CANISIUS COLLEGE
GRADUATE TEACHER PREPARATION PROGRAM

DEAF EDUCATION

PROGRAM HANDBOOK

Rev. 8/15
MISSION STATEMENT

Canisius College, a Catholic and Jesuit university, offers outstanding undergraduate, graduate and professional programs distinguished by transformative learning experiences that engage students in the classroom and beyond. We foster in our students a commitment to excellence, service and leadership in a global society.

Supporting Key Concepts

Catholic

Canisius is an open, welcoming university where our Catholic faith and traditions are vitally present and operative. Rooted in the Catholic intellectual tradition, Canisius cultivates human knowledge for the benefit of Church and society.

Jesuit

Founded by the Society of Jesus as a manifestation of its charism, Canisius espouses the Jesuit principles of human excellence, care for the whole person and service to humanity. Jesuit spirituality calls us to seek God in all things and Jesuit education aims to form students who become men and women for and with others.

Transformative Learning and Student Engagement

Steeped in Jesuit ideals, our undergraduate and graduate academic programs are distinguished by academic excellence, student-faculty interaction, and a variety of experiential learning opportunities that engage students and transform the mind and spirit. Our undergraduate core curriculum enriches students’ academic pursuits and delivers a strong foundation in liberal arts, critical thinking, and diversity. Graduate and professional programs promote the application of theory to practice.

Leadership

Benefitting from academically rich, values-based experiences in their interactions with faculty, staff, and community, students learn responsible leadership, and develop their ability to inspire others to achieve excellence. At Canisius, students practice these leadership skills in the classroom and through co-curricular activities.
CONCEPTUAL FRAMEWORK
SCHOOL OF EDUCATION AND HUMAN SERVICES

Introduction

Central to our conceptual framework is a symbol of infinity, representing four interrelated and evolving characteristics: Knowledge, Service, Professionalism, and Leadership. These elements are situated within the overarching Ignatian vision and Jesuit educational principles. These values include:

- **Cura personalis**, concern for individuals, and desire to educate the whole person;
- **Magis**, or seeking the greater good, striving for excellence and desire to have our candidates reach one’s full potential;
- Sharing one’s gifts in the service for and with others in the pursuit of social justice;
- Contemplation in action, that is being a reflective learner & educator striving for ethical decision-making and mindful creative solutions to today’s issues in Education.

To this end, with a vision of P-16 partnership, we strive to engage our students in their chosen field of study. As stated by Rev. Peter-Hans Kolvenbach, S.J., Superior General of the Society of Jesus (2000), "Students, in the course of their formation, must let the gritty reality of this world into their lives, so they can learn to feel it, think about it critically, respond to its suffering and engage it constructively" (p. 8).

Mission

**Mission Statement of the School of Education and Human Services**

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 effective, professional, and socially committed educators and counselors who value the Jesuit traditions demonstrated through their own cura personalis, work towards 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 and leadership in their field.

Goal Statement

Candidates in the SEHS will embody the characteristics of a Canisius College graduate. Our candidates will meet the college, state, and national standards (New York State, INTASC, NBPTS, CAEP and Middle States). Candidates will also demonstrate proficiencies with indicators articulated by the Specialty Professional Association (SPA) of their discipline.

Dispositions

CAEP defines dispositions as, “Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development”. In addition to the fundamental beliefs in fairness and the understanding that all students can learn,
Canisius College SEHS will foster the following dispositions in its candidates:

- **Enthusiastic**: Demonstrates initiative and commitment towards the educational pursuit
- **Just**: Appreciates value for human diversity and the ideal of fairness
- **Caring**: Demonstrates an attitude of empathy, tolerance and acceptance of others
- **Ethical**: Models behavior embodied in the mission of the School and College, and shows integrity in professional practice
- **Responsible**: Demonstrates personal and professional accountability for themselves and the profession

The SEHS graduate candidate will embody the SEHS dispositions with maturing expertise. With emphasis on the movement from theory to practice, our graduate programs teach candidates to embrace leadership roles that influence classrooms, schools, districts, and communities.

**Candidate Proficiencies**

The successful Canisius College graduate will demonstrate proficiency in the knowledge, skills and dispositions delineated by the standards outlined by their program, CAEP, Middle States, and specialized professional association (SPA). For the Deaf Education Program this is the Council for the Education of the Deaf (CED).

**Assessment System**

The School of Education and Human Services’ assessment system utilizes four transition points that are common to all programs at the undergraduate and graduate levels. The unit assessment system serves to evaluate performance of the SEHS, its programs and candidates, relative to the conceptual framework, institutional, state, national, and professional standards. A detailed description of the SEHS assessment system may be found at:


**Theoretical Framework**

**KNOWLEDGE**

Programs in the Canisius College SEHS provide candidates with the content, pedagogical, and professional knowledge, skills, and dispositions necessary for quality performance in their field. These fields include education, counseling, educational leadership, health, and physical education. Canisius has made a college-wide commitment to equipping candidates with the knowledge to use technology effectively to enhance learning. The College’s strategic plan recognizes the importance of technology integration and candidates are prepared to become more competent with tools of technology to effectively teach, counsel, and administer programs for diverse individuals, and to remain current with the research in the field. The SEHS goals regarding technology integration is aligned with the CAEP
accreditation standards, which state that teacher candidates need to have opportunities in the classroom, and during field experience, to utilize technology to enhance learning.

Professional development schools are partners in an expanded and purposeful learning community. The SEHS is jointly committed to, and mutually benefits from, improving educational outcomes for P-16 students. In the spirit of cura personalis, our candidates, faculty, and partners strive to foster relationships that positively impact students in the schools, the College, and the community. In caring for personal relationships, human dignity and individual differences are acknowledged and valued.

Through their coursework, field experiences and clinical practice, candidates will be prepared and supported by college faculty and school partners to engage in self-directed inquiry, problem-solving, critical thinking, and discourse, as well as reflection on real world situations.

Cochran-Smith and Lytle (1999), in their detailed account of prevalent underlying conceptions of teacher learning, propose an inquiry stance that acknowledges the complex relationships between theory and practice that are at the center of teacher preparation. They conclude that content knowledge and pedagogy are linked to very basic questions and emphasize that individuals must face such questions, as "local knowledge" that evolves from problem solving and leads to "knowledge of practice". They state:

...constructing local knowledge is understood to be a process of building, interrogating, elaborating, and critiquing conceptual frameworks that link action and problem posing to the immediate context as well as to larger social, cultural, and political issues. Implicit in this process is a set of questions that function as lenses for seeing and making sense of practice broadly construed: Who am I as a teacher? What am I assuming about this child, this group, and this community? What sense are my students making of what is going on in this classroom? How do the frameworks and research of others inform my own understandings? What are the underlying assumptions of these materials, texts, tests, and curriculum frameworks, and school reporting documents? What am I trying to make happen here and why? How do my efforts as an individual teacher connect to the efforts of the community and to larger agendas for school and social change?

The acquisition and application of the knowledge, skills, and dispositions required to meet college, local, state and national professional standards are recursive as illustrated in our symbol of infinity. These dispositions embrace the charisms, or values of Jesuit educational philosophy.

**SERVICE**

Candidates in the SEHS are provided with a variety of service opportunities to enable them to learn from populations that are ethnically, racially, culturally, religiously, and intellectually diverse. Service learning opportunities embedded in the academic program are intended to “emphasize the accomplishment of tasks which meet human needs in combination with conscious educational growth” (Kendall, 1990, p. 20).

Service initiatives within candidates’ course work provide them with a healthy forum of exchange among their classmates and professors. This model has been shown to increase the value of the experience for the student and enhance the relationship between the academic material and the service experience (Astin, Vogelgesang, Ikeda, & Yee, 2000).
Astin, Vogelgesang, Ikeda, & Yee (2000) have demonstrated that service participation positively effects important outcome measures including GPA, critical thinking skills, a commitment to activism and the promotion of racial understanding, leadership activities, interpersonal skills, choice of a service career, and plans to participate in service after college. Other benefits include the development of citizenship skills and a higher regard for social responsibility and diversity (Keith, 1994).

Throughout their coursework, field experiences, and clinical practice, candidates are encouraged to seek academic excellence for them and for the students they teach. During their programs of study, candidates engage in and promote authentic learning experiences, support the social and emotional development of students, and demonstrate a commitment to social justice in environments that foster a culture of care, respect for diversity and the dignity of all.

Through careful placement in field-based practica secured in collaboration with the college and its professional development schools and other partners, our candidates learn to plan, act, reflect upon and revise curriculum and service projects. Under the guidance and mentorship of field-based professionals who model the knowledge, skills, and dispositions required to ensure equity in education, our candidates develop the skills and sensitivities necessary to promote social justice and cultivate an appreciation for diversity.

Service provides opportunities for our candidates, faculty, and community partners to actively live out, and share the knowledge, skills, and dispositions gained in the classroom. In building relationships beyond the classroom, one can seek the greater good (magis) in service to others, supporting the potential, and uniqueness of people.

**PROFESSIONALISM**

The SEHS seeks to promote a high level of professionalism and to share a mutual commitment to achieve the objectives of all partners.

Candidates benefit from the acquisition of self-reflection as a habit of mind, continuously assessing and refining their professional practice (Schon, 1983) as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective candidate and/or counseling instruction and assessment, ensuring that all students and/or clients have optimal opportunities to learn and grow (Schein, 1973).

In the context of coursework, community based research and practice, faculty model and nurture the dispositions required for candidates to develop projects, learn with and from others, form a professional network of colleagues, and assume positions of responsibility.

Course work continuously presents research bases for theories and practice and develops candidates’ visions of ways in which they can contribute to the body of knowledge in their field. Those directly and indirectly involved in teacher education believe that each candidate’s professional growth is ongoing and characterized by a spirit of service, professionalism, and advocacy.
Bridging theory to practice, candidates are integrated into authentic environments and provided “with real responsibilities, the opportunity to make decisions and to develop skills, to analyze student needs and to adjust practices using student performance data while receiving continuous monitoring and feedback” from faculty and p-12 mentors (p10, BRR). Field experience and clinical practice embedded throughout the preparation program provide opportunities for candidates to become contributing and collaborative members of learning communities, and a variety of contexts in which the candidate can develop complex analytical and practical skills (p. 10 BRR). Candidates understand that their decisions, actions, and reactions are context dependent and student/client driven. As professionals, they involve colleagues, parents and the community in the responsible care and development of each participant.

Candidates are encouraged to embark on a lifelong commitment to their profession. They are encouraged to join professional organizations and actively participate in professional conferences and research (Donoahue, 1996; Patterson, 1996; Patterson, Santa, Short, & Smith, 1993). As professionals in their fields, Canisius College candidates will internalize the processes of reflective practice, and utilize multiple sources of information to inform educational decision-making that meets the needs of the individuals and communities in which they are engaged. Effective leaders, make these ethical choices in a spirit of cura personalis, when perhaps less socially responsible decisions might be easier.

Effective instructional planning demonstrates the candidates’ ability to integrate outcome based, state, national, and professional standards in their instruction. Assessment driven instruction is evidenced in classroom practice.

**LEADERSHIP**

Candidates become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community (Borich, 1996). Candidates accept that, as professionals, they are responsible for the long-term social and ethical implications of their performance and decision-making. The unit recognizes that the professionals it prepares for the future must be able to effectively use technology, analyze situations, set appropriate and attainable goals as well as plan and monitor actions that will lead to the accomplishment of these goals. They must be able to efficiently evaluate results, reflect on outcomes, and use their conclusions to improve practice. Throughout this activity, candidates must maintain the standards of professional conduct (Fullan, 1990).

Through coursework, field experiences and clinical practice, candidates learn that education reform is ongoing and best accomplished by committed and well-informed practitioners (Porter & Brophy, 1988). Course work continuously presents research bases for theories and practice and develops candidates’ vision of themselves as change agents responsible for contributing to the body of knowledge in their field. Those directly and indirectly involved in teacher education believe that each candidate must be prepared as a leader whose professional growth is ongoing and characterized by a spirit of service, professionalism, and advocacy.
REFERENCES


INTASC Standards

Standard #1: Learner Development.

The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences.

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments.

The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge.

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content.

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment.

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
Standard #7: Planning for Instruction.

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies.

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice.

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration.

