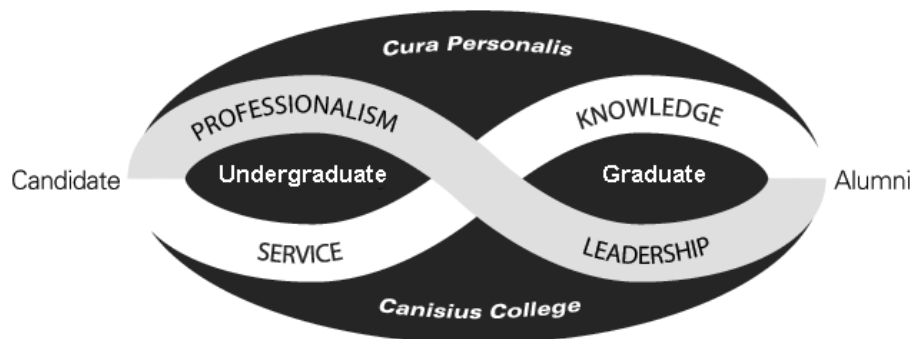


*School of Education and Human Services
Adolescence Education Department
Portfolio Guidelines
Canisius College*



The School of Education and Human Services

2009 – 2010 edition

GRADUATE PROGRAMS
Initial Certification
Transition Points

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

Transition Point	Assessment Methods
Entrance into Program	<p>Checked by Graduate Admissions College Admissions:</p> <ul style="list-style-type: none"> ▪ Undergraduate GPA 2.7, letters the recommendation, essay ▪ GRE test and interview if GPA below 2.7
Prior to Clinical Practice	<p>Portfolio Conference</p> <ul style="list-style-type: none"> ▪ Satisfactory performance on early field experience (pre-student teaching) evaluations (K, S, P/L) Pass/Fail ▪ Portfolio Review (K, S, P/L) - Pass/Fail based average common assignment score of 3/6 ▪ Integrated Portfolio Reflection – Pass/Fail <p>Checked in course by program <i>EDAD 537 (Adolescence)</i></p> <p>Checked by Department Chair</p> <ul style="list-style-type: none"> ▪ GPA 3.0 or higher (K)
After Clinical Practice	<p>Checked by Student Teaching Seminar Instructor</p> <ul style="list-style-type: none"> ▪ Portfolio Review (K, S, P/L) - average common assignment score 3/6 <i>EDAD 575 (Adolescence)</i> <p>Checked by Director of Field Experiences</p> <ul style="list-style-type: none"> ▪ Satisfactory performance on clinical practice evaluations (K, S, P/L) <i>EDAD 575 (Adolescence)</i>
Program Completion	<p>Checked by Associate Dean All Programs:</p> <ul style="list-style-type: none"> ▪ GPA 3.0 ▪ Successful program completion (K, P/L, S)

