Program Handbook

The School of Education and Human Services

Graduate Reading Programs
Certification Birth through Gr. 6
Certification Gr. 5-12
Conceptual Framework

The faculty of the School of Education and Human Services (SEHS), in concert with our candidates, school partners, alumni, and the community seek to prepare highly competent, professional, and socially committed literacy educators who value the Jesuit traditions of cura personalis, social justice, and leadership through service. The mission of the unit is to prepare educators who possess content, pedagogical, and professional knowledge; use their gifts in the service of others; and demonstrate professionalism/leadership in their field.

As the faculty of the School of Education and Human Services, we recognize that teaching, counseling, and administrative duties require a sincere and continuing commitment to learning, a genuine dedication to the creation and dissemination of knowledge, and an optimistic belief in the power of the individual. The educational enterprise assumes that knowledge expands opportunities and promotes greater understanding among diverse populations. As the faculty of a Jesuit institution, our philosophy of education is informed by these central values and beliefs.

Knowledge: The acquisition, creation, and dissemination of knowledge is a continuing, transformational process. The School of Education and Human Services has identified three knowledge outcomes for our candidates.

Knowledge Outcomes:

1. The competent professional applies theory and research in practice.
2. The competent professional applies effective teacher/counselor/administrator principles.
3. The competent professional demonstrates appropriate dispositions:
   - For Literacy Candidates:
     - Emphasizes student responsibility for behavior and achievement.

Service: Each individual has gifts and talents that should be developed to the highest level. The School of Education and Human Services has identified three service outcomes for our candidates.

Service Outcomes:

1. The competent professional is committed to diversity, equity, and social justice.
2. The competent professional has a sense of purpose and power, and in all endeavors works for the benefit of all learners in their respective human-service professions.
3. The competent professional demonstrates appropriate dispositions:
   - For Literacy Candidates:
     - Demonstrates enthusiasm toward content/subject area(s).
- Demonstrates appreciation of social/cognitive/emotional development of all learners.
- Demonstrates appreciation of human diversity.
- Values development of students’ critical thinking
- Engages in comprehensive and collaborative planning that meets curricular goals.
- Is committed to utilizing assessment information to inform decisions.

**Professionalism/Leadership:** We have an obligation to improve the world in which we live. The Jesuits have a long-standing reputation as advocates for social justice. This value resonates with our own dedication to education as a vehicle for positive social change. The School of Education and Human Services has identified four professional/leadership outcomes for our candidates.

**Professionalism/Leadership Outcomes:**

1. The competent professional is an effective communicator.
2. The competent professional is a reflective practitioner.
3. The competent professional is a lifelong learner.
4. The competent professional demonstrates appropriate dispositions:
   - For Literacy Candidates:
     - Values and utilizes effective communication techniques in professional settings.
     - Is committed to, and actively seeks out, opportunities to grow professionally.
     - Is committed to advocating for the well-being of children and families.

The candidate, program and unit assessment system gathers and evaluates performance data related to the:

- School of Education and Human Services Conceptual Framework components of Knowledge, Service, and Professionalism/Leadership,
- New York State Education Department (NYSED),
- Interstate New Teacher Assessment and Support Consortium (INTASC) for initial programs,
- National Board for Professional Teaching Standards (NBPTS) for advanced programs,
- Canisius College Learning Goals,
- School of Education and Human Services Learning Goals, and
- Specialized Professional Association (SPA) standards
Unit Assessment System: Transition Points, Key Assessments and Other Requirements

The School of Education and Human Services’ assessment system utilizes four-transition points that are common to all programs at the advanced graduate level. Some programs use additional transition points that are not data collection points, but serve to help in advising students about progress as determined by the SPA and program needs. The four-transition point system provides candidates with systematic performance feedback at predetermined points in their sequence of study. The four universal transition points include:

1. Entrance into Program
2. Prior to Clinical Practice
3. After Clinical Practice
4. Program Completion

The unit identified key assessments that are common to all programs. The key common assessments for which data are collected at transition points are in the following table.

<table>
<thead>
<tr>
<th>Entrance to Program</th>
<th>Prior to Clinical Practice</th>
<th>Completion of Clinical Practice</th>
<th>Program Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Portfolio Common Assignment Scores (program specific)</strong></td>
<td><strong>Portfolio Common Assignment Scores (program specific)</strong></td>
<td>GPA</td>
<td></td>
</tr>
<tr>
<td>• Content knowledge</td>
<td>• Content knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pedagogical content knowledge and skills</td>
<td>• Pedagogical content knowledge and skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Professional and pedagogical knowledge and skills</td>
<td>• Professional and pedagogical knowledge and skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Evidence of Student Learning</td>
<td>• Evidence of Student Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Clinical Practice Evaluations (Program specific)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Knowledge, Skills, Dispositions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Elements of Conceptual Framework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• National Standards (INTASC, NBPTS, SPA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrance to Program</td>
<td>Prior to Clinical Practice</td>
<td>Completion of Clinical Practice</td>
<td>Program Completion</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------</td>
<td>---------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>SAT/ACT scores</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admission Application</td>
<td>Satisfactory completion of early field experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School GPA UG</td>
<td>Grade of C or higher in education courses UG</td>
<td>Grade of C or higher in education courses UG</td>
<td>Grade of C or higher in content courses for ADOL majors UG</td>
</tr>
<tr>
<td>Undergraduate GPA GR</td>
<td></td>
<td></td>
<td>Successful completion of credit hours in program</td>
</tr>
</tbody>
</table>
Use of Data for Candidate Assessment and Progress Monitoring

The candidate assessment process gathers and evaluates performance data related to the standard alignment charts in the Literacy Program Handbook.

Performance data and artifacts were identified by college faculty and administrators, in collaboration with educational and clinical practitioners from Local Education Agencies (LEA) that demonstrates candidate performance relative to the unit’s conceptual framework, state, national, and SPA standards (See Appendix B1-11 for Program Key Assessment Alignment Charts).

The candidate review process is a comprehensive assessment of quality based on quantitative and qualitative measures, from internal and external measures across the entire program. The following data is reviewed at transition points:
1. Overall GPA
2. Course grades
3. Clinical Practice evaluations
4. Disaggregated Portfolio Common assignments

Advanced Graduate Program Transition Points
The following represent the universal measures used across the four transition points for advanced graduate candidates. Data are collected and analyzed from the key assessments to determine if candidates are ready to progress in the program.