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
# Teacher of Individuals who are Deaf or Hard of Hearing

## Standard 1- Learner Development and Individual Learning Differences

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DH2K1</td>
<td>Cognitive and language development of individuals who are deaf or hard of hearing</td>
</tr>
<tr>
<td>DH2K2</td>
<td>Effects of the interrelationship among onset of hearing loss, age of identification, and provision of services on the development of the individuals who are deaf or hard of hearing</td>
</tr>
<tr>
<td>DH3K1</td>
<td>Influence of experience and educational placement on all developmental domains</td>
</tr>
<tr>
<td>DH3K2</td>
<td>Influence of cultural identity and language on all developmental domains</td>
</tr>
<tr>
<td>DH6K1</td>
<td>Components of linguistic and non-linguistic communication</td>
</tr>
<tr>
<td>DH6K2</td>
<td>Importance of early intervention to language development</td>
</tr>
<tr>
<td>DH6K3</td>
<td>Effects of sensory input on the development of language and learning</td>
</tr>
<tr>
<td>DH6K4</td>
<td>Spoken and visual communication modes</td>
</tr>
<tr>
<td>DH6K5</td>
<td>Current theories of the development of spoken language and signed languages</td>
</tr>
</tbody>
</table>

## Standard 2- Learning Environments

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DH5K1</td>
<td>Influence of family communication and culture on all developmental domains</td>
</tr>
<tr>
<td>DH5S1</td>
<td>Provide ongoing opportunities for interactions between individuals who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing</td>
</tr>
<tr>
<td>DH5S2</td>
<td>Provide access to incidental language experiences</td>
</tr>
<tr>
<td>DH5S3</td>
<td>Prepare individuals who are deaf or hard of hearing to use interpreters.</td>
</tr>
<tr>
<td>DH5S4</td>
<td>Manage assistive technology for individuals who are deaf or hard of hearing.</td>
</tr>
<tr>
<td>DH5S5</td>
<td>Design a classroom environment that maximizes opportunities for visual and/or auditory learning and meets developmental and learning needs.</td>
</tr>
</tbody>
</table>

## Standard 3- Curricular Content Knowledge

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DH7S2</td>
<td>Plan and implement transitions across service continuums</td>
</tr>
<tr>
<td>DH7S3</td>
<td>Integrate language instruction into academic areas</td>
</tr>
</tbody>
</table>

## Standard 4- Assessment

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DH8K1</td>
<td>Specialized terminology used in assessing individuals who are deaf or hard of hearing</td>
</tr>
<tr>
<td>DH8S1</td>
<td>Administer assessment tools using the students’ preferred mode and language of communication</td>
</tr>
<tr>
<td>DH8S2</td>
<td>Develop specialized assessment procedures that allow for alternative forms of expression.</td>
</tr>
<tr>
<td>DH8S3</td>
<td>Collect and analyze spoken, signed, or written communication samples</td>
</tr>
</tbody>
</table>
**Standard 5- Instructional Planning and Strategies**

DH4K1 Visual tools and organizers that support content mastery and retention by individuals who are deaf or hard of hearing

DH6S1 Apply strategies to facilitate cognitive and communicative development

DH6S2 Implement strategies for stimulating and using residual hearing

DH6S3 Facilitate independent communication in all contexts

DH6S5 Implement strategies for developing spoken language in orally communicating students and sign language proficiency in signing students

DH7S1 Use specialized technologies, resources, and instructional strategies unique to students who are deaf or hard of hearing

DH7S4 Plan instruction to address academic content standards

DH7S5 Develop successful inclusion experiences.

DH4S1 Develop proficiency in the languages used to teach individuals who are deaf or hard of hearing

DH4S2 Provide activities to promote print literacy and content area reading and writing through instruction via spoken language and/or the signed language indigenous to the Deaf community.

DH4S3 Apply first and second language teaching strategies to the instruction of the individual.

DH4S4 Provide balance among explicit instruction, guided instruction, peer learning, and reflection.

**Standard 6-Professional Learning and Ethical Practice**

DH7K1 Model programs for individuals who are deaf or hard of hearing

DH9K1 Roles and responsibilities of teachers and support personnel in educational practice for individuals who are deaf or hard of hearing

DH9K2 Professional resources relevant to the field of education of individuals who are deaf or hard of hearing.

DH9K3 Professional organizations in the field of deaf education

DH1K1 Incidence and prevalence figures for individuals who are deaf or hard of hearing

DH1K2 Sociocultural, historical, and political forces unique to deaf education

DH1K3 Etiologies of hearing loss that can result in additional learning challenges.

DH6S4 Communicate proficiently in spoken language or the Sign Language indigenous to the Deaf community

DH9S1 Increase proficiency and sustain a life-long commitment to maintaining instructional language competence

DH1S1 Explain historical foundations and research evidence upon which educational practice is based.

DH1S2 Develop and enrich cultural competence relative to the Deaf community.

**Standard 7- Collaboration**

DH10K1 Services, organizations, and networks that support individuals who are deaf or hard of hearing.

DH10S1 Provide families with support to make informed choices regarding communication modes, philosophies, and educational options.
PROGRAM LEARNING GOALS AND OBJECTIVES

The degree programs offered at Canisius College are accredited by the Middle States Association of Colleges and Universities. Middle States sets forth a requirement that programs must establish learning goals and objectives for the programs, and identify how students are assessed according to these learning goals and objectives.

As discussed earlier, the School of Education and Human Services has established a Conceptual Framework to govern the programs offered within the school. The Deaf Education Graduate Teacher Preparation Program is governed by the Council for the Education of the Deaf (CED) standards. The Conceptual Framework is used to identify program learning goals and the CED Standards are used to identify program objectives. The program objectives are broad, but they are refined in each course as appropriate for the course content. The syllabi for the courses provide detailed Learning Goals and Objectives and show how the proficiency of the students will be assessed in that course.

Learning Goal 1 (KNOWLEDGE – Observed in Writing): Interns in the Deaf Education Program will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Students will:

- **DH1K1** Know the incidence and prevalence figures for individuals who are deaf or hard of hearing
- **DH1K2** Know the sociocultural, historical, and political forces unique to deaf education
- **DH1K3** Know the etiologies of hearing loss that can result in additional learning challenges
- **DH2K1** Know the cognitive and language development of individuals who are deaf or hard of hearing
- **DH2K2** Know the effects of the interrelationship among onset of hearing loss, age of identification, and provision of services on the development of the individuals who are deaf or hard of hearing
- **DH3K1** Know the influence of experience and educational placement on all developmental domains
- **DH3K2** Know the influence of cultural identity and language on all developmental domains
- **DH4K1** Know the visual tools and organizers that support content mastery and retention by individuals who are deaf or hard of hearing
- **DH5K1** Know the influence of family communication and culture on all developmental domains
- **DH6K1** Know the components of linguistic and non-linguistic communication
- **DH6K2** Know the importance of early intervention to language development
- **DH6K3** Know the effects of sensory input on the development of language and learning
- **DH6K4** Know spoken and visual communication modes
- **DH6K5** Know current theories of the development of spoken language and signed languages
- **DH7K1** Know model programs for individuals who are deaf or hard of hearing
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DH8K1</td>
<td>Know specialized terminology used in assessing individuals who are deaf or hard of hearing</td>
</tr>
<tr>
<td>DH9K1</td>
<td>Know the roles and responsibilities of teachers and support personnel in educational practice for individuals who are deaf or hard of hearing</td>
</tr>
<tr>
<td>DH9K2</td>
<td>Know professional resources relevant to the field of education of individuals who are deaf or hard of hearing</td>
</tr>
<tr>
<td>DH9K3</td>
<td>Know professional organizations in the field of deaf education</td>
</tr>
<tr>
<td>DH10K1</td>
<td>Know services, organizations, and networks that support individuals who are deaf or hard of hearing</td>
</tr>
</tbody>
</table>

**Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions):** Interns in the Deaf Education Program will demonstrate professional skills and dispositions necessary for successful performance in their field.

Students will:

- **DH4S1** Develop proficiency in the languages used to teach individuals who are deaf or hard of hearing
- **DH4S2** Provide activities to promote print literacy and content area reading and writing through instruction via spoken language and/or the signed language indigenous to the Deaf community.
- **DH4S3** Apply first and second language teaching strategies to the instruction of the individual
- **DH4S4** Provide balance among explicit instruction, guided instruction, peer learning, and reflection
- **DH5S1** Provide ongoing opportunities for interactions between individuals who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing
- **DH5S2** Provide access to incidental language experiences
- **DH5S3** Prepare individuals who are deaf or hard of hearing to use interpreters.
- **DH5S4** Manage assistive technology for individuals who are deaf or hard of hearing
- **DH5S5** Design a classroom environment that maximizes opportunities for visual and/or auditory learning, and meets developmental and learning needs
- **DH6S1** Apply strategies to facilitate cognitive and communicative development
- **DH6S2** Implement strategies for stimulating and using residual hearing
- **DH6S3** Facilitate independent communication in all contexts
- **DH6S4** Communicate proficiently in spoken language or the Sign Language indigenous to the Deaf community
- **DH6S5** Implement strategies for developing spoken language in orally communicating students and sign language proficiency in signing students
- **DH7S1** Use specialized technologies, resources, and instructional strategies unique to students who are deaf or hard of hearing
- **DH7S2** Plan and implement transitions across service continuums
- **DH7S3** Integrate language instruction into academic areas
- **DH7S4** Plan instruction to address academic content standards
DH7S5 Develop successful inclusion experiences
DH8S1 Administer assessment tools using the students’ preferred mode and language of communication
DH8S2 Develop specialized assessment procedures that allow for alternative forms of expression
DH8S3 Collect and analyze spoken, signed, or written communication samples
DH9S1 Increase proficiency and sustain a life-long commitment to maintaining instructional language competence

**Learning Goal 3 (SERVICE):** Interns in the Deaf Education Program will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, Interns promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Students will:

DH2K2 Know the effects of the interrelationship among onset of hearing loss, age of identification, and provision of services on the development of the individuals who are deaf or hard of hearing
DH5S1 Provide ongoing opportunities for interactions between individuals who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing
DH5S2 Provide access to incidental language experiences
DH5S3 Prepare individuals who are deaf or hard of hearing to use interpreters.
DH5S4 Manage assistive technology for individuals who are deaf or hard of hearing
DH5S5 Design a classroom environment that maximizes opportunities for visual and/or auditory learning and meets developmental and learning needs
DH6S2 Implement strategies for stimulating and using residual hearing
DH6S3 Facilitate independent communication in all contexts
DH6S4 Communicate proficiently in spoken language or the Sign Language indigenous to the Deaf community
DH6S5 Implement strategies for developing spoken language in orally communicating students and sign language proficiency in signing students
DH7S1 Use specialized technologies, resources, and instructional strategies unique to students who are deaf or hard of hearing
DH7S2 Plan and implement transitions across service continuums
DH7S3 Integrate language instruction into academic areas
DH7S5 Develop successful inclusion experiences
DH8S1 Administer assessment tools using the students preferred mode and language of communication
DH8S3 Collect and analyze spoken, signed, or written communication samples
DH10S1 Provide families with support to make informed choices regarding communication modes, philosophies, and educational options
**Learning Goal 4 (PROFESSIONALISM):** Interns in the Deaf Education Program will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students have optimal opportunities to learn and grow.

Students will:

DH1S1 Explain historical foundations and research evidence upon which educational practice is based

DH1S2 Develop and enrich cultural competence relative to the Deaf community

DH9S1 Increase proficiency and sustain a life-long commitment to maintaining instructional language competence

DH10S1 Provide families with support to make informed choices regarding communication modes, philosophies, and educational options

**Learning Goal 5 (LEADERSHIP):** Interns will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students, organizations, and the wider community.