**Initial ADOL GR Alignment of Key Assessments to Standards
Graduate Adolescence Portfolio Matrix**

Course	Assignment	Conceptual Framework Target Outcome	INTASC Principle	Grade	SPA standards
EDAD 502 Foundations of Literacy	Guided Reading Lesson Plan with Strategy Instruction	Knowledge (Theory/Research)	5		NCTE 3.1.2, 3.3.1, 3.7.2, 4.1, 4.2, 4.9, 4.10
EDAD 503 Literacy in Secondary Education	Survey of Professional Literature	Professionalism/Leadership (Reflective Practitioner)	9		NCTE 3.1.2, 3.3.1, 3.7.2
EDU 505 Foundations of Education	Historical analysis: Education and Diversity	Service (Achieves Competence)	3		NCTM 7.1 NCSS 1.2, 1.5, 1.10 NSTA 5a, 5e
EDAD 534 Teaching Strategies and Assessment: Adolescence	Computer Assignment using Software to Calculate Descriptive Statistics	Professionalism/Leadership (Effective Communication)	8		NCTM 14 NCSS 1.1-1.10 NSTA 5d ACTFL 5a-c
EDAD 536 Differentiated Instruction for Diverse Learners	Social Survey of an Individual or Family with a Disability	Service (Achieves Competence)	3		NCSS 1.4
EDAD 535 Learning and Human Development: Adolescence	Changed Behavior Report	Service (Diversity/Social Justice)	2		NCSS 1.4
EDAD 562-566 Methods of Teaching	Unit Plan in Content Area	Knowledge (Theory/Research) Professionalism/Leadership (Life-long Learner)	1,6, 7		NCTM:3.1,3.2,3.3,3.4,6,7.5,7.6,8.1 ,8.2,8.3,8.4,8.7, 8.9,16.3 NCTE 2.1, 2.3-2.6, 3.1- 3.7, 4.1- 4.3, 4.5- 4.10 NCSS 1.1-1.10 NSTA 5a-c, 8a-c
EDAD 537 Advanced Methods: Adolescence	Annotated Unit Plan	Knowledge (Applies professional standards)	1,4		NCTM: 3.1-3.4, 6.1, 7.1-7.6, 8.1- 8.4, 8.7, 8.9, 16.1, 16.3 NCTE 2.1, 2.3, 2.4, 3.1-3.7, 4.1- 4.3, 4.5, 4.7-4.10 NCSS 1.1-1.10 ACTFL 3a, 3.b, 4a-c, 5a-c NSTA 1a-c, 2c, 5a, 6a, 8a-c, 10b
EDAD 573 Student Teaching: Adolescence	Service	Professionalism/Leadership (Reflective Practitioner and Life-long Learner)	9,10		NCTE 4.10 NSTA 7a, 7b



TaskStream



Information for Students

You can sign up for your account at www.taskstream.com.

Most undergraduates will sign up for their accounts in EDU 122. If you are not taking this class at Canisius, you can use your credit card and sign up yourself or you can email Katie Tierney at tierneyk@canisius.edu for more information.

Make sure you self-enroll in your program using the instructions on the next page.

Submitting work for evaluation:

- Under Author options, click **Work on DRF** and your program's name
- On the left, you will see a list of common assignments for your program
- Click on the assignment you wish to submit work for
- Click on **Attachments**
- If you are submitting a lesson or rubric that you made on TaskStream, click on **An Artifact Created in TaskStream**. Select a category (Lessons, etc.)
- If you are submitting a document from your hard drive or disk, Browse to select file
- Click on **Add File**
 - Work is now attached but not submitted
 - Click **Save and Return**
- To submit, click on **Submit Requirement** (orange box)
- Choose the appropriate evaluator and click **submit** – Work will now be submitted to an evaluator.

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

Email: help@taskstream.com

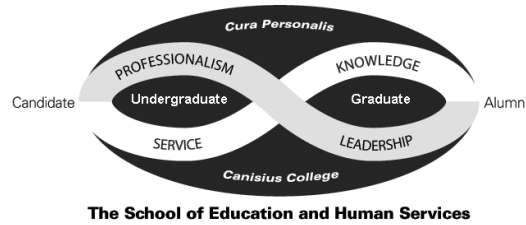
Phone: 1-800-311-5656 Hours: M-F 8:00am - 7:00pm (EST)

Canisius College Taskstream Program Codes

Adolescence	M934ND
Childhood	GUMEHG
Childhood/Early Ch	MRHK6U
Childhood/Special Ed	G7SJBP
Early Childhood	6EUCTX
Early Childhood/Sp Ed	EMN6Y3
Non Education Majors	N4EGUK
Undergraduate Physical Education	GAG7U6
Graduate Physical Education	KTYAPS
Differentiated Instruction	CERZNE
Graduate Childhood	SRT2PK
Graduate Literacy (Birth – 6)	<i>MDS8ND</i>
Graduate Literacy (5-12)	SBX38M
Graduate Adolescence	8K2GFR
Educational Administration	RFS93M
Graduate Childhood Special Ed.	RDBGAA
Graduate Adolescence Special Ed.	Z3MYSD
Online Physical Education (ONPE)	SX8968
Graduate Physical Education Advanced (PEM)	DZANBN

Be sure to self enroll in your program.

On the TaskStream home page, there is a yellow box with the words written below. Press enter code and enter the appropriate code from the list above.



Below is a list of outcomes from the School of Education and Human Services aligned with our conceptual framework represented by the graphic above. The tables of contents for the portfolios show how these outcomes are incorporated in the common assignments.