Transition Point I - Entrance into Program
The admission data is collected and analyzed by our Graduate Admissions Office.

- Canisius College Admissions Standards:
  Men and women of ability and achievement are welcome in all divisions of Canisius College. Their acceptability as students is judged by the Committee on Admissions and is based on aptitude, achievement, and character alone. Graduate admission requirements include a baccalaureate degree from an accredited institute of higher learning with a minimum grade point average of 2.7 and GRE test results if below 2.7. Programs may require additional qualifications for admissions. The Graduate Admissions Office, as well as Department and/or Programs, are responsible for candidate admission to Canisius College and the School of Education and Human Services.

Transition Point II – Prior to Clinical Practice
These data are collected in designated courses and data are managed by the Program Director.
• GPA of at least 3.0.
• Satisfactory performance on portfolio content artifacts with a required minimum average score of 3 on a 6 points scale.
  To ensure that decisions about candidate performance are based on multiple assessments, candidates are required to submit a portfolio of work samples from selected courses. Portfolio artifacts are graded on a six-point scale and a mean of three is required for the portfolio to be considered satisfactory.

• Some programs have chosen to have additional requirements as indicated above.

_Transition Point IV – After Clinical Practice_
These data are collected in designated courses and data are managed by the Program Director.

• Satisfactory performance on portfolio content artifacts with a required minimum average score of 3 on a 6 points scale.
• GPA of at least 3.0.
• Satisfactory performance on Clinical Practice evaluations.

_Transition Point IV – Program Completion_
Prior to graduation, candidates are responsible for completion of required credit hours in their program of study. Program degrees will not be conferred unless the candidate has demonstrated successful completion of required credit hours at Canisius College or through transfer credits.

• GPA of at least 3.0 and completion of required education courses with a grade of at least B.
• Successful completion of credit hours required in each program.
## Advanced Graduate Programs

**Key:**  
- **K** = Knowledge  
- **P/L** = Professionalism/Leadership  
- **S** = Service

<table>
<thead>
<tr>
<th>Transition Point</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| Entrance into Program     | **Checked by Graduate Admissions**  
College Admissions:  
- EDR- MS Degree (minimum 2.7 GPA), essay, two letters of recommendation, certificate in a teaching area (K)  
- GRE test and interview if GPA below 2.7 |
| Prior to Clinical Practice| **Courses in which transition point is checked:**  
EDR 601/602 (Literacy)  
All Programs:  
- Portfolio Review (K, P/L, S) - average common assignment score 3/6  
- Canisius graduate GPA of 3.0. (K)  
- Additional requirements by program checked in following courses:  
  - EDR 601/602 - Recommendation from Clinic Instructor (K, P/L, S) |
| After Clinical Practice   | **Courses in which transition point is checked:**  
EDR 603/604 (Literacy)  
All Programs:  
- Portfolio Review (K, S, P/L) - average common assignment score 3/6  
- Additional requirements by program checked in following courses:  
  - Successful completion of clinical practice (K, S, P/L) Grade of ‘P’ in Internships  
  - EDR 603/604 |
| Program Completion        | All Programs:  
- GPA 3.0  
- Successful program completion (K, P/L, S) |
Remediation at Transition Points

If candidates fail to meet any of the criteria listed in the four transition points, the designated reviewer will complete the Candidate Concerns Report for Candidate Concern Committee Procedures and submit to the Candidate Concerns Committee (CCC). Student teaching supervisors or clinical supervisors and professors are responsible for identifying candidates who do not meet final criteria and reporting to the Director of Field Experiences (initial undergraduate and graduate programs) or the Program Director (advanced graduate programs) via a Candidate Concern Report.

Once a Candidate Concern Report is generated, a plan for remediation is developed and signed by candidate and CCC and establishes timelines and criteria for remediation. This may include, but is not limited to: resubmitting selected portfolio artifacts or reflections, repeating courses, and repeating field placements before progressing in the program. If remediation is deemed satisfactory according to program guidelines, candidates are allowed to progress in the program. If the terms for satisfactory remediation are not met, the candidate will not be allowed to continue in the program.

Procedures for Monitoring Candidate Progress

The candidate assessment system is implemented to provide regular and comprehensive data on candidate performance at multiple transition points in the program. Data from candidates, graduates, faculty, and other members of the professional community are based on multiple assessments across multiple sources. Candidate assessment data are regularly and systematically collected, compiled, summarized, and analyzed for the purpose of improving candidate performance.

Taskstream is used for the collection of portfolio common assignment scores for candidates in all programs. Candidates upload required portfolio common assignments and course instructors rate candidates’ work using the designated rubric.

The four-transition point system provides candidates with systematic performance feedback at predetermined points on multiple measures of performance in their sequence of study.
Alignment of the Education Departments' (undergraduate and graduate) Goals and Performance Outcomes with New York State Standards for Teacher Education Programs, INTASC Principles, and the National Board for Professional Teaching Standards (NBPTS)

<table>
<thead>
<tr>
<th>Unit's Standards/Goals Outcomes</th>
<th>NY State Standards For TE Programs</th>
<th>* INTASC Principles</th>
<th>** NBPTS</th>
</tr>
</thead>
</table>
| The competent candidate has Knowledge of the content for teaching | • General Education Core (Area Studies) including ICD (International & Cultural Diversity) requirement  
• Content Core in teaching area  
• NY State Learning Standards  
• Field Experiences, Student Teaching and/or Practica  
• Pedagogical knowledge (curriculum, research-based instructional strategies, and assessment), skills, and understandings of effective relationships in learning communities | • Knowledge of subject matter  
• Knowledge of growth and human development  
• Instruction adapted to meet diverse learners  
• Use of multiple instructional strategies and resources  
• Effective learning environment created  
• Lesson planning  
• Assessment of student learning to improve teaching | • Knows the subject(s) and how to teach it (them) successfully to all students and effect positive learning outcomes for all |
| The competent candidate is committed to **Service** to students, to the profession, and to others in the community. | • Volunteer work in service to schools, the college, and/or community  
  • Collaboration w/peers in coursework  
  • Field Experiences  
  • Student teaching  
  • Effective relationships in learning environment and in the community | • Instruction adapted to meet diverse learners  
  • Use of multiple instructional strategies and resources  
  • Effective learning environment created  
  • Lesson planning  
  • Assessment of student learning to improve teaching | • Is a active participant in the learning community  
  • Meets diverse needs of students, enabling all to learn  
  • Works tirelessly to have effect optimal student learning  
  • Is recognized by others as positively contributing member |
| --- | --- | --- | --- |
| The competent candidates' performances reflect **Leadership** and **Professionalism** in every aspect of their personal and professional life | • Instructional leader within classroom and school setting  
  • Works with colleagues to improve curricula and instruction  
  • Maintains high professional standards  
  • Refines practice with continued professional development and training | • Effective communication  
  • Reflection and professional development  
  • Partnership with school and community | • Creates positive student learning outcomes — manages and monitors student learning  
  • Collaborates with colleagues to establish optimal learning opportunities at sites  
  • Reflects on practice and learns from experience.  
  • Seeks professional development opportunities  
  • Works tirelessly to have effect optimal student learning |
* The INTASC (Interstate New Teachers Assessment and Support Consortium: Model Standards for the Beginning Teacher Licensing and Development.