Students will:

DH9S1 Increase proficiency and sustain a life-long commitment to maintaining instructional language competence

DH10S1 Provide families with support to make informed choices regarding communication modes, philosophies, and educational options
### Deaf Education Program Curriculum Aligned to CED Standards

<table>
<thead>
<tr>
<th>CED Initial Standards</th>
<th>Deaf Education Course</th>
</tr>
</thead>
</table>
| **1. Learner Development and Individual Learning Differences** | EDD 534- Introduction to Deaf and Hard of Hearing Persons  
EDD 533- Introduction to Speech and Hearing Science  
EDD 535- Introduction to Audiology/Assistive Devices  
EDD 542- Spoken Language Development for the Deaf or Hard of Hearing with Practicum  
EDD 536- Language Theories I  
EDD 537-Language Theories II  
EDD 548- Deaf or Hard of Hearing Child: 0-8 Years  
EDD 551- Sign Communication I  
EDD 556- Student Teaching I  
EDD 557-Student Teaching II  
EDD 600- ASL I  
EDD 601- ASL II |
| **2. Learning Environments** | EDD 555- Psychology/Counseling of Deaf and Hard of Hearing Persons  
EDD 534- Introduction to Deaf and Hard of Hearing Persons  
EDD 536- Language Theories I  
EDD 537-Language Theories II  
EDD 532 Curriculum/Methods of Teaching Subject Areas to Deaf and Hard of Hearing Learners  
EDD 548- Deaf or Hard of Hearing Child: 0-8 Years  
EDD 542- Spoken Language Development for the Deaf or Hard of Hearing with Practicum  
EDD 556- Student Teaching I  
EDD 557-Student Teaching II |
| **3. Curricular Content Knowledge** | EDD 534- Introduction to Deaf and Hard of Hearing Persons  
EDD 555- Psychology/Counseling of Deaf and Hard of Hearing Persons  
EDD 536- Language Theories I  
EDD 537-Language Theories II  
EDD 548- Deaf or Hard of Hearing Child: 0-8 Years  
EDD 532 Curriculum/Methods of Teaching Subject Areas to Deaf and Hard of Hearing Learners |
| 4. Assessment | EDD 536- Language Theories I  
EDD 537-Language Theories II  
EDD 548- Deaf or Hard of Hearing Child: 0-8 Years  
EDD 532 Curriculum/Methods of Teaching Subject Areas to Deaf and Hard of Hearing Learners  
EDD 545- Methods of Teaching Literacy for Deaf and Hard of Hearing Learners  
EDD 542- Spoken Language Development for the Deaf or Hard of Hearing with Practicum  
EDD 550- Theory, Research and Assessment of Deaf Learners  
EDD 556- Student Teaching I  
EDD 557-Student Teaching II |
|---|---|
| 5. Instructional Planning and Strategies | EDD 534- Introduction to Deaf and Hard of Hearing Persons  
EDD 536- Language Theories I  
EDD 537-Language Theories II  
EDD 548- Deaf or Hard of Hearing Child: 0-8 Years  
EDD 542- Spoken Language Development for the Deaf or Hard of Hearing with Practicum  
EDD 532- Curriculum/Methods of Teaching Subject Areas to Deaf and Hard of Hearing Learners  
EDD 545- Methods of Teaching Literacy for Deaf and Hard of Hearing Learners  
EDD 539- Instructional Practicum  
EDD 556- Student Teaching I  
EDD 557- Student Teaching II |
| 6. Professional Learning and Ethical Practice | EDD 536- Language Theories I  
EDD 537-Language Theories II  
EDD 542- Spoken Language Development for the Deaf or Hard of Hearing with Practicum  
EDD 551- Sign Communication I  
EDD 600- ASL I  
EDD 601- ASL II  
EDD 539- Instructional Practicum  
EDD 556- Student Teaching I |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDD 557</td>
<td>Student Teaching II</td>
</tr>
<tr>
<td>EDD 603</td>
<td>Culminating Professional Experience</td>
</tr>
<tr>
<td>EDD 607</td>
<td>Current Topics for Deaf Education Professionals</td>
</tr>
<tr>
<td>7. Collaboration</td>
<td>EDD 532 Curriculum/Methods of Teaching Subject Areas to Deaf and Hard of Hearing Learners</td>
</tr>
<tr>
<td></td>
<td>EDD 536- Language Theories I</td>
</tr>
<tr>
<td></td>
<td>EDD 537-Language Theories II</td>
</tr>
<tr>
<td></td>
<td>EDD 545- Methods of Teaching Literacy for Deaf and Hard of Hearing Learners</td>
</tr>
<tr>
<td></td>
<td>EDD 548- Deaf or Hard of Hearing Child: 0-8 Years</td>
</tr>
<tr>
<td></td>
<td>EDD 542- Oral/Aural Development of Speech with Practicum</td>
</tr>
<tr>
<td></td>
<td>EDD 539- Instructional Practicum</td>
</tr>
<tr>
<td></td>
<td>EDD 556- Student Teaching I</td>
</tr>
<tr>
<td></td>
<td>EDD 557- Student Teaching II</td>
</tr>
<tr>
<td></td>
<td>EDD 603- Culminating Professional Experience</td>
</tr>
<tr>
<td></td>
<td>EDD 607- Current Topics for Deaf Education Professionals</td>
</tr>
</tbody>
</table>
CAEP CRITERIA
KNOWLEDGE, SKILLS, AND DISPOSITIONS

As noted in the conceptual framework, candidates will be required to demonstrate the ability to reflect on their practice, apply knowledge, exhibit skills, and develop dispositions essential to successful leadership in PK-12 settings. Knowledge and skills are developed through exposure to content and practice provided in the required courses of the program. It is also important for candidates to develop the dispositions that are needed to be successful. Canisius has identified a list of desired dispositions, along with their behavioral indicators. These dispositions are described below.

A Canisius student is:

- **Enthusiastic** - Demonstrates initiative and commitment towards the educational pursuit
- **Just** - Appreciates value for human diversity and the ideal of fairness
- **Caring** - Demonstrates an attitude of empathy, tolerance and acceptance of others
- **Ethical** - Models behavior embodied in the mission of the School and College, and shows integrity in professional practice
- **Responsible** - Demonstrates personal and professional accountability for themselves and the profession

The internship is the time where candidates demonstrate all three criteria; knowledge, skills, and dispositions. While most field experiences will provide opportunities to demonstrate all three, our internship evaluation will focus on the most appropriate criteria for the task. More detailed information on how these dispositions are to be demonstrated and assessed will be distributed in practicum and student teaching classes.

DIVERSITY PROFICIENCIES

A Canisius faculty committee is tasked with evaluating issues of diversity within all School of Education and Human Services programs. The following is a list of proficiencies that students will develop as they complete their program:

1. Interns engage in culturally responsive practice that promotes achievement for all learners from diverse backgrounds through a variety of instructional opportunities. (CED 1,2,3,4,5,6,7)
2. Interns demonstrate a critical stance that embraces multiple and comparative perspectives in their examination of various cultural contexts in the practical setting. (CED 1,2,5,6,7)
3. Interns cultivate a classroom or clinical environment that reflects an exchange of honor and respect for all constituents representing diverse backgrounds. (CED 1,2,5,6,7)
4. Interns effectively incorporate instructional strategies using appropriate resources that promote cooperation, democracy, and social justice in the classroom/clinic. (CED 2,5,6,7)
5. Interns behave as change agents and engage their students in activities that embrace social action. They take personal, social, and civic action related to the concepts, problems, and issues they have studied. (CED 5,6,7)

These proficiencies overlap the requirements of the CED standards. The alignment of these proficiencies with the standards has been provided. These proficiencies will be assessed within the program assignments.

IT IS THE RESPONSIBILITY OF THE GRADUATE INTERN TO READ ALL INFORMATION PRESENTED IN THIS PROGRAM HANDBOOK AND KEEP THE HANDBOOK IN A SAFE PLACE FOR REFERENCE.
History of St. Mary’s School for the Deaf

1853
On September 26, 1853, a Society to be known as the "LeCouteulx St. Mary's Benevolent Society for the Deaf and Dumb", was established to aid and instruct the deaf.

1854
Louis LeCouteulx de Caumont, one of the trustees, presented to Bishop Timon an acre lot in the city of Buffalo for the purpose of establishing an institution for the education of the deaf. The Bishop purchased three small frame buildings to be moved to the lot. Four Sisters of St. Joseph from St. Louis came to the Buffalo Diocese at the request of Bishop Timon.

1857
Four Sisters of St. Joseph from St. Louis came to Buffalo to teach the deaf. Among the four teachers were Mother Agnes Spencer, Superior; and Sister Rose Geghan.

1859
Instruction for the deaf was begun with "four girls and a few boys".

1861
Bishop Timon sent Sister Mary Anne Burke for specialized training to Mt. Airy State Institute for the Deaf in Philadelphia to become acquainted with the methods used to teach the deaf. She brought back with her The Combined Method, using signs, fingerspelling, and speech.

1862
The Edward Street School was erected. Additions to this first building were made in 1866, 1871, 1876, 1878 and 1880. At this new school, there were eleven pupils.

1883
Present site at Main and Dewey was purchased. A frame building on the grounds became the BRANCH HOUSE, and thirty boys, all under the age of twelve, were transferred there.
1898
Present Main Building was dedicated on December 8, 1898, by Bishop Quigley. In January, 1899, all pupils (77 boys and 75 girls) were moved to this school from Edward Street.

1901
The Sixteenth Triennial Convention of the American Instructors of the Deaf was held in Buffalo at St. Mary's, July 2-8. At that time, Dr. Edward Miner Gallaudet, also President of Gallaudet College, in Washington, D.C., presided over the convention.

1913
Bosco Hall Building and Trades Building were erected.

1914
The St. Mary's Teachers' Preparation Program was established.

1929
St. Mary's On-The-Lake, a summer home for deaf, orphaned children was purchased.

1930
In August, the Third World Congress of Educators of the Deaf was held in Buffalo. Some 3,000 educators were present from all over the world. During this event, the National Association of the Deaf presented St. Mary's with a statue of the Abbe de L'Epee (who had opened the first school for the deaf in Paris, France). This bronze monument is the work of Eugene A. Hannon, a deaf sculptor who began his study of art at St. Mary's. This statue stands to this day on Main Street in front of the school.

1932
St. Joseph's Primary Hall was built as a Preschool (one of the first Preschools established to serve deaf children in the nation), and for the Primary classes.

1936
The school name was legally changed to St. Mary's School for the Deaf. The Teacher Preparation Program, previously operated solely by the school to train its teachers became affiliated with the University at Buffalo.

1944
St. Joseph's Boys' Camp was opened at Java Lake.

1952
St. Anthony Hall, for Intermediate classes, Ungraded Units, and a Professional Library was built.
1960
New Gym Building with an up-to-date gymnasium, Senior Girls' recreation rooms and Homemaking units was built.

1963
With the conversion of the University at Buffalo from a private university to a state affiliated university, the Teacher Preparation Program determined it was in the best interest of the program to affiliate with Canisius College.

1972
Recognizing the trends in education of the deaf and those traditional approaches had limited success with many students, the school converted its programs from a strictly oral approach to a Total Communication philosophy, which incorporated sign language and fingerspelling, as well as other communication strategies, into its overall educational program.

1978 The Taylor Hall Diagnostic Center, Library and Teacher Preparation Program facilities were built.

2000 The Teacher Preparation Program was relocated to the second floor of the main building in St. Mary’s.

2005 The Teacher Preparation Program was relocated to the third floor of the main building in St. Mary’s.

2010 The Teacher Preparation Program recognized its’ ninety-sixth year of operation.
Contact Information
Canisius College

DEAN
School of Education and Human Services
Jeffrey Lindauer, Ph.D.
716-888-3294
lindauej@canisius.edu

ASSOCIATE DEAN
School of Education and Human Services
Shawn O’Rourke, Ph.D.
(716) 888-3179
orourke1@canisius.edu

ASSOCIATE DEAN'S ADMINISTRATIVE ASSISTANT
Mrs. Diane Kelly
(716) 888-2547
kelly40@canisius.edu

GRADUATE DEAF EDUCATION DIRECTOR
Marjorie L. Harrington, Ph.D
Associate Professor
(716) 888-2261
harrinngm@canisius.edu

GRADUATE EDUCATION AND LEADERSHIP ADMINISTRATIVE ASSOCIATE
Mrs. Virginia Carver
716-888-2260
carverv@canisius.edu

St. Mary’s School for the Deaf

GRADUATE DEAF EDUCATION DIRECTOR
Marjorie L. Harrington, Ph.D
3rd floor Graduate Suite – Room 339
(716) 834-7200 x227
harrinngm@canisius.edu

DIRECTOR OF PROFESSIONAL EXPERIENCES
Mrs. Cathie Kersten
3rd floor Graduate Suite – Room 337
(716) 834-7200 x166
cathiek@smsdk12.org
Canisius College
Graduate Deaf Education Program

A. Introduction

Following a comprehensive philosophy as defined by the Council on the Education of the Deaf (CED), the master’s program in Deaf Education at Canisius College prepares graduate Interns to become New York State certified teachers who serve students who are deaf or hard of hearing in any educational placement using a variety of communication methodologies.