KNOWLEDGE:

Target Outcomes:

- The competent professional applies theory and research in practice (applies theory/research)
- The competent professional applies effective teacher/counselor/administrator principles (applies professional principles)

Disposition Outcomes/ Teachers:

- Emphasizes student responsibility for behavior and achievement.

SERVICE:

Target Outcomes:

- The competent professional is committed to diversity, equity, and social justice (diversity/ social justice).
- The competent professional has a sense of self-efficacy and strives to achieve for the benefit of all learners in his/her respective human service profession (achieves competence).

Disposition Outcomes/ Teachers:

- Demonstrates enthusiasm toward content/ subject area(s).
- Is committed to utilizing assessment information to inform decisions.
- Engages in comprehensive and collaborative planning that meets curricular goals.
- Demonstrates appreciation of social / cognitive/ emotional development of all learners
- Demonstrates appreciation and value for human diversity.
- Values development of students' critical thinking.

PROFESSIONALISM/LEADERSHIP:

Target Outcomes:

- The competent professional is an effective communicator (effective communicator).
- The competent professional is a reflective practitioner (reflective practitioner).
- The competent professional is a life-long learner (life- long learner).

Disposition Outcomes/ Teachers:

- Values and utilizes effective communication techniques in professional settings.
- Is committed to, and actively seeks out opportunities to grow professionally.
- Is committed to advocating for the well being of children and families.

INTASC Teacher Standards

(Interstate New Teacher Assessment & Support Consortium)

The INTASC model core standards for licensing teachers represent those principles which should be present in all teaching regardless of the subject or grade level taught and serve as a framework for the systemic reform of teacher preparation and professional development.

STANDARD 1: CONTENT PEDAGOGY

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

KEY INDICATORS - The Candidate:

- demonstrates an understanding of the central concepts of his or her discipline.
- uses explanations and representations that link curriculum to prior learning.
- evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery.
- engages students in interpreting ideas from a variety of perspectives.
- uses interdisciplinary approaches to teaching and learning.
- uses methods of inquiry that are central to the discipline.

STANDARD 2: STUDENT DEVELOPMENT

The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

KEY INDICATORS - The Candidate:

- evaluates student performance to design instruction appropriate for social, cognitive, and emotional development.
- creates relevance for students by linking with their prior experiences.
- provides opportunities for students to assume responsibility for and be actively engaged in their learning.
- encourages student reflection on prior knowledge and its connection to new information.
- accesses student thinking as a basis for instructional activities through group/individual interaction and written work (listening, encouraging discussion, eliciting samples of student thinking orally and in writing).

STANDARD 3: DIVERSE LEARNERS

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

KEY INDICATORS - The Candidate:

- designs instruction appropriate to students' stages of development, learning styles, strengths and needs.
- selects approaches that provide opportunities for different performance modes.
- accesses appropriate services or resources to meet exceptional learning needs when needed.

- adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes).
- uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments.
- creates a learning community that respects individual differences.

STANDARD 4: MULTIPLE INSTRUCTIONAL STRATEGIES

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving,

KEY INDICATORS - The Candidate:

- selects and uses multiple teaching and learning strategies (a variety of presentations/explanations) to encourage students in critical thinking and problem solving.
- encourages students to assume responsibility for identifying and using learning resources.
- assures different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.

STANDARD 5: MOTIVATION AND MANAGEMENT

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

KEY INDICATORS - The Candidate:

- encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engages in purposeful learning activities.
- engages students by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and solve problems that are meaningful to them.
- organizes, allocates, and manages time, space and activities in a way that is conducive to learning.
- organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.
- analyzes classroom environment and interactions and makes adjustments to enhance social relationships, student motivation/engagement and productive work.

STANDARD 6: COMMUNICATION & TECHNOLOGY

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

KEY INDICATORS - The Candidate:

- models effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connection, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues both given and received).
- provides support for learner expression in speaking, writing, and other media.

- demonstrates that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).
- uses a variety of media communication tools to enrich learning opportunities.

