



PROFESSIONAL DEVELOPMENT CREDIT FROM EF

EF is the first and only international travel organization to be accredited by the Commission on International and Trans-Regional Accreditation (CITA).

Through CITA, EF is accredited by:

- Middle States Association of Colleges and Schools (MSA-CES)
- Southern Association of Colleges and Schools (SACS-CASI)
- Western Association of Schools and Colleges (WASC)
- North Central Association (NCA-CASI)
- National Council for Private Schools Accreditation (NCPA)

Credits: Two Professional Development Credits

i.e. continuing education units, professional development points, recertification hours, and the like.

Pre-tour: 20 hours

On-tour: 20 hours (minimum)

Post-tour: 20 hours

Total: minimum 60 hours

EF's reporting transcript specifies two professional development credits earned and 60 hours of coursework completed.

Educators are encouraged to speak with school administration to receive approval of EF course work.

EF's accreditation ...

means that all of EF's tours have been recognized for their quality and educational value, meeting the same rigorous standards as schools throughout the U.S.

- EF's course requirements include a minimum of 60 hours of pre-tour preparation, on-tour work, and post-tour reflective analysis.
- EF's course provides a formal structure for educators to document the work that goes into leading a tour and providing students with valuable learning experiences outside the classroom.
- EF's course enables educators to develop professionally as global citizens and helps them create dynamic ways of transferring that learning to their students.
- EF's course addresses global connections standards that are often difficult to meet in the classroom.
- EF's course was created by educators and approved by EF Educational Tours' and Smithsonian Student Travel's educational advisory board.

Visit eftours.com/credit to download all course information, and register for the course, read Frequently Asked Questions, and offer your feedback.

Pedagogical and Content-Based Standards

EF's professional development credit program aligns with the pedagogical and content-based standards below.

National Staff Development Council Standards, nsdc.org

NSDC Process Standards

Staff development that improves the learning of all students:

- Uses multiple sources of information to guide improvement and demonstrate its impact (Evaluation)
- Prepares educators to apply research to decision making (Research-Based)
- Uses learning strategies appropriate to the intended goal (Design)
- Applies knowledge about human learning and change (Learning)
- Provides educators with the knowledge and skills to collaborate (Collaboration)

NSDC Content Standards

Staff development that improves the learning of all students:

- Prepares educators to understand and appreciate all students and create safe, orderly and supportive learning environments, while holding high expectations for students' academic achievement (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards and prepares them to use various types of classroom assessments appropriately (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately (Family Involvement)

National Board for Professional Teaching Standards: Core

Propositions, nbpts.org

- Teachers are committed to students and their learning
- Teachers know the subjects they teach and how to teach those subjects to students
- Teachers are responsible for managing and monitoring student learning
- Teachers think systematically about their practice and learn from experience
- Teachers are members of learning communities

National Council for Social Studies Standards:

Expectations for the Global Connections theme, ncss.org

Teachers should provide developmentally-appropriate experiences as they guide learners in the study of global connections and interdependence. They should:

- Enable learners to explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding
- Help learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations
- Provide opportunities for learners to analyze and evaluate the effects of changing technologies on the global community
- Challenge learners to analyze the causes, consequences and possible solutions to persistent, contemporary, and emerging global issues, such as health care, security, resource allocation, economic development and environmental quality
- Guide learner analysis of the relationships and tensions between national sovereignty and global interests in such matters as territorial disputes, economic development, nuclear and other weapons deployment, use of natural resources, and human rights concerns
- Develop learners' ability to analyze or formulate policy statements in such ways that they demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights
- Help learners to describe and evaluate the role of international and multinational organizations in the global arena
- Demonstrate how individual behaviors and decisions connect with global systems

Suggested Online Resources:

Primary Source

www.primarysource.org/resources/default.php?sectionPage=Overview

Asia Society

www.asiasociety.org/resources/

North Carolina in the World - Center for International Understanding

www.ncintheworld.org/

Indiana Department of Education - Interdisciplinary Classroom Activities Supporting International Education in Indiana

www.doe.state.in.us/opd/Int_St/act.htm

National Council for the Social Studies recommended readings

www.socialstudies.org/resources/notable

American Council for the Teaching of Foreign Languages recommended readings

www.actfl.org

Advanced Placement program of the College Board resource list

www.apcentral.collegeboard.com

National Science Teacher's Association recommended readings
www.nsta.org/ostbc

National Council for Teachers of English recommended readings
www.ncte.org/store
PBS TeacherSource resource list
www.shoppbs.org