Jens Allan Jacobsen, Ed.S.

DOCTORAL CANDIDATE | COLLEGE & UNIVERSITY EDUCATOR | RURAL EDUCATION SCHOLAR-PRACTITIONER

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AREAS OF SCHOLARLY AND TEACHING INTEREST

Rural educational leadership and teacher development; teacher voice, professional agency, and formative feedback; instructional coaching and school improvement; teacher preparation and mathematics methods; curriculum design and professional learning; comparative education and educator well-being.

EDUCATION

Doctor of Education (Ed.D.), Educational Leadership — Expected May 2027
College of St. Scholastica | Duluth, Minnesota
Dissertation in Practice: *The Experiences of Teachers in Rural Schools with Feedback from Formative Observations by School Leaders.* Descriptive phenomenological study of 10 teachers in a rural school district.

Education Specialist (Ed.S.), Leadership — 2021
American College of Education | Indianapolis, Indiana
Distinguished Graduate; emphasis in instructional leadership.

Master of Education (M.Ed.), Curriculum and Instruction — 2015
Concordia University–Portland | Portland, Oregon
Science, technology, engineering, and mathematics (STEM) emphasis.

Master of Science (M.S.), Educational Leadership — 2010
Minnesota State University Moorhead | Moorhead, Minnesota
K–12 administration emphasis, including principal and superintendent preparation.

Bachelor of Arts (B.A.), Elementary/Middle Education — 2006
College of St. Scholastica | Duluth, Minnesota
Mathematics concentration.

COLLEGE AND UNIVERSITY TEACHING APPOINTMENTS

Adjunct Faculty & College Supervisor, Teacher Education — 2024–Present
College of St. Scholastica | Duluth, Minnesota

- Teach cross-listed EDU 3363/5363 Secondary Mathematics Methods to undergraduate and graduate candidates through synchronous online instruction, emphasizing ambitious teaching, equitable practice, cognitively demanding tasks, and mathematical discourse.
- Supervise student teaching and field experience placements (EDU 5500/5350), using classroom observations, evidence-based feedback, and conferences to support candidates' instructional decisions and professional reflection.
- Contribute to course redevelopment by aligning standards, scaffolding assessments, differentiating undergraduate/graduate expectations, and developing learning units and rubrics across curriculum revision phases.

Graduate Course Developer & Instructor, PACE Program — 2018–2025
University of Alaska Anchorage | Anchorage, Alaska

- Designed and facilitated graduate-credit professional learning for practicing PreK–12 educators, translating instructional research into classroom-ready inquiries, lesson designs, and reflective practice.
- Developed outcomes and assessments using educator self-audits, coaching conversations, peer observation, applied projects, and journals; adapted coursework to school and community contexts.

Adjunct Faculty, Master of Education Program 2017–2019
Concordia University Nebraska | Seward, Nebraska

- Taught the asynchronous graduate course *Contemporary Thoughts in Education*, examining educational philosophy, emerging instructional issues, and implications for school practice.
- Facilitated reflective dialogue and online scholarly discussion, connecting contemporary research and professional experience through structured assignments and feedback.

Dual-Credit Mathematics Instructor, College Algebra 2012–2015
Western Oregon University / Nenana City School District | Alaska

- Taught college-level algebra in a rural high school dual-credit setting, connecting secondary mathematics preparation with postsecondary expectations.
- Aligned mathematics lessons, assessments, and expectations to college-level content while supporting students' development of algebraic reasoning and problem-solving.

SELECTED COLLEGE AND UNIVERSITY COURSE DESIGN

Secondary Mathematics Methods (EDU 3363/5363) 2024–Present
Teacher preparation | Undergraduate and graduate

- Use classroom video and mathematics tasks to analyze student thinking, plan meaningful mathematical discussions, and apply anticipating, monitoring, selecting, sequencing, and connecting strategies.
- Design assignments around lesson planning, equity, assessment, and reflective analysis; incorporate opportunities for instructional revision following formative feedback.

Inspired Education & Wellbeing: Learnings from Finland (ED 556) 2024–2025
Graduate professional learning | Primary instructor

- Designed a two-credit course informed by Fulbright-Hays study of Finnish education, emphasizing inquiry, nature-based learning, global competence, sustainability, and educator well-being.
- Developed reflective journals and an authentic nature-based lesson or project with explicit assessment criteria tied to practice in educators' own contexts.

Research-Based Instructional Practices (ED 556) 2023
Graduate professional learning | Primary instructor

- Structured inquiry around Marzano's New Art and Science of Teaching, with individual self-audits, peer observations, instructional rounds, and implementation of three selected instructional elements.
- Connected research study to evidence collection, peer discussion, reflective analysis, and individual professional growth planning.

Mindframes of Visible Learning (ED 556) 2023
Graduate professional learning | Co-instructor with Lacey Smith

- Co-facilitated a study of Hattie's ten mindframes using self-assessments, Socratic seminars, structured discussion, reflective writing, and professional goal setting.