STANDARD 7: PLANNING

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

KEY INDICATORS - The Candidate:

- plans lessons and activities to address variation in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration.
- develops plans that are appropriate for curriculum goals and are based on effective instruction.
- adjusts plans to respond to unanticipated sources of input and/or student needs.
- develops short and long-range plans.

STANDARD 8: ASSESSMENT

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

KEY INDICATORS - The Candidate:

- selects, constructs, and uses assessment strategies appropriate to the learning outcomes.
- uses a variety of informal and formal strategies to inform choices about student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observation, surveys, interviews, student work, performance tasks, portfolio, and teacher made tests).
- uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
- evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work.
- maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly.
- solicits information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students.

STANDARD 9: REFLECTIVE PRACTICE: PROFESSIONAL DEVELOPMENT

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

KEY INDICATORS - The Candidate:

- uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on and revising practice.
- uses professional literature, colleagues and other resources to support self-development as a learner and as a teacher.

- consults with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

STANDARD 10: SCHOOL AND COMMUNITY INVOLVEMENT

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

KEY INDICATORS - The Candidate:

- participates in collegial activities designed to make the entire school a productive learning environment.
- links with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students' learning and well-being.
- seeks to establish cooperative partnerships with parents/guardians to support student learning.
- advocates for students.

Integrated Portfolio Reflection

Each candidate will be required to complete a 3-5 page ***Integrated Portfolio Reflection***.

This reflection will provide an opportunity to reflect on the work included in the assessment portfolio. The reflection should thoughtfully examine the ways that the *common assignments* and *field experiences* demonstrate the candidate's progress in meeting INTASC Standards, and identify *goals*, linked to the standards, for future professional development.

KEY ELEMENTS OF THE CANDIDATE INTEGRATED PORTFOLIO REFLECTION

Use the following headings in your reflection to guide the reviewer through each required element. Be sure to address all aspects of the requirements and use the rubric to guide your writing to ensure that you have addressed all elements.

Common Assignments and Progress in Meeting INTASC Standards

The candidate highlights his/her learning and development related to the common assignments completed thus far and their connection to the INTASC Standards.

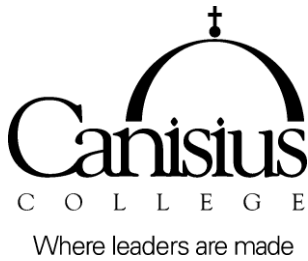
- Include a brief discussion of what was learned in completing the common assignments.
- Direct reference and connection to the appropriate INTASC standards is made.

Field Experiences and Progress in Meeting INTASC Standards

- The candidate includes a brief discussion of what was learned in field experiences.
- Direct reference and connection to the appropriate INTASC standards is made.

Goals Related to INTASC Standards

- The candidate describes at least two goals to work on in the near future related to INTASC Standards
- The candidate describes his/her needs for continued development as well as a plan to realize this growth.



**School of Education and Human Services
Adolescence Education Department**

phone 716-888-3795 | fax 716-888-3299

Candidate Concerns Referral

Candidate Name: _____ **Date:** _____

ID: _____ **Phone:** _____ **Email:** _____

Course name/number where concern originated

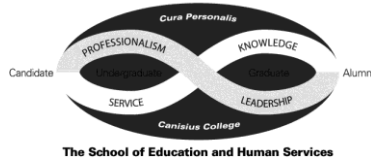
Status: **Freshman** **Sophomore** **Junior** **Senior** **Graduate**
Student

Nature of Concern:

Submitted by: _____ **Phone:** _____

Process:

1. Complete form and meet with candidate (if appropriate)
2. Submit form to Department Chair
3. Department Chair:
 - a) Resolves problem and reports resolution to CCC or
 - b) Refers problem to CCC.



Contract for Candidate Remediation

Candidate:
Major:
Advisor:
Faculty Member Referring:
CCC Member(s):

Nature of Concern:

Remediation Plan (include timeline):

Strategy

Due Date

Candidate Comments:

I certify that I have been advised of program requirements and that I agree to meet the conditions within the timeline listed. Failure to meet these conditions will result in dismissal from the program of study. If conditions are met, I will continue progress toward the next transition point.

Candidate

Date

Department Chair

Date