The teacher of students who are deaf or hard of hearing is a professional who has achieved a special status in the field of education. Not only is he/she able to teach children and youth who are deaf or hard of hearing, he/she is also a leader who can evaluate educational needs, develop programs of instruction for others to follow, establish family/school partnerships, and collaborate with professionals such as audiologists, psychologists, counselors, speech-language pathologists, sign-language interpreters, transliterators, and oral interpreters.

A teacher of students who are deaf or hard of hearing does not just obtain a college degree, but has a conscious commitment to experience all that is provided in the graduate program in coursework, volunteer work, after-school activities, tutoring, observing classes, and professional organizations. Becoming a teacher of students who are deaf or hard of hearing means participation, reflection, self-evaluation, and accepting responsibility for actions that go beyond the college classroom into the lives and culture of children and youth who are deaf or hard of hearing and their families.

B. Program Description

(See On-line Graduate Catalogue for School of Education Policies, Program Description and Course Descriptions)

Canisius College offers graduate studies to enable qualified Interns to become Teachers of Children and Youth who are Deaf or Hard of Hearing.
The Intern must complete the entire sequence of courses and practica as registered with the State of New York to receive NYS certification and certification by the Council on Education of the Deaf (CED).

To receive a valid teaching certificate requires that the Intern follow the guidelines regarding all components that have been approved by New York State and Council on the Education of the Deaf (CED).

No Intern can be certified without passing all required courses, practica, and professional experiences and successfully passing New York State Certification Requirements and Examinations.

C. Deaf Education and Graduate Studies

(See Graduate Catalogue for School of Education Policies, Program Description and Course Descriptions)

The Canisius College Program follows all the requirements of any approved graduate degree program in a college or university. Only Interns who have achieved a baccalaureate degree are able to apply for the graduate program in deaf education. No courses within the program are classified as undergraduate. Virtually every course may be taken only if an Intern has been admitted to the Graduate Deaf Education Program. Interns who have an undergraduate degree in a teaching field and have valid New York State certification, take the deaf education sequence of coursework.

Interns who enter the deaf education program with an undergraduate degree in another field without New York State teacher certification must take the deaf education sequence of coursework, and add the coursework required to apply for elementary or adolescent teaching certification. (See list of courses for elementary or adolescent teacher certification in this booklet). The Intern must also complete all requirements of writing and submitting the edTPA while student teaching. Courses taken to support the edTPA are SPE 698 and SPE 594.
Dr. Marjorie Harrington, Program Director  
HO-001 888-2261  
St. Mary’s Main Bldg., Room 339 834-7200 Ext: 227  
e-mail: harringm@canisius.edu

Mrs. Cathie Kersten, Director of Professional Experiences  
St. Mary’s Main Bldg., Room 337 834-7200 Ext: 166  
e-mail: cathiek@smsdk12.org

Graduate Education and Leadership  
Administrative Assistant  
Mrs. Virginia Carver 888-2260  
e-mail: carverv@canisius.edu

Graduate Deaf Education Faculty  
Dr. Marge Harrington, Mrs. Cathie Kersten, Mr. Mike Dowling, Ms. Lynn Shea, Ms. Marie Ryan, Ms. Jennifer Bardo, Ms. Aimee Bell, Mrs. Sarah Pitts, Ms. Jayme Williams

Grad Deaf Ed/St. Mary’s Cooperative Program Address Verification & Information Form  
Complete and submit it to us today.

Office of the Registrar (Student Records) Change of Address Form  
Complete this form only if your mailing address is different from the address on your original application to the Grad Deaf Ed program.  
Keep the College informed of current information.  It is your responsibility to promptly notify Student Records of any address/telephone/e-mail address changes for prompt receipt of College mailings (grades, tuition bills, registration materials, etc.).

Parking – St. Mary’s School for the Deaf and Canisius College  
1. There is no charge to park at St. Mary’s School for the Deaf; it is the preferred option for you. Please complete the parking request form and submit today. Commuter student parking is available in the far south, back lot. Resident students will be directed to park elsewhere. The SMSD Security office issues the parking permits and will address your concerns during the school year (Craig Kilgore, ext.: 138).

2. To park at the Canisius main campus, you must obtain a 2015-2016 parking tag through the office of Student Accounts—BA-106. Please check with Public Safety (888-2330), or on the college’s website: www.canisius.edu/parking for the most updated information.
Student ID Cards/Security – St. Mary’s and Canisius

1. Security is available at St. Mary’s 24-hours/7-days a week. Dial 120 (Security) or 0 (Switchboard) if assistance is needed. A St. Mary’s School for the Deaf ID badge is mandatory for access to the school.
   The Director of Professional Experiences coordinates the acquisition of the badges for the Graduate Interns. **The badge must be worn whenever you are in the building.**
   The Director of Professional Experiences will also distribute fobs to you. SMSD is a secure building. The fob allows you access to the building. There is a $5.00 deposit for the fob. You are responsible for replacement of lost fobs. You can enter the building from the main door by the archway, the lower level of Taylor Hall, or the “Baker’s Door” in the back of the building near the old gym. When leaving the building, please check that the doors are completely closed and locked behind you.
   Lockers are provided for you. You need to provide your own lock. Please keep personal items locked in your locker, or with you at all times. Do not leave personal items in the lounge.
   At night, Canisius will provide transportation via shuttle van if you are traveling between the College and SMSD. Contact the Canisius Public Safety office for more information.
2. Pictures for Canisius student ID cards are taken in the Public Safety office, located in the basement of the Bosch Residence Hall, Monday – Friday from 8:00 a.m. to 10:00 p.m. It is your responsibility to obtain a Canisius ID as soon as possible. You will need a valid ID to use the college’s library and computer lab facilities.

Tuition
Questions regarding tuition bills should be directed to the Office of Student Accounts.

Material Fees/Copying Charges
**St. Mary’s School for the Deaf**
Mrs. Brenda Wells, Media Center Specialist
Located in Room 258A, services for copying, laminating, etc. are provided at a nominal fee.
Please review the enclosed information/policy guide provided by Ms. Wells; complete the lower portion of this form and return to Mrs. Wells.

Required Exams/Certification Information
Please refer to your *Graduate Deaf Education Deaf/Hard of Hearing Program Handbook* for information on the tests you are required to take--

*Content Specialty Test(s)*
Check at the NYSTCE website for test dates and registration information.

*New York State Certification Applications*
NYS tests and certification application info is available online.

*Council on Education of the Deaf (CED) Certification*
Print applications will be provided to you at the end of your program.
Advisement and Registration

Contact the Program Director directly each semester to arrange individual advisement sessions. Be sure to refer to the Graduate Griff-Audit online program for all requirements. All student registrations are done on-line.

Dress Code

The Deaf Education Teacher Preparation courses are offered in the graduate suite at St. Mary’s School for the Deaf. Faculty, adjunct faculty, staff and students are guests in St. Mary’s School for the Deaf and are expected to act appropriately at all times. Intern participation in observations, tutoring, practicum and student teaching assignments, whether at St. Mary’s or at a location outside of St. Mary’s, requires mandatory professional attire. A professional attitude and impression is expected at all times. When accompanying students on a field trip, your dress should be appropriate to the particular occasion. First impressions are very important. Remember that the administration, teachers and staff of St. Mary’s will see you in a professional light if you dress and act accordingly.

Professional Field Experiences

Professional Field Experiences are an integral part of each practicum. Each student is responsible to participate fully. The Director of Professional Experiences will notify you of scheduled field experiences.

Canisius Library/Info Pass 888-2900 Bouwhuis Library (BL)
Lisa Sullivan

The library homepage is: http://library.canisius.edu/
A number of helpful links (including some on citations) are located at:
http://www2.canisius.edu/canhp/canlib/guides.html
Register at the circulation desk for your Library Info Pass. You need to have your Canisius College I.D. card first in order to apply for the Info Pass. You will need to show your Info Pass to the SMSD librarian to check out materials from the St. Mary’s library. The Info Pass must be renewed each semester.

St. Mary’s School for the Deaf Library Mrs. Sheila Thoman, Librarian
You will need to show your Canisius Info Pass each time you use the SMSD library. The library is not open during the summer.

Canisius College E-Mail / Academic Calendar
The College will assign you a Canisius e-mail account. This address is the one preferred and the one that will be used to post information from Canisius during the academic year. Do not change this address. The Information Technology Services Department cannot guarantee you will receive messages or announcements using your personal e-mail address. **You are responsible for checking your college e-mail account on a regular basis.** All notices from the School of Education will be sent to your Canisius account.
The Academic Calendar can be accessed through the College’s website: www.canisius.edu
The Graduate Suite
The Graduate Suite consists of offices, a meeting room, a resource room, classrooms, a computer lab, a student lounge, a kitchen area, a locker area, restrooms, etc. The SMSD maintenance personnel do a daily general cleaning of our suite. However, it is the students’ responsibility to insure that the area is kept neat and orderly. Students are responsible for keeping the kitchen area clean and putting away any books, journals or papers taken out of the reading room. A microwave is available for your use, but it must not be left unattended. If furniture is moved for group work, it is to be returned to its original location. If white boards are used, they should be cleaned after each use. The last person to leave should check that: computers in the computer lab are turned off--windows are closed--lights are off--doors are locked. The Graduate Deaf Education work study student also will be responsible to see that the suite is kept in good order; however, personal “messes” should not be left for her/him.

General College Information

Weather Information / Class Cancellations
To find out if classes are canceled or, if the College is closed due to serious inclement weather and/or emergency conditions, you may listen to announcements on radio stations WEBR, WBEN, and WGR, or call the College Weather Line (888-3131). Information is updated daily as weather conditions dictate. Class cancellations are posted daily online by Student Records. Students also can call the class cancellation number at 888-3130.

Additional Canisius Offices / Information

<table>
<thead>
<tr>
<th>Office</th>
<th>Phone</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Records (Registrar)</td>
<td>888-2990</td>
<td>Bagen Administration Building (BA) Room 106</td>
</tr>
<tr>
<td>Student Accounts</td>
<td>888-2801</td>
<td>Bagen Administration Building (BA) Room 106</td>
</tr>
<tr>
<td>Financial Aid Office</td>
<td>888-2300</td>
<td>Old Main (OM), Room 100</td>
</tr>
<tr>
<td>School of Education &amp; Human Services</td>
<td>888-3294</td>
<td>Bagin Hall Room 201</td>
</tr>
<tr>
<td>Public Safety</td>
<td>888-2330</td>
<td>Bosch Residence Hall (BH) Lower Level</td>
</tr>
<tr>
<td>Disability Support Services</td>
<td>888-3748</td>
<td>Old Main (OM) Room 013</td>
</tr>
</tbody>
</table>

If you have any special needs, require an interpreter or notetaker, this is the Canisius Office you will contact. They are located on the main campus and assist graduate students as well as undergraduates.
Canisius Student Health Center  888-2610  Frisch Residence Hall (FH)
      Lower Level

Information Technology Services  888-8340  Technology Help Desk- Library
      The User’s Services Help Desk (for computer problems and to request general
      information, computer accounts, etc.).

Canisius Bookstore  888-2335  Student Center Basement (SC)
      Call the bookstore for store hours.  Extended hours are maintained during the
      first few weeks of each semester.  The website is:  http://www.canisius.bkstr.com

Canisius Career Center  888-2475  Old Main (OM), Room 013
      Have your credential files placed with the Career Center.  Receive assistance
      with resume writing for educational positions.  Use of all available resources.

