Undergraduate Teacher Education (Early Childhood, Childhood, Adolescence and Special Education)

Program Handbook and Portfolio Guidelines
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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 CONCEPT

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.
UNDERGRADUATE EDUCATION PROGRAMS

The Education Department offers undergraduate degree/certification programs in childhood which include: early childhood education (birth through grade 2); childhood education (grades 1 through 6); a dual certification program in early childhood/childhood education (birth through grade 6); a dual certification program in students with disabilities/early childhood (birth through grade 2); and a dual certification program in students with disabilities /childhood education (grades 1 through 6). Each of these five programs requires candidates to select a course academic concentration in one of eleven disciplines: English, mathematics, biology, chemistry, physics, social studies, music, social justice, French, German or Spanish. Candidates enrolled in childhood education programs may elect to take two additional courses in middle childhood education and apply for an extension to teach in grades 7 through 9.

Undergraduate degree programs in adolescence education lead to teacher certification (grades 7 through 12) in one of nine academic disciplines: biology, chemistry, physics, English, mathematics, social studies, French, German and Spanish. Candidates enrolled in adolescence education programs may elect to take two additional courses in middle childhood education and apply for an extension to teach in grades 5 and 6. The programs are all approved by the New York State Department of Education.

Canisius’ programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and are organized using a School of Education and Human Services Conceptual Framework. As part of this accreditation and organization, candidates in our program are assessed across a series of program common assignments and other instruments. Periodically, Canisius presents data demonstrating the proficiency of program participants. The common assignments and other instruments are designed with specific criteria in mind. The following pages discuss the Conceptual Framework that governs all programs at Canisius and sets forth Learning Goals that will be met throughout the program.

ALIGNMENT OF COURSE ASSESSMENTS

The faculty member for each course will provide a course syllabus that identifies the requirements for the class. Each syllabus will identify content and tasks, and all will be aligned to the Learning Goals and Objectives.
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:

- *Curapersonalis*, 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

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 *curapersonalis*, 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).

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, 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’ coursework 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 (Schön, 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” (NCATE Blue Ribbon Panel, 2010, p. 10) from faculty and P-12 mentors. 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 (NCATE Blue Ribbon Panel,
2010). 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 curapersonalis, when perhaps less socially responsible decisions might be easier.

Effective instructional planning demonstrates the candidate’s 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


Patterson, L., Santa, C., Short, K., & Smith, K. (1993). *Teachers as researchers: Reflection and action*. Newark, DE: IRA.


Standard I: Knowledge of Students and Student Learning
Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

Element I.1:
Teachers demonstrate knowledge of child and adolescent development, including students’ cognitive, language, social, emotional, and physical developmental levels.

Element I.2:
Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.

Element I.3:
Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.

Element I.4:
Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

Element I.5:
Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students’ learning.

Element I.6:
Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

Standard II: Knowledge of Content and Instructional Planning
Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

Element II.1:
Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).

Element II.2:
Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.
Element II.3:  
Teachers use a broad range of instructional strategies to make subject matter accessible.

Element II.4:  
Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.

Element II.5:  
Teachers design relevant instruction that connects students’ prior understanding and experiences to new knowledge.

Element II.6:  
Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

Standard III: Instructional Practice  
Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

Element III.1:  
Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.

Element III.2:  
Teachers communicate clearly and accurately with students to maximize their understanding and learning.

Element III.3:  
Teachers set high expectations and create challenging learning experiences for students.

Element III.4:  
Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement.

Element III.5:  
Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

Element III.6:  
Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.
Standard IV: Learning Environment
Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

   Element IV.1:
   Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

   Element IV.2:
   Teachers create an intellectually challenging and stimulating learning environment.

   Element IV.3:
   Teachers manage the learning environment for the effective operation of the classroom.

   Element IV.4:
   Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.

Standard V: Assessment for Student Learning
Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

   Element V.1:
   Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.

   Element V.2:
   Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.

   Element V.3:
   Teachers communicate information about various components of the assessment system.

   Element V.4:
   Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan instruction accordingly.

   Element V.5:
   Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.
Standard VI: Professional Responsibilities and Collaboration
Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Element VI.1:
Teachers uphold professional standards of practice and policy as related to students’ rights and teachers’ responsibilities.

Element VI.2:
Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

Element VI.3:
Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

Element VI.4:
Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.