Evidence-Based Practices for Effective Teaching (ED 556) 2018
Graduate professional learning

- Developed graduate-level professional learning on evidence-informed practice, personalized learning, trauma-informed approaches, and whole-child education.
- Connected professional readings and learning activities with participant reflection and practical instructional decisions.

PREK–12 EDUCATIONAL LEADERSHIP AND TEACHING EXPERIENCE

High Reliability Schools Instructional Coach & Community Education Coordinator 2024–Present
Cook County Schools | Grand Marais, Minnesota

- Support PreK–12 teaching through job-embedded coaching, instructional observation and dialogue, collaborative teams, and analysis of student-learning evidence.
- Coordinate district professional learning, including Q-Comp mentoring, SMART-goal processes, instructional rounds, and research-informed improvement initiatives.
- Direct community education programming through partnerships, staffing and instructor coordination, scheduling, facilities, registration, and youth/adult enrichment opportunities.
- Served on the collaborative design team for a revised teacher development and evaluation framework aligned with Minnesota Standards of Effective Practice and culturally responsive expectations.

K–12 Assistant Principal, District Assessment & Federal Programs 2023–2024
Haines Borough School District | Haines, Alaska

- Provided instructional leadership through classroom observations, staff support, professional learning, and development of school improvement priorities.
- Coordinated districtwide testing, accommodations, reporting, and analysis of assessment data to support instructional planning and accountability.
- Managed federally supported programs and related Title I, II, and IV requirements, including grant planning, compliance, budgets, and coordination with district stakeholders.

High Reliability Schools Instructional Coach & Mathematics Teacher 2021–2023
Cook County Schools | Grand Marais, Minnesota

- Developed the district's instructional rounds protocols and supported non-evaluative peer observation, feedback conversations, and individualized coaching cycles.
- Coordinated Q-Comp structures, collaborative professional learning, mentoring, and educator SMART goals across grade levels.
- Taught secondary mathematics while using evidence of student thinking, conceptual tasks, and formative assessment to inform instruction.

Grant & Curriculum Director 2019–2022
Nenana City School District | Nenana, Alaska

- Led K–12 curriculum mapping and review, aligning course expectations, instructional materials, and assessment practices to state and local priorities.
- Led grant implementation, federal reporting, and internal evaluation for literacy programming, including a five-year, $1.2 million Striving Readers initiative, while coordinating with education partners.
- Supported data-team inquiry and use of assessment evidence to identify instructional needs and refine programs.

K–12 Principal 2018–2019
Nenana City School District | Nenana, Alaska

- Supervised and evaluated educators through classroom observations, feedback, and mentoring while advancing schoolwide instructional priorities.
- Coordinated improvement planning, professional learning on trauma-engaged approaches, curriculum alignment, and instructional technology.
- Developed the K–12 master schedule to balance staffing, instructional time, and students' access to courses.

STEM / Alaska Native Education Grant Project Director 2012–2018
Nenana City School District | Nenana, Alaska

- Led grant-supported STEM and career-connected learning initiatives, including aviation-related programming and activities grounded in local educational priorities.
- Coordinated curriculum development, community and external partnerships, implementation planning, and program documentation in a rural Alaska context.

Secondary Mathematics Teacher & Department Chair 2011–2022
Nenana City School District | Nenana, Alaska

- Taught secondary mathematics from Algebra through Calculus, designing standards-based learning experiences and assessments for a range of student readiness levels.
- Led mathematics curriculum alignment and department collaboration; developed technology-supported course materials and project-based learning opportunities.
- Supported dual-credit College Algebra instruction and students' transition toward postsecondary mathematics expectations.

Mathematics Teacher & IB Middle Years Programme Coordinator 2009–2011
Prairie Seeds Academy | Brooklyn Park, Minnesota

- Coordinated implementation and authorization work for the International Baccalaureate Middle Years Programme, including interdisciplinary planning and staff development.
- Designed conceptually focused mathematics instruction aligned with inquiry, assessment, and international-mindedness.

Secondary Mathematics Teacher 2008–2009
Bering Strait School District | Gambell, Alaska

- Taught mathematics across grades 7–12 in a remote, multigrade setting, differentiating instruction and assessment across course levels.
- Developed locally responsive mathematics curriculum and connected learning to students' educational contexts.

Middle School Mathematics Teacher & Secondary PLC Chair 2006–2008
Prairie Seeds Academy | Brooklyn Park, Minnesota

- Taught grades 7–8 mathematics using standards-aligned instruction and classroom assessment to support conceptual understanding.
- Facilitated secondary professional learning community collaboration focused on shared instructional planning and review of student-learning evidence.

SELECTED LEADERSHIP AND INSTITUTIONAL CONTRIBUTIONS

Teacher Development & Evaluation System, Design-Team Member 2024–2025
Cook County Schools | Minnesota

- Co-developed an updated district teacher development and evaluation framework incorporating Marzano's New Art and Science of Teaching, Minnesota Standards of Effective Practice, and culturally responsive practices for the 2025–26 cycle.