Building Abbreviations

<table>
<thead>
<tr>
<th>BA</th>
<th>Bagen Administration Building</th>
<th>LY</th>
<th>Lyons Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>BH</td>
<td>Bosch Residence Hall</td>
<td>CC</td>
<td>Montante Cultural Center</td>
</tr>
<tr>
<td>BL</td>
<td>Bouwhuis Library</td>
<td>OM</td>
<td>Old Main</td>
</tr>
<tr>
<td>CK</td>
<td>Christ the King Chapel</td>
<td>PP</td>
<td>Palisano Pavilion</td>
</tr>
<tr>
<td>CT</td>
<td>Chruchill Academic Tower</td>
<td>SC</td>
<td>Richard E. Winter ‘42 Student Center</td>
</tr>
<tr>
<td>FH</td>
<td>Frisch Residence Hall</td>
<td>SMSD</td>
<td>St. Mary’s School for the Deaf</td>
</tr>
<tr>
<td>HO</td>
<td>Horan-O’Donnell Science Building</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS</td>
<td>Health Science Building</td>
<td>WT</td>
<td>Wehle Technology Center</td>
</tr>
<tr>
<td>KC</td>
<td>Koessler Athletic Center</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Canisius College
### Graduate Deaf Education / Teacher Preparation Program
#### Outline of Courses

### Fall I

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Deaf and Hard of Hearing Persons</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Speech and Hearing Science</td>
<td>3</td>
</tr>
<tr>
<td>Language I-Theories and Methods in Teaching Deaf and Hard of Hearing</td>
<td>3</td>
</tr>
<tr>
<td>Learners</td>
<td></td>
</tr>
<tr>
<td>Instructional Practicum and Seminar</td>
<td>1</td>
</tr>
<tr>
<td>American Sign Language I</td>
<td>3</td>
</tr>
<tr>
<td>Sign Communication I</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total: 14 Credits**

### Spring I

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language II- Theories and Methods in Teaching Deaf and Hard of Hearing</td>
<td>3</td>
</tr>
<tr>
<td>Learners</td>
<td></td>
</tr>
<tr>
<td>Spoken Lang. Development for Deaf and HH with Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Audiology/Assistive Technologies</td>
<td>3</td>
</tr>
<tr>
<td>Psychology/Counseling of Deaf and Hard of Hearing Persons</td>
<td>3</td>
</tr>
<tr>
<td>American Sign Language II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total: 16 Credits**

### Fall II

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory, Research and Assessment of Deaf Learners</td>
<td>3</td>
</tr>
<tr>
<td>Methods of Teaching Literacy for Deaf and Hard of Hearing Learners</td>
<td>3</td>
</tr>
<tr>
<td>Curriculum/Methods of Teaching Subject Areas to Deaf and Hard of</td>
<td>3</td>
</tr>
<tr>
<td>Hearing Learners</td>
<td></td>
</tr>
<tr>
<td>Deaf or Hard of Hearing Child- 0-8 Years</td>
<td>3</td>
</tr>
<tr>
<td>Instructional Practicum</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total: 14 Credits**

### Spring II

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teaching I</td>
<td>4.5</td>
</tr>
<tr>
<td>Student Teaching II</td>
<td>4.5</td>
</tr>
<tr>
<td>Current Topics for Deaf Education Professionals</td>
<td>2</td>
</tr>
<tr>
<td>Professional Seminar/Portfolios</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total: 14 credits**
Course Program for Deaf Education Interns Without Prior Teaching Certification: Childhood Education

If an Intern has an undergraduate degree in an area other than a teaching certification area, the Intern must take the courses required to receive teaching certification. The courses can be taken concurrently with the Deaf Education Program coursework, but must be completed before applying for childhood certification.

Courses

<table>
<thead>
<tr>
<th>Childhood Education</th>
<th>Deaf Education Substitutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDR 502 Foundations of Literacy Instruction</td>
<td>None</td>
</tr>
<tr>
<td>EDR 501 Reading and Writing in the Content Areas</td>
<td>None</td>
</tr>
<tr>
<td>SPE 541 Inclusive Strategies</td>
<td>Students must have one extra special education course from special education. EDU 541 fulfills that requirement.</td>
</tr>
<tr>
<td>EDU 505 Foundations of Education</td>
<td>None</td>
</tr>
<tr>
<td>EDR 509 Teaching Literacy with Diverse Populations</td>
<td>EDD 545 Methods of Teaching Literacy for Deaf and Hard of Hearing Persons</td>
</tr>
<tr>
<td>EDCH 540 Childhood Learning and Development</td>
<td>None</td>
</tr>
<tr>
<td>EDCH 546 Multicultural Social Studies</td>
<td>None</td>
</tr>
<tr>
<td>EDCH 543 Mathematics Instruction: Elementary</td>
<td>None</td>
</tr>
<tr>
<td>EDCH 570 Seminar in Teaching and Assessment: Childhood</td>
<td>EDD 539 Instructional Practicum</td>
</tr>
<tr>
<td>EDCH 545 Science Instruction: Elementary</td>
<td>None</td>
</tr>
<tr>
<td>EDU 515 Introduction to Statistics, Measurement, and Assessment</td>
<td>EDD 550 Theory, Research, and Assessment of Deaf Learners</td>
</tr>
<tr>
<td>EDCH 571 Student Teaching: Childhood</td>
<td>EDD 556 &amp; 557 Student Teaching with Seminar</td>
</tr>
</tbody>
</table>

Revised 9/14
Course Program for Deaf Education Interns Without Prior Teaching Certification: Adolescent Education

If an Intern has an undergraduate degree in an area other than a teaching certification area, the Intern must take the courses required to receive teaching certification. The courses can be taken concurrently with the Deaf Education Program coursework but must be completed prior to applying for adolescent certification.

**Courses**

<table>
<thead>
<tr>
<th><strong>Adolescent Education</strong></th>
<th><strong>Deaf Education Substitutes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 502 Foundations of Literacy Instruction</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 503 Literacy Skills for Teaching Prof.</td>
<td>None</td>
</tr>
<tr>
<td>EDU 505 Foundations of Education</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 534 Teaching Strategies &amp; Assessment: Adolescence</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 535 Learning and Human Development</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 536 Differentiated Instruction for Diverse Learners</td>
<td>Satisfies Deaf Education Special Education Requirement</td>
</tr>
<tr>
<td>EDAD 562-566 Methods of Teaching: Adolescence Select area of certification</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 572 Seminar in Teaching and Assessment: Adolescence</td>
<td>EDD 539 Instructional Practicum</td>
</tr>
<tr>
<td>EDAD 573 Student Teaching: Adolescence</td>
<td>EDD 556 &amp; 557 Student Teaching with Seminar</td>
</tr>
</tbody>
</table>
PROGRAM TRANSITION POINTS

The progress of the Deaf Education program Candidates/Interns is checked at several transition points during their tenure. Candidates/Interns are assessed according to admission criteria, successful completion of common assignments, and successful completion of the internship experience, as well as other criteria. The transition points are discussed below.

TRANSITION POINT ONE: ADMISSION

Candidates must meet the following criteria to be admitted to the Deaf Education program:

1. Candidates must have an earned bachelor’s degree with a minimum 3.0 GPA
2. Candidates must submit GRE scores
3. Candidates must submit all educational transcripts.
5. Candidates must submit three letters of recommendation which demonstrate the following abilities: teaching potential, maturity and responsibility.
6. Candidates must complete an admissions interview with the Program Director.

TRANSITION POINT TWO: PRIOR TO INTERNSHIP/PRACTICUM

This transition point will be checked prior to registration for EDD 539 A- Instructional Practicum-2 Hours. Candidates must meet the following criteria:

1. Candidates must have a Canisius GPA of 3.0 or higher.
2. Candidates must have submitted CAEP assignments for each class and each, on average, must be assessed as “acceptable” or “target.”
3. Candidates must have the Professional Portfolio reviewed by the Program Director.

TRANSITION POINT THREE: AFTER INTERNSHIP/PRACTICUM

This transition point will be checked after completion of EDD 556-Student Teaching I, EDD 557-Student Teaching II and EDD 603- Culminating Professional Experience. Candidates must meet the following criteria:

1. Candidates must successfully complete Student Teaching I and II with a B grade or better.
2. Candidates must successfully complete the CAEP Portfolio with a grade of “4” or better.
3. Candidates must successfully complete the presentation of the Professional Portfolio with a grade of “4” or better.
TRANSITION POINT FOUR: COMPLETION OF PROGRAM

This transition point will be checked upon receipt of an application for graduation and/or application for New York State certification. This transition point is checked by the Associate Dean. Candidates must meet the following criteria:

1. Candidates must have a minimum 3.0 GPA.
2. Candidates must have completed all curriculum requirements for the Master’s degree and teacher certification.
3. All required portfolio submissions and product submissions must be completed.

REMEDIATION AT TRANSITION POINTS

If candidates fail to meet any of the criteria listed at the transition points, a review by the Department’s Candidate Concerns Committee (CCC) will be initiated. A plan for remediation is developed by the Candidate Concerns Committee. If remediation is deemed satisfactory, 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.

In addition to transition and 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 roles. Concerns that may prohibit a candidate’s success in the field arising from candidate dispositions or behaviors are not considered confidential and may be discussed among faculty members and College administrators.

The college also requires that graduate candidates’ GPA’s be monitored to meet the minimally acceptable target of a 3.0. If a candidate does not meet the college required GPA each semester, he/she is placed on probation, and the Associate Dean monitors his/her academic progress.

CANDIDATE CONCERNS PROCESSES AND PROCEDURES

The professor, advisor or candidate may request an informal meeting at any time in order to address any concern(s) regarding the candidate’s academic or professional behaviors. Possible solutions can be explored and enacted without additional process or procedures. Throughout the candidate concerns process, including dismissal from the program, the student is able to explore educational and career alternatives with the program advisor. The following describes the process and procedures for handling candidate concerns not addressed in an informal manner.
If a candidate:

a. fails to meet any of the criteria listed in the four transition points, or  
b. fails to meet critical course expectations, or  
c. fails to act in an ethical, mature, respectful, or otherwise professional manner

The advisor or the professor will complete a Candidate Concerns Report Form and submit it to the Department Chair to be referred to the Candidate Concerns Committee. Upon the receipt of a Candidate Concerns Report, the Department chair will either:

a. determine that the matter does not warrant action by the Candidate Concerns Committee OR  
b. determine that the matter should be referred to the Candidate Concerns Committee

If the chair determines that the matter does not warrant a meeting of the Candidate Concerns Committee, (s)he will communicate that decision to the person reporting the concern, keep a copy of the report and give a copy to the student’s advisor.

If the chair determines that the matter does warrant a meeting of the Candidate Concerns Committee, (s)he will contact the chair of the CCC (the candidate’s advisor) to convene a meeting with the candidate. The Candidate Concerns Committee consists of the student’s program advisor, the Department Chair, and the Associate Dean. In cases where the professor who initiates the Candidate Concerns Report is the program advisor, another faculty member will be asked to become the third member of the committee.

The chair of the Candidate Concerns Committee will contact the candidate and schedule a meeting.

If the candidate does not attend the meeting as required, a hold will be placed on the candidate’s field experience placements until the candidate complies. This action will be communicated to:

a. the candidate  
b. the appropriate associate dean of the SEHS  
c. the candidate’s academic advisor  
d. the person reporting the concern  
e. the appropriate department chair  
f. the candidate’s departmental file

The Candidate Concerns Committee will:

a. discuss the concerns report with the candidate  
b. determine an appropriate remediation plan (the chair of the Candidate Concerns Committee is responsible for evaluating whether the candidate has successfully met the conditions of the remediation plan)
The Remediation Plan will:

a. be specific and measurable
b. have specific due dates
c. have specific consequences for not completing the conditions of the plan

The plan may include, but not be limited to: resubmitting selected portfolio artifacts or reflections, repeating courses, and repeating field placements before progressing in the program.

The candidate and the chair of the Candidate Concerns Committee will sign the Remediation Plan. Copies of the plan will be provided to:

a. the candidate
b. the appropriate associate dean of the SEHS
c. the candidate’s academic advisor
d. the person reporting the concern
e. the appropriate department chair
f. the candidate’s departmental file

If the candidate completes the plan as designed, the person responsible for the candidate’s evaluation will indicate this in writing to the candidate and the chair of the Candidate Concerns Committee. Copies will be sent to:

a. the appropriate Associate Dean of the SEHS
b. the candidate’s academic advisor
c. the person reporting the concern
d. the appropriate department chair
e. the candidate’s departmental file

If the candidate wishes to appeal the proposed Remediation Plan, s(he) may petition the appropriate department chair within five (5) working days of meeting with the Candidate Concerns Committee. The Department Chair will attempt to come to a mutually agreed-upon solution. If that is not possible, the department chair will refer the matter to the Associate Dean of Graduate Studies in the SEHS. The decision of the Associate Dean is final. In cases where the Department Chair is a member of the committee, the appeal will be made directly to the Associate Dean.

