



EDCU 9997: Demonstration Teacher Certification Project

Transcript Title: Demo Tchr Cert Project

Details

- **Prerequisite:** Begin the Demonstration Teacher Certification project
- **Credit:** 3 Semester graduate-level professional development credit (4.5 quarter credits) through Brandman University. Upon successful completion of courses, the participant will receive graduate-level professional development credit. These credits are not part of a degree program but instead are primarily used for professional advancement such as salary increment steps and recertification. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. This credit may be applied toward a degree program at the discretion of the accepting institution.
- **Cost:** \$360
- **Due Date:** Registration, payment, and assignment due by: May 31, 2020

Registration and payment

1. Fill out registration form
2. Pay with either a check or by requesting an email invoice for credit card payment

Course Description:

Teachers who engage in the rigorous process of Demonstration Teacher Certification complete several benchmarks to show mastery of many foundational and advanced skills that promote productive and safe classrooms. The process includes learning new skills, practicing them, receiving feedback, and demonstrating the skills in front of live observers. This course provides an opportunity for even deeper reflection about each of the benchmarks and the impact they have on the teacher's practice and student learning.

Learning Outcomes:

1. Demonstrate consistent implementation of foundational management skills
2. Demonstrate advanced skills that increase the teacher's range and supports other educator's professional development
3. Articulate the impact that skills have on the teacher's practice and student learning

Assignment Description

Complete a written reflection on each of the Demonstration Teacher certification benchmarks (1-2 pages for each). The reflection may be written as you work through the process or once all the benchmarks have been accomplished.

Benchmark 1: Consecutive certifications:

- Which skills were easiest to develop as habits?
- Which skills required the most effort and deliberate thought to develop as habits?
- What impact did the consecutive certifications benchmark have on your teaching?

Benchmark 2: Specialty Skills:

- Which skills did you choose?
- Which skills were easiest to develop as habits?
- Which skills required the most effort and deliberate thought to develop as habits?
- What impact did the specialty skills benchmark have on your teaching?

*While continuing education clock hours are available to all interested participants, there is no graduate credit available for simply participating in the face-to-face workshop

Updated: 10/7/19

Benchmark 3: Least Recommended:

- How did you select the skills you would demonstrate for this benchmark?
- Which components of the Least Recommended demonstration checklist were easiest to implement? Which were the hardest?
- What impact did the least recommended benchmark have on your teaching?

Benchmark 4: On Demand:

- What benefit did you notice from demonstrating skills on-demand for 1) yourself and your teaching and 2) observers
- What is the benefit of being able to demonstrate skills on-demand when you are teaching day-to-day without observers present?
- Of the skills you were asked to demonstrate, which were the easier to work into the lesson without being able to prepare?
- Of the skills you were asked to demonstrate, which were the more difficult to work into the lesson without being able to prepare?

Benchmark 5: Gamut Goals:

- For each goal you were assigned, describe the goal and your reaction.
- What action steps did you take to meet the gamut goals?
- What impact did you notice from achieving each of your individualized goals?

Benchmark 6: Advanced Class:

- Describe how you implemented your learning from one or more advanced class.
- How did this implementation impact your practice?

Benchmark 7: Overall reflection:

- How has the process helped you to grow as a teacher?
- What is your plan for sustaining a high level of implementation?
- What is a goal you have moving forward?
- What advice would you give to someone who is just beginning the process?

Assignment Submission

Complete and submit assignment to nathan@jackibrickman.com by the due date

Grading and Transcript

For a letter grade of an A, complete at least one page per benchmark.

Any assignments that are not high enough quality (depth of writing, etc) will be returned to the student for revising.

For an official transcript, visit: www.brandman.edu/transcript

Bibliography

Brickman, J. & Burns, N. (2009-2019 May/June). *The Demonstration Teacher Certification Binder* [PDF]. St. Anthony, MN: Jacki Brickman, Inc..

Harnum, J. (2013). *The Practice of practice: How to boost your music skills*. Sol Ut Press: Chicago.

Jensen, E. (2009). *Teaching with poverty in mind: What being poor does to kids brains and what schools can do about it*. Alexandria, VA: ASCD.

Marzano, R. J. (2005). *A handbook for classroom management that works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (2010). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, Va: Association for Supervision and Curriculum Development.