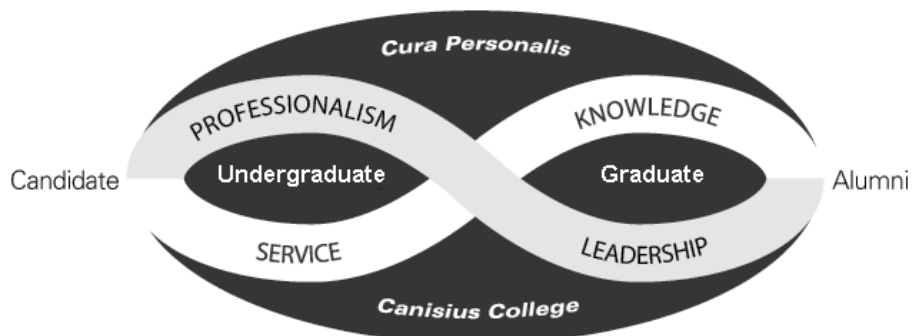


# *Graduate Childhood Education Program Portfolio Guidelines Canisius College*

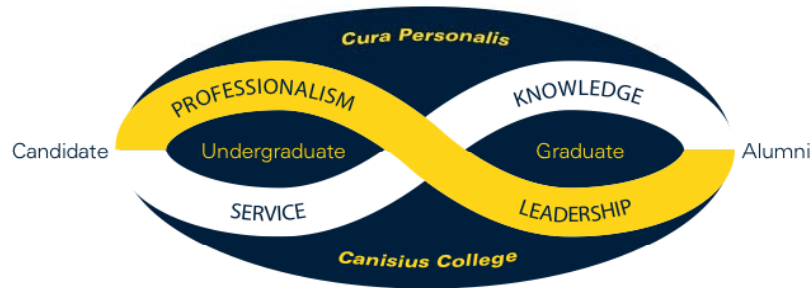


**The School of Education and Human Services**

*Revised June 2010*

[http://www.canisius.edu/teachered/edch\\_portfolio\\_guidelines.pdf](http://www.canisius.edu/teachered/edch_portfolio_guidelines.pdf)

## The Unit's Conceptual Framework



### 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 competent, professional, and socially committed educators and counselors who value the Jesuit traditions of *cura personalis*, social justice, and leadership through service. The mission of the unit is to prepare educators who possess content, pedagogical, and professional **knowledge**; use their gifts in the **service** of others; and demonstrate **professionalism/leadership** in their field.

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

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

#### Knowledge Outcomes:

- 1. The competent professional applies theory and research in practice.**
- 2. The competent professional applies effective teacher/counselor/administrator principles.**
- 3. The competent professional demonstrates appropriate dispositions:**

#### Content Knowledge

- Demonstrates enthusiasm toward content/subject area(s)**

#### Behavior Indicators:

- Demonstrates a commitment to remain current in knowledge of subject area content
- Values and participates in opportunities to improve instructional practices and teaching activities
- Seeks opportunities to learn new skills

- Views reflection as a component of the instructional process
  - Seeks/locates needed resources
  - Exhibits curiosity about subject area content
  - Displays excitement about teaching subject area content
  - Displays creative ideas about and applications to education concepts
  - Models flexibility regarding course content, process and tasks
  - Demonstrates a love of teaching by dedicating the time and energy to programs for diverse learners, work with peers, the school and community to improve educational opportunities for all learners.
- **Demonstrates appreciation of social/cognitive/emotional development of all learners and commitment to the belief that all students can learn**

Behavior Indicators:

- Holds high expectations for all students
- Demonstrates unbiased, fair, and non-prejudicial treatment of all learners
- Creates a learning environment that enables all students to reach their full potential
- Fosters student appreciation for diversity in the classroom
- Demonstrates positive attitudes toward diverse cultures and learners
- Attends to social and emotional needs of students and clients

Pedagogical Knowledge

- **Engages in comprehensive and collaborative planning that meets curricular goals**

Behavior Indicators:

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

- **Is committed to utilizing assessment information to inform decisions**

Behavior Indicators:

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

### Professional Knowledge

- **Emphasizes student responsibility for behavior and learning**

#### Behavior indicators:

- Encourages learners to solve problems and make decisions in their learning
- Provides learners with multiple opportunities to take responsibility for their learning

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

#### Service Outcomes:

- 1. The competent professional is committed to diversity, equity, and social justice.**
- 2. The competent professional has a sense of purpose and power and in all endeavors works for the benefit of all learners in their respective human-service professions.**
- 3. The competent professional demonstrates appropriate dispositions:  
Demonstrates appreciation and value for human diversity and the ideal of fairness**