  1. Knowledge of subject matter
  2. Knowledge of growth and human development
  3. Instruction adapted to meet diverse learners
  4. Use of multiple instructional strategies and resources
  5. Effective learning environment created
  6. Effective communication
  7. Lesson planning
  8. Assessment of student learning to improve teaching
  9. Reflection and professional development
  10. Partnership with school and community

** National Board for Professional Teaching Standards

  1. Teachers are committed to students and their learning.
  2. Teachers know the subject they teach and how to teach those subjects to students.
  3. Teachers are responsible for managing and monitoring student learning.
  4. Teachers think systematically about their practice and learn from experience.
  5. Teachers are members of a learning communities
# INTASC Cross Reference Matrix of Standards

<table>
<thead>
<tr>
<th>INTASC standard</th>
<th>IRA standard; @ classroom and literacy specialist levels</th>
<th>CF—Target Outcomes/Dispositions</th>
<th>Conceptual Framework</th>
<th>CAs 2 strands: Birth-Gr.6 And Gr. 5-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learner Development</td>
<td>1.1; 1.3; 1.4; 2.1</td>
<td>S-1; DS-4; DS-5</td>
<td>K</td>
<td>EDR 601/602, 610/611, 603/604 Case study — Both strands</td>
</tr>
<tr>
<td>2. Learning Differences</td>
<td>1.3; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 4.3</td>
<td>K-1; K-2; S-1; DS-4; DS-5</td>
<td>K; S*; P/L*</td>
<td>EDR 509 Instructional Unit Both strands</td>
</tr>
<tr>
<td>3. Learning Environment</td>
<td>2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 4.3; 5.1; 5.2; 5.3; 5.4</td>
<td>K-1; S-1; S-2; P/L-1; P/L-2; DK-1; Ds-1; DS-3; DS-5; DS-6; D P/L-2; D P/L-3</td>
<td>K; P/L</td>
<td>EDR 501 ELA or DBQ Constructed responses based on multiple readings; Dual lesson plan EDR 508 Classroom Observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>4. Content Knowledge</td>
<td>1.1; 1.2; 1.3; 2.1; 3.1; 4.1; 6.1</td>
<td>K-1; K-2; DK-1; DS-1</td>
<td>K*</td>
<td></td>
</tr>
</tbody>
</table>
|   |   |   | **EDR 510**  
|   |   |   | - Two of choice assignments  
|   |   |   | - Exam (midterm or final) Both strands  
|   |   |   | - EDR 503 Survey of Professional Literature — Gr. 5-12 |
| 5. Application of Content | 2.1; 2.2; 2.3; 3.3; 4.2; 4.3; 5.1; 5.2; 6.3 | K-1; S-1; DK-1; DS-1; DS-3; DS-4; DS-5; DS-6 | K; P |
|   |   |   | **EDR 601/602; 610/611**  
|   |   |   | **EDR 603/604** Diagnostic/Teaching narratives — Both strands |
| 6. Assessment | 3.1; 3.2; 3.3; 3.4 | K-1; S-1; DS-2; DS-4; DS-5; D P/L-3 | K |
|   |   |   | **EDR 508 RR, Writing Analysis (Birth-Gr.6)**  
<p>|   |   |   | - EDR 601/602; 610/611, 612/613, 603/604 Diagnostic/teaching narratives, |</p>
<table>
<thead>
<tr>
<th>7. Planning for Instruction</th>
<th>2.1; 2.2; 2.3; 3.1; 3.3; 4.1; 4.2; 4.3; 5.1; 5.2; 5.4</th>
<th>K-1; S-1; S-2; P/L-1; DK-1; DS-1; DS-2; DS-3; DS-4; DS-5; DS-6; D P/L-1</th>
<th>K; P</th>
<th>EDR 509 Unit; EDR 501 Dual Lesson Plan EDR 502 Guided Reading Lesson Plan — Both strands</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Instructional Strategies</td>
<td>2.1; 2.2; 2.3; 3.3; 4.3; 5.4</td>
<td>K-1; S-1; DK-1; DS-3; DS-4; DS-5; DS-6</td>
<td>K; P</td>
<td>EDR 501 Dual Lesson Plan; EDR 502 Lesson Plan EDR 509 Unit Plan EDR 601/602; 610/611 EDR 603/604 Diagnostic/Teaching narratives — Both strands</td>
</tr>
<tr>
<td>9. Professional Learning and Ethical Practice</td>
<td>1.3; 3.4; 4.3; 5.4; 6.1; 6.2; 6.3; 6.4</td>
<td>S-2; P/L-2; P/L-3; DS-3; D P/L-2; D P/L-3</td>
<td>P/L</td>
<td>EDR 509, 600, 601/602, 610/611, 612/613, 603/604 Coaching assignments EDR 616</td>
</tr>
<tr>
<td>10. Leadership and Collaboration</td>
<td>6.1; 6.2; 6.3; 6.4</td>
<td>K-2; S-2; P/L-3; DK-1; D P/L-3</td>
<td>S; P/L</td>
<td>EDR 600 Leadership in Schools Project — Both strands EDR 603/604 Competency list — Both strands EDR 509, 600, 601/602, 610/611, 612/613, 603/604 Coaching assignments</td>
</tr>
</tbody>
</table>
Sequence of courses for Online Literacy Majors: Birth – Grade 6