Instructional Rounds & Teacher Feedback Processes, Developer 2021–Present
Cook County Schools | Minnesota

- Designed peer-observation guides and facilitated pre- and post-observation conversations intended to foster teacher voice, reflection, and professional agency.
- A 2022–23 staff survey recorded 33 responses per item: 32 rated feedback timeliness at 5/5, 31 rated its value at 5/5, and 29 rated its contribution to reflection at 5/5. These are respondent perceptions, not causal measures of instructional impact.

Districtwide Professional Learning Summits, Co-Developer & Facilitator 2023–2025
Cook County Schools | Minnesota

- Co-developed and facilitated the district's first two learning summits, including the 2025 *Voyage to Wellness* event featuring educator well-being, practical learning resources, and community resilience.

RESEARCH, SCHOLARSHIP, AND PRACTITIONER RESOURCES

Dissertation in Practice, Doctoral Researcher In progress
College of St. Scholastica | Educational Leadership

- *The Experiences of Teachers in Rural Schools with Feedback from Formative Observations by School Leaders.* Descriptive phenomenology with 10 interviews and nine reflective journals, analyzed through inductively oriented thematic analysis with MAXQDA support.
- Six interconnected findings address relational trust, teacher judgment, actionable feedback, reflective dialogue, structural conditions, and ongoing professional growth; research dissemination includes a 2026 CPED poster.

TRUST: The Rural Feedback Toolkit, Developer In development
Independent practitioner resource informed by dissertation research

- Designing a free, self-guided resource with a rural feedback health check, teacher voice and choice guides, and feedback-conversation supports for school leaders; effectiveness has not yet been evaluated.

Beyond the Observation, Research Dissemination 2026
Conference and practitioner communication

- Developed a poster and presentation materials sharing rural teachers' experiences with formative feedback; drafted a rural leadership webinar and executive summaries for practitioner audiences.

SELECTED PRESENTATIONS AND INVITED ENGAGEMENT

2026 | Carnegie Project on the Education Doctorate (CPED) Convening | Corpus Christi, Texas

- Research poster: *Beyond the Observation: How Rural Teachers Experience and Make Meaning of Formative Feedback.* Presentation: *From Compliance to Growth: Reframing Formative Feedback Through Teacher-Centered Praxis.*

2026 | College of St. Scholastica Graduate Symposium

- Alumni speaker (May).

2025 | Minnesota Rural Education Association (MREA) Greater Education Summit

- Co-presenter with Melissa Oberg: *Greenlight Leadership Starts with You* (November).

2025 | Alaska RTI/MTSS Conference

- Presented on Visible Learning and measuring instructional impact in teaching and educational leadership (January).

2019 | Alaska ACTE Professional Development Conference

- Presented on the Nenana STEM initiative, aviation programming, and Alaska Native Education grant work (October).

Additional district and regional professional learning

- Facilitated workshops and education convening sessions, including Tanana Chiefs Conference learning events.

FELLOWSHIPS, HONORS, AND AWARDS

Fulbright-Hays Seminars Abroad, Finland 2024
U.S. Department of Education / Fulbright Finland Foundation

- Selected for a four-week international program exploring Finnish education, well-being, sustainability, and comparative educational practices; developed curriculum resources for U.S. educators.

Distinguished Graduate, Ed.S. in Leadership 2021
American College of Education

- Recognized for academic achievement in the Educational Specialist program.

BP Teacher of Excellence 2018
Alaska

- Received statewide recognition for dedication to teaching and rural education.

PROFESSIONAL SERVICE

Friends of Fulbright Finland Alumni Council, Member 2026–Present
Fulbright Finland Foundation
- Participate in alumni connections and collaboration extending international educational exchange.

FoFF Alumni Enrichment Award, Selection Committee 2026
Friends of Fulbright Finland
- Serve in award-application evaluation and selection activities.

Teacher Education Curriculum Revision, Collaborator 2025–Present
College of St. Scholastica
- Participate in cross-course revision and assessment design for teacher preparation, including undergraduate/graduate course differentiation.

School of Education Advisory Council, Member 2017–2018
University of Alaska Fairbanks
- Contributed practitioner perspectives to educator preparation and school–college connections.

Board of Directors, Member 2015–2018
Spirit of Youth | Anchorage, Alaska
- Supported a youth-serving Alaska organization through board service.

PROFESSIONAL LICENSURE AND SPECIALIZED PREPARATION

- **Minnesota:** K–12 Principal; K–12 Superintendent; Elementary Education K–6; Middle School Mathematics 5–8.
- **Alaska:** K–12 Principal and Superintendent administrative credentials; elementary and secondary mathematics teaching endorsements (including Mathematics 6–12).
- **Specialized professional preparation:** International Baccalaureate Middle Years Programme coordination; High Reliability Schools; trauma-engaged and restorative practices; Sheltered Instruction Observation Protocol (SIOP).