply a thorough knowledge of curriculum when sequencing learning experiences, implementing instructional strategies, and selecting (diverse/inclusive) resources.
- Articulate an understanding of research-based models of teaching that support the cognitive, social, and personal development of diverse groups of students.
- Compare and contrast different frameworks for analyzing teacher behavior.
- Analyze and reflect upon classroom instructional approaches.
- Describe the impact of language, culture, development, and socioeconomic status on the assessment process.
- Identify the ways in which formative and summative assessments may be used for diverse learners and describe appropriate practices for valid, culturally responsive assessment.
- Identify a professional learning need and show how that need is met using collaboration with peers and its impact on student learning.