**Fall start**

<table>
<thead>
<tr>
<th>semester</th>
<th>course</th>
</tr>
</thead>
<tbody>
<tr>
<td>fall</td>
<td>501</td>
</tr>
<tr>
<td></td>
<td>508</td>
</tr>
<tr>
<td>spring</td>
<td>502</td>
</tr>
<tr>
<td></td>
<td>509</td>
</tr>
<tr>
<td>Summer</td>
<td>610</td>
</tr>
<tr>
<td></td>
<td>612</td>
</tr>
<tr>
<td></td>
<td>603</td>
</tr>
<tr>
<td>fall</td>
<td>510</td>
</tr>
<tr>
<td></td>
<td>515</td>
</tr>
<tr>
<td>spring</td>
<td>600</td>
</tr>
<tr>
<td></td>
<td>616</td>
</tr>
</tbody>
</table>

**Spring start**

<table>
<thead>
<tr>
<th>semester</th>
<th>course</th>
</tr>
</thead>
<tbody>
<tr>
<td>spring</td>
<td>502</td>
</tr>
<tr>
<td></td>
<td>509</td>
</tr>
<tr>
<td>summer</td>
<td>515</td>
</tr>
<tr>
<td></td>
<td>616</td>
</tr>
<tr>
<td>fall</td>
<td>501</td>
</tr>
<tr>
<td></td>
<td>508</td>
</tr>
<tr>
<td>spring</td>
<td>510</td>
</tr>
<tr>
<td></td>
<td>600</td>
</tr>
<tr>
<td>summer</td>
<td>610</td>
</tr>
<tr>
<td></td>
<td>612</td>
</tr>
<tr>
<td></td>
<td>603</td>
</tr>
</tbody>
</table>

**Summer start**

<table>
<thead>
<tr>
<th>semester</th>
<th>course</th>
</tr>
</thead>
<tbody>
<tr>
<td>summer</td>
<td>515</td>
</tr>
<tr>
<td></td>
<td>616</td>
</tr>
<tr>
<td>fall</td>
<td>501</td>
</tr>
<tr>
<td></td>
<td>508</td>
</tr>
<tr>
<td>spring</td>
<td>502</td>
</tr>
<tr>
<td></td>
<td>509</td>
</tr>
<tr>
<td>summer</td>
<td>610</td>
</tr>
<tr>
<td></td>
<td>612</td>
</tr>
<tr>
<td></td>
<td>603</td>
</tr>
<tr>
<td>fall</td>
<td>510</td>
</tr>
<tr>
<td></td>
<td>600</td>
</tr>
</tbody>
</table>
Sequence of courses for Online Literacy Majors: Grades 5-12

**Fall start**

<table>
<thead>
<tr>
<th>semester</th>
<th>courses</th>
</tr>
</thead>
</table>
| fall     | 503     
|          | 504     |
| spring   | 502     
|          | 509     |
| summer   | 611     
|          | 613     
|          | 604     |
| fall     | 510     
|          | 515     |
| spring   | 600     
|          | 616     |

**Spring start**

<table>
<thead>
<tr>
<th>semester</th>
<th>course</th>
</tr>
</thead>
</table>
| spring   | 502    
|          | 509    |
| summer   | 515    
|          | 616    |
| fall     | 503    
|          | 504    |
| spring   | 510    
|          | 600    |
| summer   | 611    
|          | 613    
|          | 604    |

**Summer start**

<table>
<thead>
<tr>
<th>semester</th>
<th>course</th>
</tr>
</thead>
</table>
| summer   | 515    
|          | 616    |
| fall     | 503    
|          | 504    |
| spring   | 502    
|          | 509    |
| summer   | 611    
|          | 613    
|          | 604    |
| fall     | 510    
|          | 600    |
On-campus sequence: Birth – Grade 6 and Grades 5-12 Programs

As outlined, these sequences allow you to optimize all possibilities for on-campus courses in the program. Not all courses have an on-campus version. No courses are offered every semester. There are 10 courses in the on-campus programs for 33 hours.

Birth-Grade 6 Program

One course (601) is six credits; others are 3 credits. Some classes are only offered online. These will be 510, 515, 600, 616. On-campus classes are offered 1 X per year.

To be prepared to do the professional sequence you need the prerequisites of 501, 502, 508 and 509. The on-campus professional sequence runs in the fall to spring. You take EDR 601 (6 credits) in the fall and EDR 603 in the spring. The summer offering of 603 is part of the online sequence. You need to follow EITHER the whole professional sequence for online or the one for on-campus.

EDR 501, 502, 508 and 509 are prerequisites for 601.
EDR 601 is a prerequisite for 603.
EDR 515 is a prerequisite for 616.
You need more than 1 course per semester for financial aid. Otherwise, you can pay for the course or be charged for 4 ½ credits to get financial aid for the course.

You can get 509 on campus in the fall. EDR 508 and 501 are offered on-campus in the spring. EDR 502 is offered on-campus in the summer. Make your self a template and fill in the remaining online courses. EDR 515 is a prerequisite for 616. Here is a suggestion.

**Birth – Grade 6  Fall start**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>509</td>
<td>501</td>
<td>502</td>
<td>601</td>
<td>603</td>
</tr>
<tr>
<td>510 (ONL)</td>
<td>508</td>
<td>515 (ONL)</td>
<td></td>
<td>600 (ONL)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>616 (ONL)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Birth – Grade 6  Spring start**

<table>
<thead>
<tr>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>501</td>
<td>502</td>
<td>509</td>
<td>510 (ONL)</td>
<td>No courses</td>
<td>601</td>
<td>603 *</td>
</tr>
<tr>
<td>508</td>
<td>515 (ONL)</td>
<td>616 (ONL)</td>
<td>600 (ONL)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* With only 3 credits in this semester, financial aid is not available unless charged for 4 ½ credits

**Birth – Grade 6  Summer start**

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>502</td>
<td>509</td>
<td>501</td>
<td>No courses</td>
<td>601</td>
<td>603</td>
</tr>
<tr>
<td>515 (ONL)</td>
<td>510 (ONL)</td>
<td>508</td>
<td></td>
<td></td>
<td>600 (ONL)</td>
</tr>
<tr>
<td>616 (ONL)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grades 5-12 Program:

As outlined, these sequences allow you to optimize all possibilities for on-campus courses in the program. Not all courses have an on-campus version. No courses are offered every semester.

There are 10 courses in the on-campus program for 33 hours. One course (602) is six credits; others are 3 credits. Some classes are only offered online. These will be 503, 504, 510, 515, 600, and 616. On-campus classes are offered 1 X per year.