#### Behavior Indicators:

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

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

#### Professionalism/Leadership Outcomes:

- 1. The competent professional is an effective communicator.**
- 2. The competent professional is a reflective practitioner.**
- 3. The competent professional is a lifelong learner.**
- 4. The competent professional demonstrates appropriate dispositions:**

## **Values and utilizes effective and respectful communication in all settings**

### Behavior indicators:

- Communicates with children, parents, families and other professionals in clinical settings in respectful way
  - Communicates with faculty and supervisors in respectful way
  - Maintains confidentiality of clients/students
  - Demonstrates empathy and concern for others
  - Demonstrates sensitivity to the legitimate needs and concerns of others
  - Demonstrates persistence in helping all students achieve success
  - Maintains confidentiality of student records, parent communications, and private professional communications
- **Is committed to advocating for the well-being of children and families**

### Behavior indicators:

- Holds positive expectations for all students to learn
  - Recognizes students as individuals and makes positive, appropriate peer comparisons
  - Advocates for all learners and their families
- **Exhibits openness to growth and learning**

### Behavior indicators:

- Exhibits willingness to discuss his/her areas for improvements without becoming defensive
  - Articulates strengths and areas for improvement in academics, practice and professionalism
  - Articulates professional goals
  - Makes changes based on feedback
  - Utilizes support services to improve
  - Reflects thoughtfully to grow professionally
  - Uses appropriate strategies to respond to emotional and emergency situations
- **Willingness to accept positions of leadership and responsibility within a group**

### Behavior indicators:

- Responds positively to request from other professionals for collaboration
- Makes a contribution to group effort
- Shares information and materials with others
- Assists peers and supports work of others
- Establishes professional goals that are aligned with those of the organization
- Plans and sets goals and priorities with others
- Exhibits professionalism in working cooperatively with others
- Maximizes individuals' talents to distribute responsibilities fairly

- Pursues opportunities in professional education organizations and associations

School of Education and Human Services  
Professional Dispositions  
Evaluated During Student Teaching

1. Demonstrates enthusiasm toward content/subject area(s)
2. Demonstrates appreciation of social/cognitive/emotional development of all learners and commitment to the belief that all students can learn.
3. Engages in comprehensive and collaborative planning that meets curricular goals
4. Is committed to utilizing assessment information to inform decisions
5. Emphasizes student responsibility for behavior and learning
6. Demonstrates appreciation and value for human diversity and the ideal of fairness
7. Values and utilizes effective and respectful communication in all settings
8. Is committed to advocating for the well-being of children and families
9. Exhibits openness to growth and learning
10. Willingness to accept positions of leadership and responsibility within a group

All graduate childhood students in the department are introduced to these dispositions in EDCH 502/509. These dispositions are assessed during student teaching.

## ***Graduate Childhood Education Program Portfolio Guidelines***

During your graduate program, you will be putting together a program portfolio. This portfolio serves many purposes. It is a vehicle to show development as a future educator, displays your performance relative to INTASC standards, and provides a mechanism for reflectivity. The Portfolio Matrix shows the common assignments that you will need to include in your portfolio. At the end of EDCH 570, you will complete an Integrated Portfolio Reflection that overviews your learning to date in connection to the INTASC Standards, and identifies goals for the future.

### **Some Vocabulary**

**Artifact** – a common assignment completed in a class.

**INTASC Standards** – Interstate New Teachers Assessment and Support Consortium standards for new teachers. These are included in Appendix B.

**Program portfolio** – set of common assignments you are required to keep for the college and reflect upon to demonstrate successful progress through the program

**Showcase portfolio** – personalized portfolio you may use to help get a job some day

**Transition point** – particular point in the program where your progress is checked. Certain requirements must be met in order for you to progress in the program.

**Integrated Portfolio Reflection** – a statement generated by you reflecting on your progress in the program thus far, linking your learning to the INTASC standards and identifying your future goals in the program. (See page 14 for Reflection Guidelines)

**TaskStream** – electronic portfolio package that stores your artifacts and evaluations and allows you to create an electronic showcase portfolio

**Portfolio Matrix** – listing of the assignments that will go into your portfolio aligned with the INTASC Standards and is used to record artifact scores.

There are four Transition Points in the Graduate Childhood Program Assessment System (See Graduate Childhood Assessment System Overview). At these times, you will need to demonstrate required competencies in order to progress to the next stage of the program. The first, is upon admission into the program. The second precedes your student teaching experience at the end of EDCH 570. This transition point is evaluated by your EDCH 570 course instructor. The third culminates your preparation for Initial Certification at the end of student teaching. This transition point is evaluated by the Director of Educational Partnerships. And, the final, is upon Graduation from the program. This transition point is evaluated by the Associate Dean in preparation for certification and degree conferral. Your portfolio will be checked during the program by your professors at the completion of EDCH 570. At this time, you will demonstrate proficiency in each of the designated INTASC standards by providing a printout of your common assignment evaluation grid from Taskstream. For students who began the program prior to the implementation of Taskstream (Spring 2007) you will need to provide evidence in your portfolio of your score on each common assignment not showing up on the Evaluation Summary. If you do not meet any of the criteria at a transition point, the faculty member conducting the portfolio check will complete a Candidate Concerns Report. The Candidate Concerns Committee will meet with you to generate a remediation plan detailed in the Contract for Candidate Remediation.