Element VI.5:
Teachers understand and comply with relevant laws and policies as related to students’ rights and teachers’ responsibilities.

Standard VII: Professional Growth
Teachers set informed goals and strive for continuous professional growth.

Element VII.1:
Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

Element VII.2:
Teachers set goals for, and engage in, ongoing professional development needed to continuously improve teaching competencies.

Element VII.3:
Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.

Element VII.4:
Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.
TEACHER EDUCATION 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.

The School of Education and Human Services has established a Conceptual Framework to govern the programs offered within the school. The Educational Leadership programs are governed by the Educational Leadership Constituents Council standards. The Conceptual Framework (p. 5) is used to identify program learning goals and the NYS Teacher 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 each course provides detailed Learning Goals and Objectives aligned with an assessment for candidate proficiency.

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

Teacher candidates will:
- Acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students (NYSTS I).
- Know the content they are responsible for teaching, and the pedagogical content knowledge to plan instruction that ensures growth and achievement for all students (NYSTS II).

Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions): Candidates in the Undergraduate Teacher Education programs will demonstrate professional skills and dispositions necessary for successful performance in their field.

Teacher candidates will:
- Demonstrate professional dispositions and implement instruction that engages and challenges all students to meet or exceed the learning standards (NYSTS III).

Learning Goal 3 (SERVICE): Candidates in the Undergraduate Teacher Education programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates 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.

Teacher candidates will:
- Work with all students to create a dynamic learning environment that supports achievement and growth (NYSTS IV).
- Use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction for diverse learners (NYSTS V).
Learning Goal 4 (PROFESSIONALISM): Candidates in the Undergraduate Teacher Education programs 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 and/or clients have optimal opportunities to learn and grow.

Teacher candidates will:
- Set informed goals and strive for continuous professional growth (NYSTS VII).

Learning Goal 5 (LEADERSHIP): Candidates in the Undergraduate Teacher Education programs 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 and/or clients, organizations, and the wider community.

Teacher candidates will:
- Demonstrate professional responsibility and engage relevant stakeholders to maximize impact on student growth, development, and learning (NYSTS VI).
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 in the program. It is important for candidates to develop the dispositions that are also 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
  - Takes actions to improve knowledge in subject area content
  - Seeks opportunities and participates in activities that improve skills
  - Finds opportunities to collaborate with other professionals
  - Communicates with other stake-holders of the client’s/students’ welfare (parents, family members, other professionals)
  - Models appropriate behaviors for students and professionals

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

- **Ethical**- Models behavior embodied in the mission of the School and College, and shows 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

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 class.

**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. Candidates engage in culturally responsive practice that promotes achievement for all learners from diverse backgrounds through a variety of instructional opportunities.
2. Candidates demonstrate a critical stance that embraces multiple and comparative perspectives in their examination of various cultural contexts in the practical setting.
3. Candidates cultivate a classroom or clinical environment that reflects an exchange of honor and respect for all constituents representing diverse backgrounds.
4. Candidates effectively incorporate instructional strategies using appropriate resources that promote cooperation, democracy, and social justice in the classroom/clinic.
5. Candidates 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.
PORTFOLIO REQUIREMENTS AND TASKSTREAM

COMMON ASSIGNMENTS

Many education courses have one or more program common assignments for which Canisius collects and displays assessment data. This group of assignments is considered to be your portfolio. Canisius uses this information to demonstrate the proficiency of our students for each common assignment and for the program overall. Each assessment is aligned with the Conceptual Framework and the NYS Teaching Standards through the Learning Goals and Objectives. Canisius utilizes an electronic portfolio management system called TaskStream to collect and display program data. The landing website for this system is www.taskstream.com.

Faculty members will identify which assignment within their course is considered the “common assignment.” It is the responsibility of the student to load the common assignment into TaskStream upon completion. The faculty member will evaluate the assessment in TaskStream. Students need to ensure that common assignments are loaded into TaskStream in a timely manner to ensure that there is no delay in posting course grades for the semester.