To be prepared to do the professional sequence you need the prerequisites of 502, 503, 504 and 509. The on-campus professional sequence runs in the fall to spring. You take EDR 602 (6 credits) in the fall and EDR 604 in the spring. The summer offering of 604 is part of the online sequence. You need to follow EITHER the whole professional sequence for online or the one for on-campus.

EDR 502, 503, 504 and 509 are prerequisites for 602.
EDR 602 is a prerequisite for 604.
EDR 515 is a prerequisite for 616.
You need more than 1 course per semester for financial aid. Otherwise, you can pay for the course or be charged for 4 ½ credits to get financial aid for the course.

You can get 509 on campus in the fall. EDR 502 is offered on-campus in the summer. Make your self a template and fill in the remaining online courses. EDR 515 is a prerequisite for 616. Here is a suggestion.

Grades 5-12  Fall start

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>503 (ONL)</td>
<td>510 (ONL)</td>
<td>502</td>
<td>602</td>
<td>604 *</td>
</tr>
<tr>
<td>504 (ONL)</td>
<td>600 (ONL)</td>
<td>515 (ONL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>509 *</td>
<td></td>
<td>616 (ONL)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Could take 509 ONL in the spring if you prefer to start with 2 courses. * With only 3 credits in this semester with 604, financial aid is not available unless charged for 4 ½ credits

Grades 5-12  Spring start

<table>
<thead>
<tr>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>510 (ONL)</td>
<td>502</td>
<td>503 (ONL)</td>
<td>No courses</td>
<td>No courses</td>
<td>601</td>
<td>603 *</td>
</tr>
<tr>
<td>600 (ONL)</td>
<td>515 (ONL)</td>
<td>504 (ONL)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>616 (ONL)</td>
<td>509</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* With only 3 credits in this semester, financial aid is not available unless charged for 4 ½ credits

Grades 5-12  Summer start

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>502</td>
<td>503 (ONL)</td>
<td>510 (ONL)</td>
<td>No courses</td>
<td>601</td>
<td>603 *</td>
</tr>
<tr>
<td>515 (ONL)</td>
<td>504 (ONL)</td>
<td>600 (ONL)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>616 (ONL)</td>
<td>509 (ONL)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* With only 3 credits in this semester, financial aid is not available unless charged for 4 ½ credits
On-campus professional sequence:

The on-campus professional sequence includes 9 hours of work and credit.

The first course is EDR 601 (Birth – Grade 6) or EDR 602 (Grades 5-12). Prerequisites are 501, 502, 508, and 509 for EDR 601. Prerequisites are 502, 503, 504, and 509 are for EDR 602. EDR 601 or EDR 602 is a 6-credit course that combines diagnosis and practicum #1 so that candidates are testing and then diagnostically teaching the same client. It runs in the fall and is held in the Literacy Center. It meets 2 X per week in the fall and spring at 4:30-7:00.

EDR 603 (Birth – Grade 6) or EDR 604 (Grades 5-12) for the on-campus professional sequence is taken in the spring AFTER EDR 601 or EDR 602 has been completed. This EDR 603 or EDR 604 MUST be preceded by EDR 601 or EDR 602 and both require 90 hours of supervised internship work.

The “regular” on-campus professional sequence EDR 603 and EDR 604 include seminar meetings on-campus and a 90-hour internship at a school placement where the candidate works with a literacy specialist at the site. That person evaluates the candidate who is also supervised by the course instructor. Candidates and the school literacy specialist negotiate a schedule for completing the hours. The literacy specialist completes a rubric evaluating your competencies. The Banner schedule will only indicate the seminar times, but there is a commitment for at the site hours (90) as stated.

The “alternative” on-campus professional sequence EDR 603A and EDR 604A also run during the spring semester. This section is for candidates who are teaching or working full time and cannot schedule 90 hours of internship at a school. In this section, you can count 45 hours of RTI tier 1 intervention done in your classroom. It’s documented using the forms provided by the instructor (teaching narratives). The literacy specialist in the building and the principal sign off that you completed this intervention in your classroom. Then, you work for another 45 hours OUTSIDE of your classroom with the literacy specialist’s caseload during your planning time, lunch time or before/after school. The literacy specialist completes a rubric evaluating your competencies. Along with this, there are seminars scheduled for one evening per week — like an evening class.
Online professional sequence

The online professional sequence includes 9 hours of work and credit.

The first course is EDR 610 (Birth –Grade 6) and EDR 611 (Grades 5-12). This is the diagnosis course. Prerequisites are 501, 502, 508, and 509 for EDR 610. Prerequisites are 502, 503, 504, and 509 are for EDR 611. EDR 610 and EDR 611 are completed online. Each begins in the first summer session and runs for 7 weeks. This course (whichever version for your certification strand) is a prerequisite for the on-campus, two-week practicum.

Following completion of the diagnosis course, you can take the two-week, on-campus practicum for the online professional sequence with a residential practicum that runs for 2 weeks in the second summer session. It includes EDR 612 and EDR 603 for Birth-6. It includes EDR 613 and EDR 604 for candidates working toward certification Grades 5-12. These 2 courses for either certification level are completed back-to-back as a unit; neither CAN be taken without the other.

This two-week practicum during the second summer session that follows the online diagnosis course begins on a Monday. It runs Mon-Sat. (6 days) in the first week and Mon.-Fri. (5 days) in the second week. It’s ALL day — (8:00 AM-5:00PM) each day except Tuesdays; Tuesdays are longer because seminars go until 7:00 PM.

ABSOLUTELY no absences are allowed because we MUST get in the required hours for 6 hours of practicum in this brief time.

In the morning you work in a classroom with a district teacher in a summer school situation. In the afternoon you’ll team-teach (with fellow candidates) in our Literacy Center reading/writing Enrichment Camp. Then, we have seminar each day for debriefing and you have planning time.
Dispositions

1. Demonstrates enthusiasm toward content/subject area(s)

   **Behavior Indicators:**
   - Demonstrates a commitment to remain current in knowledge of subject area content
   - Values and participates in opportunities to improve instructional practices and teaching activities
   - Seeks opportunities to learn new skills
   - Views reflection as a component of the instructional process
   - Seeks/locates needed resources
   - Exhibits curiosity about subject area content
   - Displays excitement about teaching subject area content
   - Displays creative ideas about and applications to education concepts
   - Models flexibility regarding course content, process and tasks
   - Demonstrates a love of teaching by dedicating the time and energy to program for diverse learners, work with peers, the school and community to improve educational opportunities for all learners.