If the candidate fails to complete the plan satisfactorily:

a. The person responsible for overseeing the completion of the plan will notify the chair of the Candidate Concerns Committee, who will then notify the Department Chair.
b. The Department Chair will confer with the candidate’s academic advisor and program coordinator (if applicable).
The department chair will either:

a. revise or re-establish the remediation plan, OR
b. dismiss the candidate from the program

Dismissal notice will be provided to the candidate in writing. Copies of the letter will be sent to:

a. the appropriate Associate Dean of the SEHS
b. the candidate’s academic advisor for inclusion in the candidate’s file

Appeal of a dismissal may be made to the Associate Dean of Graduate Studies within ten (10) days of the date of the dismissal notice. The decision of the associate dean is final.

In addition to the normal Candidate Concerns Process, a candidate may be dismissed for a single egregious breach of professional ethics/behavior. This decision is made by the Department Chairperson, the appropriate Program Coordinator and the student’s advisor. An appeal of the decision may be made to the Associate Dean of Graduate Studies within ten (10) days of the date of the dismissal notice. The decision of the Associate Dean is final.

**STUDENT COMPLAINT PROCESS**

If a student is unable to resolve a concern about his/her experiences in the program through direct, informal communication with the professor, the student’s advisor, program coordinator or Department chairperson, the student may initiate a formal complaint. A formal complaint must be in writing and delivered to the student’s advisor, program director or Department chairperson. The advisor, program director and the Department chairperson will consider the complaint and respond to the student in an appropriate manner (taking action to resolve the student’s concern, providing written material, referral of the student, etc.). The Department Chairperson, the student’s advisor and the Associate Dean will keep a record of the complaint and its resolution. If the student does not agree with the resolution of the concern, the student may appeal the resolution to the Associate Dean.
Canisius College/St. Mary’s School for the Deaf  
Deaf Education Program  
Candidate Concerns Report

Candidate Name: __________________________ Date: ______________
Address: _______________________________________________________
ID: ______________ Phone: ______________ Email: ___________________

Graduate Status:  
First Year: ___________  
Second Year: _______________
Full Time: ______  
Part Time: ________

Concern Related to Following:

Deaf Education Faculty:  Student’s Knowledge___________ Service___________ Prof/Lead. _______

Portfolio Review:  
Date: ___________ Course: ______ Transition Point  I  II  III  IV

Nature of Concern:  (Circle all that Apply)

<table>
<thead>
<tr>
<th>GPA</th>
<th>Education Classes</th>
<th>Artifact Mean</th>
<th>Reflection Mean</th>
<th>Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;3.0</td>
<td>C- or lower</td>
<td>&lt;4.0</td>
<td>&lt;4.0</td>
<td>College/School</td>
</tr>
</tbody>
</table>

Comments:
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Candidate Signature: __________________________ Date: ______________
Submitted By: __________________________ Phone: ______________

Process:

1. Submit form to Program Director.
3. Work with Program Director to determine remediation plan.
4. Program Director, candidate, and faculty member sign Contract for Remediation that includes timeline for completion.
5. Meet with Program Director and candidate at end of timeline to document progress.
Grading

- Candidates must maintain a 3.0 GPA to continue to the next semester.

- Candidates must have a 3.0 GPA to obtain New York State teacher certification.

- Obtaining less than a “C” grade in any Methods course constitutes a failure and the course must be taken over to receive certification, and/or the Master’s degree. Less than a “C” grade in a Methods course also means that student teaching will not be permitted until the course(s) is retaken with a grade of “C” or better. The Methods courses are: EDD536, EDD 537, EDD 545, EDD 542, EDD 548, and EDD 532.

- Obtaining less than a “C” grade in any other deaf education course not listed above constitutes a failure of that course and the course must be taken over. If the Intern has maintained a 3.0 GPA with the failure grade, then the Intern can register for the next semester and may Student Teach at the discretion of the Director of the Deaf Education Program, and the Director of Professional Experiences. The course will have to be retaken before the Intern can receive the Master’s degree and/or teacher certification.

- Obtaining less than a “C” grade in EDD 539 A constitutes a failure and the student will not be allowed to continue on to student teaching- EDD 556 and EDD 557. The Intern will not be allowed to repeat the course until the following year.

- Grading of Portfolios and Student Teaching is based on a number scale: 6 being excellent and 1 being not passing. An average of 4.0 must be achieved to pass the Portfolios requirement and Student Teaching. This is the equivalent of a B- grade or better. Less than a B- grade in any Student Teaching placement or Portfolio is considered a failure and must be retaken and/or redone in order to pass/receive the Master’s degree and certification.

The grading scale is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>94%+</td>
</tr>
<tr>
<td>5</td>
<td>88-93%</td>
</tr>
<tr>
<td>4</td>
<td>80-87%</td>
</tr>
<tr>
<td>3</td>
<td>75-79%</td>
</tr>
<tr>
<td>2</td>
<td>70-74%</td>
</tr>
<tr>
<td>1</td>
<td>&lt;70%</td>
</tr>
</tbody>
</table>
ASSESSMENT REQUIREMENTS

1. **Screening Tests**

   If a graduate Intern desires to test out of any Sign Language class, she/he will be screened in both American Sign Language Competency and Signed English Competency. Prior experience in sign language does not automatically excuse an Intern from any sign language class. Instructors of the American Sign Language and Signed English courses will make the determination of the Intern’s level of competency so that the appropriate course is taken in both areas in the graduate Deaf Education program.

2. **Seminars/Workshops**

   The following Seminars/Workshops are required for Interns seeking teacher certification. Interns will be notified throughout the Deaf Education graduate program when and where these seminars are offered.

   - Child Abuse Seminar- Free
   - School Violence Seminar- $25.00
   - Dignity for All Students Seminar- $50.00
   - Autism Seminar- $35.00

3. **The SLPI**

   The SLPI (Sign Language Proficiency Interview) is a test that indicates one’s level of proficiency in American Sign Language (ASL) and communication. It is given near the end of the Intern’s two-year Deaf Education program. The day and time of the assessment is arranged for the Intern. The Deaf Education Graduate Program pays the fee for this assessment and provides the video tape for the interview. Results of the assessment are sent to the Graduate Deaf Education Program and to each Intern. Interns keep their videotapes and written evaluations as future evidence of competency.

4. **New York State Teacher Certification Exams**

   Deaf Education graduate students who do not have New York State Teacher Certification will need to complete the following New York State requirements for teacher certification:

   a. Educating All Students (EAS) Test

   b. Academic Literacy Skills Test (ALST)
c. Teacher Performance Assessment (edTPA) in Special Education- The edTPA in Special Education is completed by the fifth week of Student Teaching of student teaching placement I. Graduate students must take SPE 698, for 3 credits hours the fall semester prior to Student Teaching. This course provides non-certified Interns with a quasi-experience while enrolled in EDD 539-Instructional Practicum. Interns take SPE 594 in the spring semester for 0 credit hours during Student Teaching I in order to receive support and instruction while completing the edTPA.

d. Content Specialty Test (CST)

   Childhood Education- Multi-Subject: Teachers of Childhood Gr 1-6
   Adolescent Education- Certificate Area

  e. Deaf Education Interns who enter the program with New York State Teacher Certification and those who enter the program without New York State Certification, are required to take the Content Specialty Test (CST):

      Deaf Education- Deaf and Hard of Hearing

      Test dates, times and locations can be found online at the New York State Department of Education Web site.

**Significant fees are attached to all New York State certification exams and the edTPA.**

5. **Portfolios**

Interns are required to successfully complete two professional Portfolios before graduation.

A). The first is a CAEP Portfolio containing hard copies of required products from the classes in the Deaf Education program. These artifacts demonstrate competency in the ten INTASC standards.

B.) The second is the Professional Portfolio developed as a web-based portfolio on line, using TASKSTREAM. The development of the second portfolio applies the learning demonstrated in the CAEP Portfolio in a reflective manner. The intern demonstrates competency in the ten INTASC standards by reflecting on the two years’ experience in the graduate program, as well as how growth and change as a professional, future teacher, and individual has occurred. Meetings are held each semester for the introduction and review of the two required portfolios so that Interns can progressively develop both as they move through the program. **The Professional Portfolio is in lieu of writing a Master’s Thesis or completing a Comprehensive Exam and is required to receive the Master’s degree.**
6. **TASKSTREAM**

This program is used as the online tool to develop the Professional Portfolio and to submit graduate student products. It is also used as a means of grading and collecting data needed for accreditation purposes. Information about this system will be presented in graduate deaf education classes.

**FEES**

**FEES- OTHER THAN FOR NEW YORK STATE CERTIFICATION**

St. Mary’s School for the Deaf- a one-time fingerprinting fee of $105 must be submitted and the fingerprinting completed prior to being allowed in observations in classrooms or working with students in school programs at St. Mary’s School for the Deaf. The fingerprinting required for state certification is not the same as this requirement. This mandate comes from the Justice Center of New York.

**FEES- FOR NEW YORK STATE CERTIFICATION**

Workshops- The following workshops are required for New York State Teacher Certification. Most of the workshops require a fee:

- Child Abuse- Free
- Safe Schools Against Violence in Education (SAVE)- $25.00
- Dignity for All Students Act (DASA) - $50.00
- Autism Workshop- TBD
Canisius College
St. Mary’s School for the Deaf
Cooperative Teacher Preparation Program
EDD 539 A
Pre-Service Practicum Evaluation

Intern: __________________________________________ Date: ________________

Practicum Assignment____________________________________________________

Cooperating Teacher: ____________________________________________________

College Supervisor(s): ___________________________________________________

**Professional Growth Documentation**

<table>
<thead>
<tr>
<th>Description</th>
<th>_____/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate to Intern’s Program</td>
<td>_____/6</td>
</tr>
<tr>
<td>Documentation</td>
<td>_____/6</td>
</tr>
<tr>
<td>Reflection</td>
<td>_____/6</td>
</tr>
</tbody>
</table>

**Summary Statement of Cooperating Teacher**

Grade: ______
Comments/Recommendations:

Signature: ____________________________ Date: __________

**Summary Statement of College Supervisor(s)**

Grade: ______
Comments/Recommendations:

Signature: ____________________________ Date: __________
**Graduate Deaf Education Pre-Service Practicum Evaluation Form**

This form is to be completed by the Cooperating Teacher at the conclusion of the 3-4 week Instructional Practicum. It reflects the assessment of objectives based on the Standards of the Council on the Education of the Deaf (CED), New York State Standards, and INTASC Standards. Please complete all sections of this form, using the rating scale below, and then submit the form to the Director of Professional Experiences.

<table>
<thead>
<tr>
<th>Assessment Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>[E]</td>
<td>Insufficient evidence</td>
</tr>
<tr>
<td>[NA]</td>
<td>Does not apply</td>
</tr>
</tbody>
</table>

---

---
INTASC STANDARDS

Standard #1: Learner Development.

The Intern understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

____ Intern demonstrates knowledge of child development
____ Intern is able to write lesson plans encompassing the variety of students’ development within the class.
____ Lesson plans reflect the various IEP goals of all the students in the class.
____ Procedures reflect the various IEP goals of the students in the lesson.

Comments:

Standard #2: Learning Differences

The Intern uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

____ Intern provides differentiating instruction appropriate for the various learners in the class.
____ Intern demonstrates awareness of variation in individual student learning differences regarding hearing loss and instruction.

Comments:
Standard #3: Learning Environments

The Intern works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

___ Intern provides interesting and creative learning experiences for the students in the class that adhere to the lesson objectives and reflect the individual IEP goals.

___ Intern acknowledges Cooperating Teacher’s routines to account for use of hearing aids, cochlear implants and/or assistive devices.

___ Intern acknowledges and uses visual aids for instruction.

___ Intern acknowledges and uses technology in the classroom

___ Intern is able to follow the approved behavior management plan in the classroom.

Comments:
**Standard #4: Content Knowledge/Communication Skills**

The Intern understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

___ Intern understands how to promote academic achievement and the development of language and cognition among children and youth who are deaf or hard of hearing.

___ Intern knows the content of the lesson and demonstrates the ability to teach that content to students.

___ Communication follows the method of Total Communication or Oralism depending on the students in the class.

___ Sign Language Vocabulary is prepared and executed with fluency and automaticity.

___ Sign Language is presented with appropriate body language and affect.

___ Intern appropriately models speech and auditory access opportunities

Comments:
Standard #5: Application of Content.