There is a list of frequently asked questions on TaskStream posted on the Canisius website at: http://cosmo.canisius.edu/education/taskstream.asp. Questions can also be directed to faculty members, the program director, or the Canisius College TaskStream coordinator (at 716-888-2391).
STUDENT TEACHING

Student Teaching provides Canisius teacher candidates with the culminating experience of their training to become teachers. With the knowledge and skills acquired in coursework and early field experiences, Canisius students are well prepared to assume the responsibilities of a classroom. Canisius student teachers complete two, seven-week placements with the guidance and mentoring of cooperating teachers in community schools and a college assigned supervisor. All requirements and expectations for student teachers, cooperating teachers and college supervisors are outlined in detail in the *Student Teacher Candidate Field Experience Handbook* reviewed during the first days of student teaching seminar. The Office of Field Experiences and Educational Partnerships strives to ensure a quality experience for all student teachers and the schools in which they train to become professionals and leaders in the field of education.

During your first student teaching placement, you will complete the NYS Certification Teacher Performance Assessment (edTPA). For most teacher candidates, the first student teaching placement will be a continuation of their pre-student teaching placement to support the successful transition to full time teaching and completion of edTPA requirements.

PLACEMENTS

All placements for student teaching are made through the Office of Field Experiences and Educational Partnerships. In the semester prior to student teaching you will complete the required paperwork in order for the office to begin making placements. Late or missing paperwork prevents the office from securing placements. You will be placed in at least one classroom in a designated high needs school as required by NYS regulations. Placements are made in collaboration with school districts/boards through our office and you cannot seek your own placements. You may make recommendations when you complete the Student Teaching Application but there is no guarantee these placements can be secured.
NEW YORK STATE CERTIFICATION REQUIREMENTS

New York State certification requirements are necessary to obtain NYS certification and teach in a classroom. Upon completion of the program, you will be endorsed by one of our certification officers to NYS. You will need to create a TEACH account in order for the endorsement to be made. The procedures for creating a TEACH account will be reviewed during your program.

CERTIFICATION EXAMS

Academic Literacy Skills (ALST)
- The Academic Literacy Skills Test consists of selected-response items, two focused constructed-response items, and one extended written assignment. The ALST measures academic literacy skills necessary to teach effectively in New York State public schools.

Educating All Students (EAS)
- The Educating All Students test consists of selected-response items and three focused constructed-response assignments. The EAS test measures the knowledge of learners necessary to teach effectively in New York State public schools.

Content Specialty Test (CST)
- Childhood, Early Childhood, or Special Education If you are getting certified in early childhood, childhood and/or special education, you can take the current Multi-Subject CST. When the new multi-subject CSTs come out (in May 2014), candidates will need to pass separate multi-subject CSTs for early childhood and childhood.
- Adolescence and Middle School Extension: Content Specific CST (English, math, biology, Spanish…etc)

The Teacher Performance Assessment (edTPA)
- Performance assessment completed during student teaching.

Visit http://www.nystce.nesinc.com for more details
  - Find more Registration information
  - Check the status of your exams and registrations
  - Sign up to take a practice test for $29.95 under “prepare.”
  - Test prep and materials including free tutorials under “prepare”
  - Receive your scores

FINGERPRINTING

Applicants for certification must be fingerprinted, and fingerprints must be submitted to NYS Education Department for law enforcement clearance. Fingerprint information can be found: http://www.highered.nysed.gov/tsei/ospra/
TRAINING/COURSEWORK

Instruction in Child Abuse; Prevention of School Violence; Dignity for All Students Act (DASA)

New York State requires that all persons applying for an initial or professional certificate or license in the areas of administrative or supervisory service, classroom teaching service, and school service complete two clock hours of coursework or training on the identification and reporting of suspected child abuse or maltreatment. In addition, all new candidates for certification must attend a mandatory two-hour course on the prevention of school violence and six hours of training aligned with the Dignity for All Students Act (DASA). You will receive more information about how to complete these requirements during your program.