2. Demonstrates appreciation of social/cognitive/emotional development of all learners and commitment to the belief that all students can learn

   **Behavior Indicators:**
   - Holds high expectations for all students
   - Demonstrates unbiased, fair, and non-prejudicial treatment of all learners.
   - Creates a learning environment that enables all students to reach their full potential
   - Fosters student appreciation for diversity in the classroom
   - Demonstrates positive attitudes toward diverse cultures and learners
   - Attends to social and emotional needs of students and clients
3. Engages in comprehensive and collaborative planning that meets curricular goals

   **Behavior Indicators:**
   - Adapts instruction to meet varying needs and abilities
   - Develops lessons that encourage students to value and draw upon their unique life circumstances
   - Selects materials, develops lessons, and promotes classroom environments that counteract negative stereotypes and bigotry

4. Is committed to utilizing assessment information to inform decisions

   **Behavior Indicators:**
   - Utilizes a variety of formal and informal assessment tools to develop curriculum, teaching units and lessons to meet the needs of diverse learners.
   - Selects, constructs and uses assessment strategies appropriate to the learning outcome.
   - Demonstrates the ability to evaluate, select and adapt course content and instructional methods, resources and technology.

5. Emphasizes student responsibility for behavior and learning

   **Behavior Indicators:**
   - Encourages learners to solve problems and make decisions in their learning.
   - Provides learners with multiple opportunities to take responsibility for their learning.

6. Demonstrates appreciation and value for human diversity and the ideal of fairness

   **Behavior Indicators:**
   - Demonstrates positive attitudes toward diverse cultures and learners
   - Provides students access to varying points of view
   - Demonstrates empathy and concern for others
   - Demonstrates fairness to all learners
   - Exhibits willingness to work with clients/students and others of different race, creed, sex, lifestyle, and national origin
   - Demonstrates commitment to improving the welfare of others
   - Demonstrates sensitivity to the legitimate needs and concerns of others.
   - Advocates for all learners
- Displays equitable treatment of others
- Demonstrates the belief that diversity in the classroom, in the school and in society enhances learning.
- Posters student appreciation for diversity in the classroom.

7. Values and utilizes effective and respectful communication in all settings
   **Behavior indicators:**
   - Communicates with children, parents, families and other professionals in clinical settings in respectful way
   - Communicates with faculty and supervisors in respectful way
   - Maintains confidentiality of clients/students
   - Demonstrates empathy and concern for others
   - Demonstrates sensitivity to the legitimate needs and concerns of others
   - Demonstrates persistence in helping all students achieve success
   - Maintains confidentiality of student records, parent communications, and private professional communications.

8. Is committed to advocating for the well-being of children and families
   **Behavior indicators:**
   - Holds positive expectations for all students to learn
   - Recognizes students as individuals and makes positive, appropriate peer comparisons
   - Advocates for all learners and their families

9. Exhibits openness to growth and learning
   **Behavior indicators:**
   - Exhibits willingness to discuss his/her areas for improvements without becoming defensive
   - Articulates strengths and areas for improvement in academics, practice and professionalism
   - Articulates professional goals
   - Makes changes based on feedback
   - Utilizes support services to improve
   - Reflects thoughtfully to grow professionally
   - Uses appropriate strategies to respond to emotional and emergency situations

10. Willingness to accept positions of leadership and responsibility within a group
    **Behavior indicators:**
- Responds positively to request from other professionals for collaboration
- Makes a contribution to group effort
- Shares information and materials with others
- Assists peers and supports work of others
- Establishes professional goals that are aligned with those of the organization
- Plans and sets goals and priorities with others
- Exhibits professionalism in working cooperatively with others
- Maximizes individuals' talents to distribute responsibilities fairly
- Pursues opportunities in professional education organizations and associations

**Procedures for familiarizing candidates with dispositions:**

Candidates in each course will be provided with a copy of all dispositions and behavioral indicators as outlined in this document. The specific dispositions emphasized in that course will be highlighted on the document for that course. This way, candidates will continuously be reminded of all the dispositions that are addressed in the program while noting which are particularly emphasized in the course.

Common assignment rubrics have been aligned with these dispositions. Dispositions related to separate items or categories on the rubric have been identified in the category columns. Disaggregation of Task Stream (electronic portfolio) data will allow analysis of where and how well candidates have demonstrated these dispositions.

**Evaluation of dispositions:**

A. At any point in any program, candidates who do not demonstrate acceptable dispositions are referred to the chair or candidate concerns committee for remediation (see procedures on reverse of this page).

B. The program formally assesses the above dispositions in final practicum or associate teaching situation as well as throughout coursework.
International Literacy Association Standards for Literacy Specialist/ Coach

Standard 1: Foundational Knowledge
Pre-K and Elementary Classroom Teacher Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Evidence that demonstrates competence may include, but is not limited to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1: Understand major theories and empirical research that describe</td>
<td>Recognize major theories of reading and writing processes and development,</td>
</tr>
<tr>
<td>the cognitive, linguistic, motivational, and sociocultural foundations</td>
<td>including first and second literacy acquisition and the role of native</td>
</tr>
<tr>
<td>of reading and writing development, processes, and components, including</td>
<td>language in learning to read and write in a second language.</td>
</tr>
<tr>
<td>word recognition, language comprehension, strategic knowledge, and</td>
<td>Explain language and reading development across elementary years (e.g.,</td>
</tr>
<tr>
<td>reading—writing connections.</td>
<td>word recognition, language comprehension, strategic knowledge, and</td>
</tr>
<tr>
<td></td>
<td>reading—writing connections) using supporting evidence from theory and</td>
</tr>
<tr>
<td></td>
<td>research. [McKenna and Stahl (2009) define reading as including word</td>
</tr>
<tr>
<td></td>
<td>recognition, language comprehension, and strategic knowledge. See the</td>
</tr>
<tr>
<td></td>
<td>Glossary for their definition of cognitive model of reading.]</td>
</tr>
<tr>
<td></td>
<td>Demonstrate knowledge about transfer of skills from the primary or</td>
</tr>
<tr>
<td></td>
<td>home language (L1) to English (L2) as it affects literacy learning</td>
</tr>
<tr>
<td></td>
<td>across these components.</td>
</tr>
<tr>
<td></td>
<td>Explain the research and theory about effective learning environments</td>
</tr>
<tr>
<td></td>
<td>that support individual motivation to read and write (e.g., choice,</td>
</tr>
<tr>
<td></td>
<td>challenge, interests, and access to traditional print, digital, and</td>
</tr>
<tr>
<td></td>
<td>online resources).</td>
</tr>
<tr>
<td>1.2: Understand the historically shared knowledge of the profession</td>
<td>Identify major milestones in reading scholarship and interpret them in</td>
</tr>
<tr>
<td>and changes over time in the perceptions of reading and writing</td>
<td>light of the current social context.</td>
</tr>
<tr>
<td>development, processes, and components.</td>
<td></td>
</tr>
<tr>
<td>1.3: Understand the role of professional judgment and practical</td>
<td>Show fair-mindedness, empathy, and ethical behavior in literacy</td>
</tr>
<tr>
<td>knowledge for improving all students' reading</td>
<td>instruction and when working with other professionals.</td>
</tr>
<tr>
<td>Development and achievement.</td>
<td>Use multiple sources of information to guide instructional planning to improve reading achievement of all students.</td>
</tr>
</tbody>
</table>

| **Standard 2: Curriculum and Instruction** | Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. |