The Intern understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

- Intern uses materials that are well prepared and thorough and are available for the Cooperating Teacher’s review prior to the start of each lesson.
- Intern uses authentic experience to teach content.
- Intern uses appropriate language, grammar, semantics and pragmatics in teaching content.
- Intern is able to follow the lesson plan with intention and fluency.
- Intern is able to change or adapt the lesson if the students’ interest or learning is not maintained, while still following the IEP.
- Intern is able to focus on the topic of the lesson and follow the lesson plan.
- Intern is able to keep student(s) focused on the lesson and not stray from the objectives of the lesson.
- When Intern is teaching a lesson, students understand the meaning of the lesson and are not confused.

Comments:
**Standard #6: Assessment.**

The Intern understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

- **Intern designs and follows assessment at the end of each lesson that relates to the lesson’s objectives, the students’ IEP and the learning styles of the students.**
- **Intern can produce informal assessment for a lesson without pre-planning.**
- **Intern questions student(s) effectively to check for comprehension.**
- **Intern answers student(s) questions correctly and effectively.**

Comments:
Standard #7: Planning for Instruction.

The Intern plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

___ Intern plans lessons based on the students’ IEP’s, and input from the Cooperating Teacher.

___ Intern is capable of writing the lesson plan as suggested by the Cooperating Teacher.

___ The Intern provides the Cooperating Teacher the lesson plan prior to the beginning of the lesson for feedback using the approved lesson plan format.

___ Intern can direct one-on-one work with students following Cooperating Teacher’s direction and plans.

Comments:
Standard #8: Instructional Strategies

The Intern understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

___ Intern understands how to meet overall communication needs of students who are deaf or hard of hearing.

___ Intern is able to provide appropriate modeling of effective communication based on the student(s) mode of communication.

___ Intern engages in communication among peers and with teachers in the preferred communication mode of the recipients.

___ The Intern uses age-appropriate vocabulary, syntax, grammar and language

___ The Intern uses appropriate expressive sign language for the placement.

___ The Intern uses appropriate receptive sign language for the placement.

___ The Intern uses sufficient expressive facial expression and body language with expressive communication.

___ Intern provides students with varied instructional methods based on the students’ IEPs.

___ Intern takes advantage of the existing instructional set-up.

___ Intern develops and uses appropriate materials

___ Intern uses time effectively in working with students

Comments:
Standard #9: Professional Learning and Ethical Practice.

The Intern engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

_____ Intern reflects on his/her teaching and uses the Cooperating Teacher’s input to make appropriate changes when planning and executing lessons.

Comments:

Standard #10: Leadership and Collaboration.

The Intern seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

_____ Intern collaborates and works respectively with the Cooperating Teacher and Instructional Aide(s) demonstrating professional behavior at all times.

_____ Intern takes initiative in assistance with class activities.

Comments:
Overall Comments:
EDD 539
Instructional Practicum Evaluation Form
Dispositions

The Graduate Intern demonstrates the following knowledge, skills and dispositions:

The Intern is enthusiastic and demonstrates initiative and commitment towards educational pursuits.

Takes actions to improve personal knowledge and skills related to teaching children who are deaf or hard of hearing. _____

Seeks opportunities, and participates in activities to improve instructional skills. _____

Seeks opportunities to collaborate with peers and teaching professionals. _____

Models appropriate professional behavior for students and colleagues (i.e. appearance/attire, sense of responsibility, reliability, cooperation, composure, maturity, being on time, no absences etc.) _____

Demonstrates maturity and composure in working with administrators, faculty staff and students at all times. _____

The Intern is just and demonstrates appreciation for human diversity and the ideal of fairness.

Demonstrates positive attitudes, empathy, concern, sensitivity and fairness towards all cultures, races and learners regardless of the learning method or disability. _____

Exhibits a willingness to work with, advocate for, and improve the welfare of all students. _____

Demonstrates the belief, and fosters student appreciation for the ideal that diversity in the classroom, in the school, and in society, enhances learning. _____

The Intern is caring and demonstrates an attitude of empathy, tolerance and acceptance of others.
Holds high expectations for all students through a willingness to understand individual learning styles, different communication modes and to differentiate instruction accordingly.

Demonstrates patience and understanding of all children and youth who are deaf or hard of hearing.

Demonstrates sensitivity and respect for deaf culture and deaf awareness.

Demonstrates knowledge of child development and the impact of hearing loss.

Demonstrates understanding of content areas, and application of the principles of educational practice with students.

Demonstrates consideration with respect for the whole person by acknowledging how different life experiences, opportunities, and barriers impact student outcomes.

Demonstrates appropriate judgment regarding student behavior, and the use of appropriate classroom management techniques.

The Intern is ethical and models behavior embodied in the mission of the school and college, and shows integrity in professional practice.

Is honest and trustworthy when interacting and communicating with others.

Demonstrates professionally ethical behavior, including confidentiality and appropriate interpersonal boundaries.

Demonstrates professional behavior at all times towards administrators, teachers, staff and peers (ie. gossipping, discussing students and faculty outside of the placement).

Demonstrates knowledge of the ethics of the profession through appropriate professional behavior.
The Intern is responsible and demonstrates personal and professional accountability for him/herself and the profession.

Works well with peers, faculty, staff, parents/families and other professionals.

Shares information with peers, faculty, staff, parents/families and other professionals when needed and as appropriate.

Demonstrates professional behavior by being prepared for professional assignments.

Sets professional goals that are aligned with the goals of the school/program.

Summary of Pre-Service Practicum Experience Dispositions

The Graduate Intern will consistently demonstrate professional growth that reflects effective preparation, and successful transfer of skills through guided and mentored practicum experiences.

A. Exhibits a commitment to the successful instruction of children and youth who are deaf or hard of hearing

B. Demonstrates a clear sense of direction and purpose.

C. Demonstrates understanding of the teacher’s need to modify and guide appropriate personal communication.

D. Demonstrates a sensitivity for adjusting teaching methods to meet the pace and needs of deaf children.

E. Exhibits appropriate behaviors for professional collaboration.

F. Takes the initiative to ask questions, seek guidance, and clarify the role of the teacher.

G. Demonstrates professional growth in this particular Practicum experience.
Comments/Recommendations:

Practicum Instructor’s Signature: _______________ Date: ______________

Graduate Intern’s Signature: _______________ Date: ______________
Canisius College
St. Mary's School for the Deaf
Cooperative Teacher Preparation Program

Student Teaching Final Evaluation Form

Intern:_________________________________________ Date:________

Assignment:___________________________________________________________________

Cooperating Teacher:___________________________________________________________

College Supervisor(s)___________________________________________________________

Total Days_____________ Total Hours_____________ Days Absent_____ Days Made Up____

Professional Growth Documentation: Description ___________/6

Appropriate to Intern’s Program ___________/6

Documentation ___________/6

Reflection ___________/6

Summary Statement of Recommendation by Cooperating Teacher
Final Grade: __________

Comments:

Summary Statement of Recommendation by College Supervisor
Final Grade: __________

Comments:

Signature:_________________________________________ Date:________

Signature of Intern:_________________________________________ Date:____

Signature of Intern:_________________________________________ Date:____
Graduate Deaf Education Student Teaching Evaluation Form

This form is completed by the Cooperating Teacher in reference to the Graduate Intern completing Student Teaching. It requires assessment of specific and broad objectives based upon the Standards of the Council on the Education of the Deaf (CED), the NYS Teacher Standards and the 10 standards created by INTASC. Please complete all the sections of the form before submitting it to the Director of Professional Experiences.

<table>
<thead>
<tr>
<th>Assessment Scale: Please put a numerical rating for each criterion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional: Consistently exceed performance standards. 195-200+ Hrs.</td>
</tr>
<tr>
<td>Advanced: Consistently above average performance standard 190-194 Hrs.</td>
</tr>
<tr>
<td>Acceptable/Adequate: Meets average performance standard 185-189 Hrs.</td>
</tr>
<tr>
<td>Minimally Acceptable: Meets minimum performance standard 180-184 Hrs.</td>
</tr>
<tr>
<td>Needs Improvement: Inconsistent in meeting performance standard 170-179 Hrs.</td>
</tr>
<tr>
<td>Unsatisfactory: Does not meet minimum performance standard &lt;170 Hrs.</td>
</tr>
<tr>
<td>Insufficient Evidence</td>
</tr>
<tr>
<td>Does not apply</td>
</tr>
</tbody>
</table>

**INTASC Principle #1 – Learner Development**  
**NYSTS I**  
**CED 2**

The teacher understands how children learn and develop, recognizing the patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**INTASC Principle #2 – Learning Differences**  
**NYSTS I**  
**CED 3**

The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.
INTASC Principle #3 – Learning Environments

NYSTS IV
CED 5

The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning and self-motivation.

INTASC Principle #4 – Content Knowledge

NYSTS II
CED 1

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.

INTASC Principle #5 – Innovative Applications of Content

NYSTS II
CED 6

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

INTASC Principle #6 – Assessment

NYSTS V
CED 8

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform the teacher’s ongoing planning and instruction.

INTASC Principle #7 – Planning for Instruction

NYSTS III
CED 7

The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.
**INTASC Principle #8 – Instructional Strategies**
NYSTS III
CED 4

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.

**INTASC Principle #9 – Reflection and Continuous Growth**
NYSTS VII
CED 9

The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

**INTASC Principle #10 – Collaboration**
NYSTS VI
CED 10

The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, leaning and well-being.

**CAEP: Dispositions**

**Enthusiastic:** Intern demonstrates initiative and commitment toward educational/ professional pursuits

- Takes actions to improve knowledge in professional content
- Seeks opportunities and participates in activities that improve skills
- Finds opportunities to collaborate with other professionals
- Communicates with other stake-holders of the student’s welfare (parents, family members, other professionals)
- Models appropriate behaviors for students and other professionals
**Just:** Demonstrates appreciation for human diversity and the ideal of fairness

- Demonstrates positive attitudes, empathy, concern, sensitivity and fairness toward diverse cultures
- Exhibits willingness to work with, advocate for, and improve welfare of students and others of different race, creed, sex, lifestyle, and national origin
- Demonstrates the belief and fosters student appreciation that diversity enhances learning
- Fosters appreciation for diversity in the classroom, in the school and in society

**Caring:** Demonstrates an attitude of empathy, tolerance and acceptance of others

- Holds high expectations for all students through a willingness to differentiate instruction/professional intervention
- Demonstrates consideration and respect for the whole person by acknowledging how different life experiences, opportunities and barriers impact student outcomes

**Ethical:** Models behavior embodied in the mission of the School and College, and show integrity in professional practice

- Is honest and trustworthy in communication and interaction with others
- Demonstrates professionally ethical behavior including confidentiality and appropriate interpersonal boundaries
- Demonstrates knowledge of the ethics of their profession through professional behavior

**Responsible:** Demonstrates personal and professional accountability for themselves and the profession

- Works well with peers, staff and other professionals
- Shares information with peers, staff and other professionals as appropriate
- Demonstrates professional behavior that includes punctuality and preparedness for professional assignments
**Demonstrated Competencies for Initial Teachers of the Deaf**

Using the **Assessment Scale** found on page 2 of this evaluation form, please rate the student intern in the following areas:

**Competency 1:** Intern demonstrates adequate skills in the use of pupils’ preferred mode of communication (speech/listening, ASL, etc), and for formal instruction purposes.

1.1 _____ Communicates effectively using students’ preferred communication system
1.2 _____ Includes incidental speech, speech reading, and listening as a component of each lesson
1.3 _____ Judges accurately correct/incorrect speech or sign production

**Competency 2:** Intern applies educational/psychological principles in the classroom that promote motivation and behavioral changes, and reinforces the expected outcomes appropriately.

2.1 _____ Uses appropriate verbal reinforcement and correction in response to student behavior
2.2 _____ Avoids reinforcing attention-seeking behavior demonstrated by students
2.3 _____ Is aware of student attention, and uses appropriate reinforcement to increase or maintain attention
2.4 _____ Maintains an orderly classroom which minimizes distractions without stifling creativity or student participation
2.5 _____ Develops and implements behavior management plans when necessary to reduce or eliminate undesirable behavior
2.6 _____ Makes appropriate use of school resources when special discipline problems arise

**Competency 3:** Intern demonstrates adaptability, flexibility, creativity and initiative in meeting the changing needs of students who are deaf or hard of hearing in a variety of learning environments (eg. self-contained classrooms, resource rooms and inclusion settings)

3.1 _____ Adapts to school schedule and plans effectively within that schedule
3.2 _____ Plans appropriately depending upon classroom structure and student needs
3.3 _____ Adapts well when schedule changes and other incidents cause changes in school schedules/classroom activities
3.4 _____ Plans well in coordination with other teachers’ schedules, and schedules of other school activities
3.5 _____ Plans differentiated instruction based on students’ various levels of performance
3.6 _____ Prepares creative materials that promote student learning.