OVERVIEW OF RESPONSIBILITIES FOR CERTIFICATION

<table>
<thead>
<tr>
<th>TO DO</th>
<th>WHO IS RESPONSIBLE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a TEACH account</td>
<td>Student</td>
</tr>
<tr>
<td><em>If you create an account and forget your username or password DO NOT create a new account.</em></td>
<td></td>
</tr>
<tr>
<td>Passing test scores</td>
<td>Student—automatically feeds into TEACH system</td>
</tr>
<tr>
<td>Fingerprinting</td>
<td>Student—pay online send cards to state—automatically feeds into TEACH system if have applied and paid</td>
</tr>
<tr>
<td><em>Fingerprinting: complete ASAP. Call local law enforcement office. Need to apply and pay online, but send in cards via mail. Cards issued once application is completed.</em></td>
<td></td>
</tr>
<tr>
<td>Apply and pay for certificate</td>
<td>Student</td>
</tr>
<tr>
<td><em>When selecting your certificate be sure to choose: Approved Teacher Preparation Program</em></td>
<td></td>
</tr>
<tr>
<td>College recommendations (once ALL Canisius requirements are complete)</td>
<td>Canisius certification officer</td>
</tr>
</tbody>
</table>

You can apply for your certificates at any time. You do not have to wait until you are finished!
FAQs REGARDING PROGRAM COMPLETION AND CERTIFICATION

Important Information regarding the implementation of the revised New York State Teacher Certification Exams (NYSTCE)
Click here for updated information.

1. What is a TEACH account and why do I need one? Office of Teaching Initiatives website (TEACH)

The account is set up by you so that the State has a profile for you. It acts as a warehouse for all of the information pertaining to your certification. You must set up your account prior to completing the fingerprinting and/or certification applications. You will create a username and password when you set up the account. Keep these in a safe place.

Once your account is set up, you can:
* Check your test scores
* Complete the application for your fingerprinting
* Complete your certification application
* Check your account for verification of fingerprinting
* Obtain your control number after your certification has been issued

2. When should I set up my TEACH account? Should I wait until my first field experience?

You can set up your TEACH account at any time during your program; however it is important to have one prior to completing the fingerprinting application. The earlier you set up your TEACH account, the better it is for you. Waiting may cause delays in obtaining your certification.

3. I am enrolled in a teacher education program. What steps do I take to complete the program requirements?

1. Successfully complete all requirements shown on your Canisius College acceptance checklist letter.
2. Successfully complete all required Canisius College coursework for your program.
3. Successfully complete seminars in child abuse and violence (offered at the first student teaching seminar) as well as all student teaching placements.

4. What must I do to satisfy New York State Department of Education requirements?

1. Complete the steps listed above.
2. Successfully apply for and complete the fingerprint application process. Click here for step by step instructions.
3. Successfully complete the required New York State examinations. Click here for the most current examination information.
5. What steps must I complete in order to be certified in New York State?

1. Complete the steps listed above.
2. Complete your certification application via the TEACH online website.

   *Click [here](#) to access the TEACH website.
   *Click [here](#) for step by instructions on how to apply to for NYS certification.
   (Adobe Acrobat PDF)
   *Click [here](#) for UNDERGRADUATE TEACH codes.

6. Where do I call if I have questions about the TEACH application process?

   The Office of Undergraduate Associate Dean of the School of Education 716-888-2391.

7. How does the certification officer know to do my recommendation (endorsement) for certification?

   Students receive a recommendation from the college for certification once a Bachelor's degree has been awarded to the student. Recommendations take approximately 2-5 business days to be processed.

8. How will I know that New York State has certified me?

   You will be issued a control number in your TEACH account. This is proof of your NYS certification. You provide this number to future employers, or, in the case of our Canadian students, you provide this number to the Ontario College of Teachers (OCT).

   *You can find the control number on the home page of your TEACH account. Click on 'account information' under the "Inquiry Links" heading.
   *Follow the directions to highlight the headings in your account. A 9-digit number will appear under the "issued certificates" heading - subheading, 'control number.'

9. What do I do if my control number does not appear, but I believe I have satisfied all requirements?

   Undergraduate studentssshould contact 716-888-2391 - the Office of the Undergraduate Associate Dean. One of the certification officers will check your TEACH account for errors. Please be able to provide your student I.D. as well as your social security or social insurance number.
10. How do I get my transcripts mailed out from Canisius College?

Go to: http://www.canisius.edu/resources/academic-resources/registrar/
Under the links on the left side, click on Transcripts.
*** Be sure not to order transcripts prior to grades or the Bachelor’s degree being posted***

11. If I am an undergraduate student and receiving my Bachelor's degree, how do I apply for my diploma?

Login to myCanisius and click on the “2013 Graduation Information” link located on the center of the page.