<table>
<thead>
<tr>
<th>Elements</th>
<th>Evidence that demonstrates competence may include, but is not limited to</th>
</tr>
</thead>
</table>
| **2.1**: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. | Explain how the reading and writing curriculum is related to local, state, and professional standards.  
Implement the curriculum based on students' prior knowledge, world experiences, and interests.  
evaluate the curriculum to ensure that instructional goals and objectives are met.  
Plan with other teachers and support personnel in designing, adjusting, and modifying the curriculum to meet students' needs in traditional print, digital, and online contexts. |
| **2.2**: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections. | Select and implement instructional approaches based on evidence-based rationale, student needs, and purposes for instruction.  
Differentiate instructional approaches to meet students' reading and writing needs.  
Implement and evaluate instruction in each of the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.  
Incorporate traditional print, digital, and online resources as instructional tools to enhance student learning.  
As needed, adapt instructional approaches and materials to meet the language-proficiency needs of English learners. |
<p>| <strong>2.3</strong>: Use a wide range of texts (e.g., narrative, expository, and | Guided by evidence-based rationale, select and use quality |</p>
<table>
<thead>
<tr>
<th>Elements</th>
<th>Evidence that demonstrates competence may include, but is not limited to</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1: Understand types of assessments and their purposes, strengths, and limitations.</td>
<td>Demonstrate an understanding of established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes. Describe strengths and limitations of a range of assessment tools and their appropriate uses. Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity). Explain district and state assessment frameworks, proficiency standards, and student benchmarks.</td>
</tr>
<tr>
<td>3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.</td>
<td>Select or develop appropriate assessment tools to monitor student progress and to analyze instructional effectiveness. [These tools may include standardized or more subjective measures, such as rubrics, observations, surveys, and anecdotal records.] Administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures. Interpret and use assessment data to analyze individual, group, and classroom performance and progress. Collaborate with other teachers and with support personnel to discuss interpretation of assessment data and their uses in responding to student needs and strengths.</td>
</tr>
<tr>
<td>3.3: Use assessment information to plan and evaluate instruction.</td>
<td>Use assessment data to plan instruction systematically and to select appropriate traditional print, digital, and online reading resources. Use assessment data to evaluate students' responses to instruction and to develop relevant next steps for teaching.</td>
</tr>
<tr>
<td>Elements</td>
<td>Evidence that demonstrates competence may include, but is not limited to</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.</td>
<td>Demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable. Demonstrate an understanding of the impact of urban, suburban, and rural environments on local culture, language, and learning to read and write. Demonstrate an understanding of the ways in which the various forms of diversity interact with reading and writing development. Demonstrate an understanding of the relationship between first- and second-language acquisition and literacy development.</td>
</tr>
<tr>
<td>4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.</td>
<td>Assess the various forms of diversity that exist in students as well as in the surrounding community. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity. Provide instruction and instructional materials that are linked to students' backgrounds and facilitate a learning environment in which differences and commonalities are valued (e.g., use literature that reflects the experiences of marginalized groups and the strategies they use to overcome challenges). Provide instruction and instructional formats that engage students as agents of</td>
</tr>
</tbody>
</table>
4.3: Develop and implement strategies to advocate for equity.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Evidence that demonstrates competence may include, but is not limited to</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1: Design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.</td>
<td>Arrange their classrooms to provide easy access to books, other materials, and specific areas designed for a variety of individual, small-group, and whole-class activities. Modify the arrangements to accommodate students' changing needs.</td>
</tr>
<tr>
<td>5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.</td>
<td>Demonstrate a respectful attitude toward all learners and understand the roles of choice, motivation, and scaffolded support in creating low-risk and positive social environments. Model and teach students routines for establishing and maintaining positive social environments (e.g., appropriate ways to interact with each other and adults). Create supportive environments where English learners are encouraged and given many opportunities to use English.</td>
</tr>
<tr>
<td>5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).</td>
<td>Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources. Create and use routines to support instructional and social goals (e.g., regular steps for sharing and responding to stories, formats for reporting, and efficient transitions among activities, spaces, and online resources).</td>
</tr>
</tbody>
</table>
5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

Use evidence-based rationale to make and monitor flexible instructional grouping options for students. Model and scaffold procedures, so students learn to work effectively in a variety of classroom configurations and activities. Use various practices to differentiate instruction (e.g., cooperative learning, literature circles, partner work, and research/investigation groups).

Standard 6: Professional Learning and Leadership
Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Evidence that demonstrates competence may include, but is not limited to</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.</td>
<td>Demonstrate an awareness of the factors that influence adult learning, organizational change, professional development, and school culture.</td>
</tr>
<tr>
<td>6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.</td>
<td>Display positive reading and writing behaviors and serve as a model for students. Promote student appreciation of the value of reading traditional print, digital, and online resources in and out of school. Work collaboratively and respectfully with families, colleagues, and community members to support students' reading and writing. Identify specific questions and goals about the teaching of reading and writing and plan specific strategies for finding answers to questions. Implement plans and use results for their own professional growth. Join professional organizations related to reading and</td>
</tr>
</tbody>
</table>


| 6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs. | writing and participate as members. Demonstrate effective use of technology for improving student learning. |
| 6.4: Understand and influence local, state, or national policy decisions. | Recognize the importance of professional development for improving reading and writing in schools. Participate individually and with colleagues in professional development programs at the school and district levels. Apply learning from professional development to instructional practices. |
| | Are informed about important professional issues. Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes. |
International Literacy Association

Code of Ethics

The International Reading Association is committed to the highest level of ethical conduct for all members. IRA believes that it is every member's obligation to uphold this ethical responsibility with respect to curriculum and instruction, including using technological resources; assessing, diagnosing, and evaluating; creating a literate environment; valuing diversities; communicating and interacting with families and the community; exhibiting positive dispositions; and exemplifying professionalism, including conducting research, publishing, making professional presentations, communicating and interacting with colleagues, using technology, and honestly representing oneself as a reading professional.