**Competency 4:** Intern accurately interprets the results of aural habilitation/rehabilitation assessment procedures for students with hearing loss, and properly uses the information during teaching/remediation.

4.1 _____ Is familiar with hearing test procedures: screening, pure-tone air and bone threshold assessment
4.2 _____ Is able to provide a cursory explanation of assessment results

**Competency 5:** Intern demonstrates knowledge of and ability to administer and interpret a variety of formal and informal diagnostic tests pertaining to specialized curriculum areas appropriate for use with deaf or hard of hearing students of differing ages and grade levels.

5.1 _____ Demonstrates knowledge of a variety of appropriate tests designed to measure performance in speech, language and academic areas
5.2 _____ Interprets test results accurately and meaningfully
5.3 _____ Constructs appropriate informal academic assessment measures to evaluate progress and identify areas in need of additional instruction
5.4 _____ Demonstrates ability to analyze student work samples related to expected lesson objectives to determine student success
5.5 _____ Use results of lesson analysis to guide future instruction to impact student learning

**Competency 6:** Intern collaborates well with professionals and paraprofessionals.

6.1 _____ Makes effective use of paraprofessionals when available
6.2 _____ Presents requests and responses to others in the educational setting in a positive, clear and cooperative manner
6.3 _____ Responds promptly and effectively to supervisory requests
6.4 _____ Receives constructive criticism well, and implements feedback appropriately
6.5 _____ Presents constructive criticism in a positive manner
6.6 _____ Avoids personal conflicts with others in the educational setting
6.7 _____ Interacts with regular education faculty in a manner that achieves positive results for mainstreamed students

**Competency 7:** Intern identifies individual needs of students who are deaf or hard of hearing, and uses this information for instructional planning.

7.1 _____ Demonstrates understanding of the development of speech/language as related to intelligence, maturity, social factors and the limitations imposed by a sensory deficit
7.2 _____ Sets attainable goals for individual students and/or the class as a whole
7.3 Employs teaching techniques which capitalize on students’ strengths
7.4 Modifies instructional procedures to enhance goal attainment
7.5 Maintains realistic performance expectations

**Competency 8:** Intern demonstrates skill in planning and conducting aural habilitation/rehabilitation programs for students who are deaf or hard of hearing.

8.1 Encourages maximum use of residual hearing at all times
8.2 Expects students to wear and/or maintain personal auditory devices
8.3 Programs for individual needs to promote auditory skills development
8.4 Provides consistent reinforcement for students’ use of auditory skills in academic and non-academic environments

**Competency 9:** Intern writes unit studies and daily lesson plans which state objectives in behavioral terms, and are specifically designed to achieve long-range goals.

9.1 Identifies goals that reflect students’ overall IEP goals
9.2 Writes objectives which lead to the attainment of specific goals
9.3 Writes objectives which can be evaluated or measured quantitatively
9.4 Writes objectives which relate to IEP and curriculum goals, and not to performance on individual lessons

**Competency 10:** Intern identifies, adapts and uses paper/textbook instructional materials which are appropriate for facilitating language, speech and academic development and/or remediation for students who are deaf or hard of hearing.

10.1 Makes effective use of all available material (ie. bulletin board, charts, graphic organizers, etc.)
10.2 When necessary, designs and constructs instructional materials
10.3 When necessary, rewrites/modifies instructional materials to align with the linguistic needs of the students

**Competency 11:** Intern uses appropriate curriculum materials as indicated by the type of classroom for students who are deaf or hard of hearing, under the guidance of the cooperating teacher.

11.1 Utilizes commercially produced materials appropriately for the specific learning needs of the students being taught
11.2 Adapts commercially produced curriculum materials as needed for students who are deaf or hard of hearing
11.3 Develops original curriculum materials appropriate for attaining lesson goals and objectives
11.4 Develops and utilizes original curriculum materials to supplement commercial materials as needed
**Competency 12:** Intern uses instructional language that is appropriate for the language levels of the class and individual students who are deaf or hard of hearing.

12.1 _____ Uses appropriate vocabulary and syntax for English levels of students who are deaf or hard of hearing.

12.2 _____ Uses sign language as an effective instructional tool for students who are deaf or hard of hearing

12.3 _____ Adapts curriculum materials as needed for the English competency skills of students who are deaf or hard of hearing

12.4 _____ Articulates explanations and instructions to students who are deaf or hard of hearing in language contexts that can be understood by all

12.5 _____ Uses good spoken and/or signed models of communication as appropriate for the classroom setting with deaf or hard of hearing students

**Competency 13:** Intern identifies, adapts and uses computer and other technologically-based instructional materials and adaptive devices which are appropriate for facilitating language, speech and academic development and/or remediation for students who are deaf or hard of hearing.

13.1 _____ Makes effective use of all available hardware and software

13.2 _____ Troubleshoots equipment malfunctions (ie. hearing aids, cochlear implants, group amplification units, etc.)

13.3 _____ Identifies appropriate materials and devices to meet the individual needs of students
A. **INTASC/NYSTYS/CED Principles**
   Average the numerical ratings given to the Student Intern on pages 2-4 of this evaluation form _______

B. **CAEP Dispositions**
   Average the numerical ratings given to the Student Intern on pages 5-6 of this evaluation form _______

C. **Student Teaching Competencies**
   Average the numerical ratings given to the Student Intern on pages 7-10 of this evaluation form _______

D. **Overall Rating of the Student Teaching Experience**
   Average the numerical ratings of A, B, and C above _______***

***Record this **numerical** grade on the front page as the final grade given by the cooperating teacher.

**General Comments:**

**Signatures:**

Cooperating Teacher: _____________________________ Date: __________

Graduate Intern: _________________________________ Date: __________

College Supervisor: ______________________________Date: __________
ADDITIONAL
NEW YORK STATE CERTIFICATIONS

It is possible to add additional New York State Certifications to the certification you receive at the end of the Deaf Education Teacher Preparation Program. The additional certifications are “add-on” certifications, and can be applied for through a BOCES unit. At the end of the two year graduate program, Interns will have certification in education of the Deaf and Hard of Hearing: all grades.

Applications for these additional certifications can occur at the time of graduation, or later through a BOCES certification office. Graduates can also apply to New York State directly for the following certifications listed below after taking the requisite courses and passing the designated CST.

STUDENTS WITH DISABILITIES CERTIFICATION

Required: Foundations of Special Education- EDU 541: Inclusive Strategies covers this requirement.

Required: Assessment, Diagnosis, and Evaluation of Students with Disabilities- SPE 570- Standards Based Assessment

Required: Curriculum and Instruction for Students with Disabilities- SPE 652- Functional Curriculum- Requires 25 extra practicum hours

Required: Managing the Environment for Students with Disabilities- SPE 580- Classroom Management

CST: Students with Disabilities
CST: Multi-Subject- Grades 1-6
Workshop: Autism
EARLY CHILDHOOD CERTIFICATION

Required: One Extra Course in Early Childhood Education- Birth to Grade 2
CST: Multi-Subject: Teachers of Early Childhood (Birth-Gr. 2)
An integral part of the Graduate Deaf Education teacher preparation program is the composite of Professional Experiences that include practica, workshops, observations and field trips. These experiences are included as part of the educational experience of our Interns and are **required**, just as the coursework is required. *In order to obtain certification, all of the experiences listed below count towards field experience hours required of New York State and the Council on Education of the Deaf (CED).*

Most Professional Experiences are scheduled in advance of a semester. There are some, however, that may be scheduled as they become available. Therefore, the Intern **MUST** be prepared to adjust for these experiences. Most of these experiences are **NOT** held in conjunction with coursework, but professors require accountability in their courses, depending upon the nature of the experience. Flexibility is **KEY**! As you have been **INFORMED IN THE REQUIRED ADMISSIONS INTERVIEW**, outside work schedules **CANNOT** conflict with the requirements of the Deaf Education program. It is **YOUR RESPONSIBILITY** to arrange outside work around the requirements of the Deaf Education program. An inability to complete all requirements will prevent an Intern from graduating on time.

**EXPERIENCES**

- **Major Field Trip to Residential Schools for the Deaf outside of Western New York.**
  This trip is required of all second year Interns and takes place during one week in the fall semester, usually in early October. Travel, food and lodging expenses are the responsibility of the Intern. These schools/programs include but are not limited to:
    - Western Pennsylvania School for the Deaf, Pittsburgh, PA.
    - DePaul School for the Deaf, Pittsburgh, PA.
    - AIU#3 Program, Pittsburgh, PA.
    - The New York State School for the Deaf, Rome, N.Y.

- **Professional Field Trips in Western New York**
  Full day observation trips are taken to schools in the area that serve students who are deaf or hard of hearing. Travel and food expenses are the responsibility of the Intern. These schools include but are not limited to:
    - Rochester School for the Deaf
    - National Technical Institute for the Deaf
• **Observations** (these take place in the Western New York area, and can range from one hour observations to a full day)
  - School Programs and Classrooms serving students who are deaf or hard of hearing
  - Agencies, Clinics and Special Programs serving students who are deaf or hard of hearing

• **Practica** (This experience takes place at SMSD, Buffalo Hearing and Speech Center and in WNY Public Schools)
  - Classroom Observations (For off campus observations, Interns are responsible for transportation and food)
  - Teaching Lessons and MiniUnits
  - Observing Speech and Auditory Habilitation
  - Tutoring students who are deaf or hard of hearing before school, after school and in the dormitories

• **Workshops**
  These are conducted by teachers or professionals in the field of deafness or related fields, in the Western New York area. Workshops fees are the responsibility of the Graduate Intern.

• **Student Teaching I**
  Interns complete a first Student Teaching assignment in a residential school setting with students who are deaf or hard of hearing. Food and lodging are the responsibility of the Intern. The Director of Field Experiences arranges for the school placements. This is a full-day 7-week assignment. Some of the residential schools where possible placements are arranged include:
  
  St. Mary’s School for the Deaf
  Rochester School for the Deaf
  The New York State School for the Deaf in Rome
  EC Drury School for the Deaf in Ontario, Canada

• **Student Teaching II**
  Interns complete a second Student Teaching assignment in a public school setting with students who are deaf or hard of hearing. Food and lodging are the responsibility of the Intern. The Director of Field Experiences arranges for the school placements. This is a full-day 7-week assignment. Some of the public schools where possible placements are arranged include:
  
  Buffalo Public Schools
  Tonawanda School District
  Buffalo Hearing and Speech Center
  Williamsville Public School
  West-Seneca Public Schools
  Area BOCES units
• **Seminar Week**
  This experience is required between the two Student Teaching placements. Workshops and presentations that enhance and support the practicum experiences of Student Teaching are arranged by the Director of Field Experience during this time.
Checklist for Completing Graduation and Certification Requirements

- Complete all coursework, and verified it as indicated on the Graduate Griff-Audit Program.
- Complete all professional experiences and seminars.
- Complete all assessments required by New York State.
- Consult with the Director of the Deaf Education Program to be sure all certification requirements have been met.
- Return all borrowed materials (e.g. library materials, SMSD fob)
- Submit Request for Diploma form to the School of Education Office at Canisius College by appropriate deadline. A copy of the form can be found online at www.canisius.edu. Due dates are listed on the form. It is the responsibility of the graduate Intern to submit the graduation form on time!!!!
- Contact Canisius College Career Center to develop a placement file.
- Participate in a Mock Job Interview at the Canisius College Career Center.
- Present a CAEP portfolio and a Professional Portfolio to college faculty, and have them graded/approved.
• Complete and submit the application for Council on Education of the Deaf (CED) certification to the Director of Professional Experiences. Attach $40.00 application fee made out to CED and the necessary copies of transcripts as noted on the form.

• Invite family and friends to the Graduate Deaf Education reception in the afternoon prior to graduation from Canisius College.

• Establish a TEACH Account through New York State Department of Education and complete all fingerprinting requirements. Contact The School of Education Office for information if you have any questions. The phone number is: 888-2545.

• Submit all required products to TASKSTREAM.