12. What if I will not be finished with my degree but I want to walk through the May commencement?

Undergraduate candidates must have 18 or fewer credit hours to complete in the summer or fall in order to walk at the May ceremony. Candidates may pick up a Request to Walk at commencement form from Bagen Hall 106 or Bagen Hall 201 after February 1st.
PROGRAM TRANSITION POINTS

The progress of teacher education program candidates is checked at several transition points during their tenure. Candidates 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 I- Entrance into Program
The admission data is collected and analyzed by our Undergraduate and Graduate Admissions Offices.

- **Canisius College Admissions Standards**
  Men and women of ability and achievement are welcome in all divisions of Canisius College. Their acceptability as an undergraduate student is judged by the college Committee on Admissions and is based on aptitude, achievement, and character alone.

- **Undergraduate Candidate Qualifications**
  Official high school transcript and SAT or ACT test results are required for undergraduate admission. Strong college preparatory course work is recommended, including four units each of English and History/Social Studies, minimum of three units each of Mathematics, Science, and Foreign Language. Undergraduate admissions offices are responsible for candidate admission to Canisius College and to the School of Education and Human Services.

TRANSITION POINT II – Prior to Clinical Practice
The GPA is automatically generated by our Online Transition Point System. Required course grades are automatically transferred into the Online Transition Point System. The portfolio common assignment scores from the candidate’s TaskStream Report and clinical practice performance are entered into the Online Transition Point System by the course instructor designated prior to clinical practice by program. Department Chairs in collaboration with the Director of Field Experiences review Transition Point Reports to determine eligibility for student teaching.

**Transition Point II requirements:**
- Satisfactory performance on portfolio content artifacts with a required minimum average score of 3 on a 6 points scale.
- Satisfactory performance on early field experience (pre-student teaching) evaluations.
- GPA of at least 2.5 and a grade of C or higher in education courses for undergraduate candidates.
TRANSITION POINT III – After Clinical Practice
The GPA is automatically generated by our Online Transition Point System. The data from student teaching are entered into Banner by the student teaching supervisor and transferred into the Online Transition Point System. The Director of Field Experiences determines if any candidates are not eligible for certification based on these data.

_Transition Point III requirements:_
- Satisfactory performance on clinical practice evaluations.

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

_Transition Point IV requirements:_
- GPA of at least 2.5 and a grade of C or higher in education courses for undergraduate candidates.
- Successful completion of credit hours (core, concentration, and education) required in each program.

REMEDIATION AT TRANSITION POINTS
If candidates fail to meet any of the criteria listed in 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.
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 and up to 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 and the referring faculty member. In cases where the professor who initiates the Candidate Concerns Report is the program advisor, another faculty member will be asked to become the other 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 is not 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 expected, 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 Undergraduate 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 the completion of the plan will notify the chair of the Candidate Concerns Committee who will 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 Undergraduate 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 may be made to the Associate Dean of Undergraduate 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 their 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.
THE JUSTICE PROJECT

In 2011, The U.S. Department of Education awarded a $1.4 million grant to the School of Education and Human Services. The five-year (2011-2016) grant supports the JUSTICE Project. JUSTICE is an acronym for Justice for Underserved Students: Teacher Preparation in Inclusive Classroom Environments. The project will enhance the curricula and field experiences of the special education and childhood education programs, at both the undergraduate and graduate levels. The JUSTICE Project Elements have been infused throughout numerous education courses. Candidates will see JUSTICE element abbreviations in course syllabi (e.g. CRT, AT, EBP).