The IRA Code of Ethics identifies the specific ethical responsibilities for all members in each of the areas identified above. The Code is aligned with IRA Standards for Reading Professionals in order to identify ethical responsibilities related to each Standard. Any possible breaches of the IRA Code of Ethics should be referred to Association Headquarters for referral to the IRA Professional Standards & Ethics Committee for review. If any breaches are determined to have taken place, the Committee then recommends appropriate actions to the Association.

It is the obligation of all members of the International Reading Association to observe the Code of Ethics of the organization and to act accordingly so as to advance the status and prestige of the Association and of the profession as a whole.

Curriculum and Instruction
It is the ethical responsibility of all IRA members to use curriculum materials and instructional methods that:
- Are consistent with IRA position statements.
- Are based on evidence.
- Differentiate instruction to meet the individual needs of all students.
- Are free from cultural and linguistic bias.
- Represent multiple perspectives and interpretations.
- Are based on valid and reliable print and technological sources of information.

Assessing, Diagnosing, and Evaluating
It is the ethical responsibility of all IRA members to assess, diagnose, and evaluate student growth using instruments that:
- Are valid and reliable.
- Are free from cultural and linguistic bias.
Are consistent with IRA position statements.
Are administered in accordance with instrument specifications.
Are interpreted in a manner consistent with the instruments’ purpose.
Are used in ways that protect the confidentiality of students and families.

Creating a Literate Environment
It is the ethical responsibility of all IRA members to create literate environments that:
  Include all students.
  Are free from bias.
  Encourage collaboration.
Provide equitable access to books, technology-based information, and nonprint materials representing multiple levels, broad interests, and diverse cultural and linguistic backgrounds.
  Are consistent with IRA position statements.
  Are responsive to student interests, reading abilities, and backgrounds.
  Are structured to help students learn to work cooperatively and productively with others.

Exemplifying Professionalism
It is the ethical responsibility of all IRA members to exhibit professionalism by:
  Honestly representing oneself and one’s work.
  Maintaining professional relationships.
  Demonstrating positive dispositions toward reading and the teaching of reading.
  Actively working to advance IRA positions, policies, and practices.
Conducting research that is:
  Honest.
  Respectful of human dignity.
  Respectful of peer input.
  Grounded in a strong theoretical and research base.
  Free from bias.
  A significant contribution to understanding the reading process and the teaching of reading.

Publishing research that is:
  Original, and does not plagiarize previously published research.
  Honestly represented.
  Valid and reliable.
  Respectful of previously published research.

Revised March 2008
The quick and easy way to sign up for an account...

- Go to www.taskstream.com
- On the left side of the web page you will see Subscribe
- Click on Subscribe Today
  - You will need to enter a credit card number and then follow the prompts to create a user name and password
  - Rates: 1 semester - $25  1 year - $39
  - 2 years - $65  3 years - $85

If you plan to be at Canisius for more than 3 years, you can get a keycode for a special Canisius extended graduate account for 5 years at the $85 rate.
- After your account has been created you can login to TaskStream using your user name and password.

**IMPORTANT!!! Self enroll in your program.**

- There are two on-campus graduate literacy programs. The code for Graduate Literacy (Birth – Grade 6) is MDS8ND. The code for Graduate Literacy (Grades 5-12) is SBX38M.
- There are two online graduate literacy programs. The code for Online Graduate Literacy (Birth – Grade 6) is NJGKZD. The code for Online Graduate Literacy (Grades 5-12) is 4ZJ58B.

Submitting work for evaluation:

- After logging in click on My Programs
- Under Author options click Work on DRF
- You may need to choose Tab 3 Edit Content at the top of the page
- On the left, you will see a list of common assignments for your program
- Click on the assignment you wish to submit work for
- Click on Add/Edit work
- A smaller screen will pop up, click on Attachments
- If you are submitting a lesson or rubric that you made on TaskStream, click on My TaskStream Work. Select a category (Lessons, etc.)
- If you are submitting a document from your hard drive, Browse to select file
- Click on Add File
  - Work is now attached but not submitted
  - Close this box.
- To submit, click on Tab 5 Evaluation (Skip Tab 4 in most cases)
- Under the Submit Work column, find that assignment, click Submit
- Choose the appropriate evaluator and click submit – Work is now sent.

If you run in to any problems, TaskStream is available to help:

Email: help@taskstream.com
Phone: 1-800-311-5656 Hours: M-F 8:00am - 7:00pm (EST)
Candidate Concerns Process and Procedures

Throughout their program in the School of Education and Human Services (SEHS) candidates are evaluated on their progress in meeting the knowledge, skills, and dispositions necessary for quality performance in professional roles as articulated in the Conceptual Framework. In addition to academic questions, and consistent with the ethical standards of the profession the faculty are responsible to insure that candidates are able to be ethical and personally effective in their professional role.

The School of Education and Human Services’ assessment system evaluates candidate proficiency at four transition points. The four-transition point system provides candidates with systematic performance feedback at predetermined points in their sequence of study. Required performance standards and evaluative procedures are consistent across program areas and the Unit. Multiple measures of candidate performance are used at each transition point. The Program Portfolio is designed to give you an opportunity to demonstrate your progress in meeting the standards of your professional discipline through the completion of common assignments and to reflect on your progress in meeting the standards. This Integrated Portfolio Reflection will be written at one designated transition point in the program.
Contact Numbers for the Literacy Programs

Dr. Rosemary Murray
Director of the Canisius College Literacy Center
murray1@canisius.edu
716-888-3723

Dr. Mary Shea
Director of Graduate Literacy Programs
sheam@canisius.edu
716-888-2811

Dr. Dennis Mike
Associate Professor in Literacy Programs
miked@canisius.edu
716-888-2762 (office), 716-751-2082 (home – call this number first)

Mrs. Virginia Carver
Administrative Assistant
Graduate Education and Leadership Department
carverv@canisius.edu
716-888-3728

Canisius College Literacy Center
Health Science Building, Rm 112
716-888-3728