## GRADUATE CHILDHOOD ASSESSMENT SYSTEM OVERVIEW

### Initial Certification

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

Transition Point	Assessment Methods
Entrance into Program	<p><b>Checked by Graduate Admissions</b> College Admissions:</p> <ul style="list-style-type: none"> <li>▪ Undergraduate GPA 2.7, letters the recommendation, essay</li> <li>▪ GRE test and interview if GPA below 2.7</li> <li>▪ Other: Deaf Education – interview by Program Director</li> </ul>
Prior to Clinical Practice	<p><b>Portfolio Conference</b></p> <ul style="list-style-type: none"> <li>▪ Satisfactory performance on early field experience (pre-student teaching) evaluations (<b>K, S, P/L</b>) Pass/Fail</li> <li>▪ Portfolio Review (<b>K, S, P/L</b>) - Pass/Fail based average common assignment score of 3/6</li> <li>▪ Integrated Portfolio Reflection – Pass/Fail</li> </ul> <p><b>Checked in course by program:</b>  <i>PEG 541B (Phys Ed.)</i>  <i>EDCH 570 (Childhood)</i>  <i>EDAD 537 (Adolescence)</i>  <i>SPE 698 (Special Education)</i>  <i>EDD 539 (Deaf Education)</i></p> <p><b>Checked by Department Chair</b></p> <ul style="list-style-type: none"> <li>▪ GPA 3.0 or higher (<b>K</b>)</li> <li>▪ Grade of B or higher in education courses or a cumulative GPA of 3.0 for all candidates</li> </ul>
After Clinical Practice	<p><b>Checked by Director of Field Experiences</b></p> <ul style="list-style-type: none"> <li>▪ Satisfactory performance on clinical practice evaluations (<b>K, S, P/L</b>)  <i>PEG 593 (Phys Ed.)</i>  <i>EDCH 593(Childhood)</i>  <i>EDAD 593 (Adolescence)</i>  <i>SPE 593(Special Education)</i>  <i>EDD556/557 (Deaf Education)</i></li> </ul>
Program Completion	<p><b>Checked by Associate Dean</b> All Programs:</p> <ul style="list-style-type: none"> <li>▪ GPA 3.0</li> <li>▪ Successful program completion (<b>K, P/L, S</b>)</li> </ul>

### Paper Portfolios

You are not required to keep a paper portfolio for your assignments. However, you may wish to create a binder containing common assignments and use this as a basis for your showcase portfolio. The Program Portfolio is designed to give you an opportunity to demonstrate your progress in meeting the standards for beginning teachers (INTASC) through the completion of common assignments and to reflect on your progress in meeting the standards. This Integrated Portfolio Reflection will be written at one designated transition point in the program to evaluate your progress. The reflection format appears in the Appendix B to this document. The reflection will be graded by the EDCH 570 instructor using the reflection rubric (See Appendix B).

Bring the following to your portfolio review:

1. Cover page
2. Unofficial transcript
3. TaskStream summary

# Appendix A

## Graduate Childhood Common Assignments

### Portfolio Artifact Rubric

### TaskStream Information

## Common Assignments for Graduate Childhood Courses

Descriptions of each common assignment will be provided by your course instructor and graded by them as well. Be sure to save the original copy of each common assignment with the grade on it.