The JUSTICE Project Elements

<table>
<thead>
<tr>
<th>Culturally relevant pedagogy and multicultural education (CRT)</th>
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<tr>
<td>• Cultivating relationships with students, parents, and families</td>
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<tr>
<td>• Communication of high expectations</td>
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<tr>
<td>• Learning within the context of culture</td>
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<tr>
<td>• Student-centered instruction</td>
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<tr>
<td>• Culturally-mediated instruction</td>
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<tr>
<td>• Reshaping the curriculum</td>
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<tr>
<td>• Teacher as the facilitator (cooperative learning)</td>
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<tr>
<td>• Classroom management from a cultural perspective</td>
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<tr>
<td>• Teaching for tolerance</td>
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<tr>
<td>• Teacher reflection on CRT and their role in maintaining an attitude of acceptance</td>
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<tr>
<td>• Writing a cultural autobiography</td>
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<tr>
<th>Universal design for learning (UDL)</th>
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<tbody>
<tr>
<td>• Familiarity with the scope and sequence of the content and standards</td>
</tr>
<tr>
<td>• Determining curricular goals for all students</td>
</tr>
<tr>
<td>• Linking IEP goals and objectives to general curriculum</td>
</tr>
<tr>
<td>• Knowing your students (interests, prior knowledge, strategic abilities, and acquired skills)</td>
</tr>
<tr>
<td>• Determining curricular modifications (content, process, products)</td>
</tr>
<tr>
<td>• Adaptations to input, output, size, time, difficulty, level of support, degree of participation</td>
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<tr>
<th>Assistive Technology (AT)</th>
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<tbody>
<tr>
<td>Technological applications:</td>
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<tr>
<td>• Computer-assisted instruction</td>
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<tr>
<td>• Technology as a learning accommodation (text-to-speech software)</td>
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<tr>
<td>• Technology as a tool to modify instruction</td>
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<tr>
<td>• Technology as a resource for project-based learning</td>
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<tr>
<td>• Determining assistive technology needs</td>
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<tr>
<th>Positive behavioral interventions and support (PBIS)</th>
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<tbody>
<tr>
<td>• Structured environment</td>
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<tr>
<td>• Active supervision and student engagement/motivation</td>
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<tr>
<td>• Classroom rules/routines</td>
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<tr>
<td>• Encouragement of appropriate behavior</td>
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<tr>
<td>• Behavior reduction strategies</td>
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<tr>
<th>Collaboration with general education faculty (COL-Gen)</th>
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<tr>
<td>• Teaming involvement in the pre-referral, referral, and individualized education plan (IEP) process</td>
</tr>
<tr>
<td>• Co-teaching methods</td>
</tr>
<tr>
<td>• Shared responsibility for the design, implementation, and assessment of instruction</td>
</tr>
</tbody>
</table>
- Roles and responsibilities identified
- Identification of available resources
- Problem solving/data-based decision making
- Evaluation of outcomes

**Responsiveness to intervention (RTI)**
- Willingness to differentiate instruction to meet learner differences
- Commitment to improving achievement with all students
- Knowledge of multiple sources (online and print) for classroom interventions
- Examination of current status data and identification of gaps between current and desired performance
- Development of intervention plans that use evidence-based principles
- Implementation of progress monitoring with graphs and revisions of interventions as needed
- Evaluation of results using graphs comparing results with goals
- Decisions about whether to continue, discontinue, face, or revise interventions

**Teaching literacy to students with high incidence disabilities (LIT)**
- *Preventing Reading Difficulties in Young Children* (1998)
- Reading success for all students
- Scientifically based research – randomized studies, peer reviewed, replicated, minimize bias
- ESEA mandates scientifically based reading research
- Research-based strategies
- Five essential elements of reading: Phonemic Awareness, Phonics, Fluency, Comprehension, Vocabulary

**Collecting and analyzing data to inform decisions about student achievement (DATA)**

*Considerations for decision making*
- Definitions and comparisons between summative and formative evaluation (and possibly interim assessments)
- Use of structured decision-making frameworks (curriculum-based evaluation)

*Fundamentals of assessment*
- Types of reliability
- Legal provisions of assessment (ESEA, IDEA)
- Issues of cultural and linguistic bias and fairness
- Accommodations and modifications for students with disabilities or English learners
- Types of educational decisions for which assessment data can be collected to help in decision making (screening, progress, broad and targeted diagnostic, and outcome)

*Assessment of student learning*
- Classwide and supplemental intervention approaches with curriculum-embedded assessment
- Construction of formative assessments to identify small increments of learning and growth (curriculum-based measurement)
- Use of formative assessments as instructional, learning, and measurement tools
- Analysis of assessment and progress-monitoring data, methods of altering instruction, and interventions based on these data

**Working with families of students with high incidence disabilities (FAM)**
- Role of the family in the collaborative process (e.g., IEP development)
- Developing partnerships with families
- Communication skills for working with families
- Assisting diverse families

**Evidence based research/practices and best practices (EBP)**