### Initial Childhood Graduate Alignment of Key Assessments to Standards

<i>INTASC Standards</i>	<i>Course and Assignments</i>	<i>ACEI Standard</i>	<i>Conceptual Framework Outcomes</i>
<b>INTASC Standard #1 Content &amp; Pedagogy</b>	Science Lesson (EDCH 545)	<b>ACEI Standard 2.2 Science</b>	<b>Knowledge (Applies theory/research)</b>
	Social Studies Lesson (EDCH 546)	<b>ACEI Standard 2.4 Social Studies</b>	<b>Knowledge (Applies theory/research)</b>
<b>INTASC Standard #2 Student Development</b>	Theoretical Framework from Annotated Unit Plan (EDCH 570)	<b>ACEI Standard 1.0 Development, Learning and Motivation</b>	<b>Knowledge (Applies professional principles)</b>
<b>INTASC Standard #3 Diverse Learners</b>	Equity Paper (EDU 505)	<b>ACEI Standard 3.2 Adaptation to Diverse Students</b>	<b>Service (Diversity/social justice)</b>
<b>INTASC Standard #4 Multiple Instructional Strategies</b>	Math Lesson Plan (EDCH 543)	<b>ACEI Standard 2.3 Mathematics &amp; ACEI Standard 3.3 Development of Critical Thinking and Problem Solving</b>	<b>Knowledge (Applies theory/research)</b>
<b>INTASC Standard #5 Motivation &amp; Management</b>	Motivation and Management Plan (EDCH 540)	<b>ACEI Standard 3.4 Active Engagement in Learning</b>	<b>Professionalism/ Leadership (Effective communicator)</b>
<b>INTASC Standard #6 Communication &amp; Technology</b>	ELA Lesson Plan (EDCH 502)	<b>ACEI Standard 2.1 Reading, Writing and Oral Language</b>	<b>Knowledge (Applies theory/research)</b>
<b>INTASC Standard #7 Planning</b>	Annotated Unit Plan (EDCH 570)	<b>ACEI Standard 3.1 Integrating and Applying Knowledge for Instruction</b>	<b>Knowledge (Applies professional principles)</b>
<b>INTASC Standard #8 Assessment</b>	Running Record (EDCH 502)	<b>ACEI Standard 4.0 Assessment for Instruction</b>	<b>Service (Achieves competence)</b>
<b>INTASC Standard #9 Reflective Practice</b>	Integrated Portfolio Reflection (EDCH 570)	<b>ACEI Standard 5.1 Professional Growth, Reflection and Evaluation</b>	<b>Professionalism/ Leadership (Reflective practitioner)</b>
<b>INTASC Standard #10 School/Community Involvement</b>	Social Survey/ Family Interview (SPE 541)	<b>ACEI Standard 5.2 Collaboration with Families, Colleagues and Community Agencies</b>	<b>Professionalism/ Leadership (Reflective practitioner)</b>



# TaskStream



## Information for Graduate Childhood Students

### The quick and easy way to sign up for an account...

- Go to [www.taskstream.com](http://www.taskstream.com)
  - On the left side of the web page you will see **Subscribe**
  - Click on **Subscribe Today**
  - You will need to enter a credit card number and then follow the prompts to create a user name and password
  - Rates:           1 semester - \$25                      1 year - \$42  
                          2 years - \$69                        3 years - \$91
- If you plan to be at Canisius for more than 3 years, you can get a keycode for a special Canisius extended graduate account for 5 years at the \$119 rate. Email Meghan Finn at [finnm@canisius.edu](mailto:finnm@canisius.edu) to sign up for this keycode.
- After your account has been created you can login to TaskStream using your user name and password

***IMPORTANT!!! Self enroll in your program.***  
***The code for Graduate Childhood is SRT2PK.***

### 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](mailto:help@taskstream.com)

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

Appendix B

INTASC Standards

Reflection Guidelines

Reflection Rubric

## ***INTASC Beginning Teacher Standards***

**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.

## **Graduate Childhood Program Integrated Portfolio Reflection**

In EDCH 570, each candidate will be required to complete a 3-5 page *Integrated Portfolio Reflection* that will be submitted to TaskStream. See your instructor for details.

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.
  - The candidate includes 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 for the following semester.
  - The candidate describes his/her needs for continued development as well as a plan to realize this growth.
  - Direct reference and connection to appropriate INTASC standards is made.

**Canisius College School of Education and Human Services**  
**Integrated Portfolio Reflection for Initial Programs/INTASC Standards**  
**Graduate Childhood Guidelines**

This 3-5 page reflection will be written by each candidate at designated portfolio checkpoint(s) to 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.

Candidate \_\_\_\_\_ ID \_\_\_\_\_ Program: Graduate Childhood

**Common Assignments and Progress toward Meeting INTASC Standards**

Needs Revision- 0	Acceptable-4	Target-6
The candidate does not critically examine common assignments; and/or does not reflect on demonstrated progress toward meeting standards.	The candidate critically examines the set of common assignments and identifies ways in which the common assignments demonstrate progress toward meeting standards.	The candidate critically examines the set of common assignments, synthesizing the learning across different assignments to identify ways in which the common assignments demonstrate progress toward meeting standards.

**Field Experiences and Progress toward Meeting INTASC Standards**

Needs Revision- 0	Acceptable-4	Target-6
The candidate does not thoughtfully analyze field experiences and/or does not reflect on progress toward meeting the standards through field experiences.	The candidate thoughtfully analyzes each field experience and is able to identify ways in which the experiences demonstrate his/her progress toward meeting the standards.	The candidate synthesizes the learning from field experiences, including feedback from cooperating teacher(s) and supervisor(s) to identify ways in which the experiences demonstrate progress toward meeting the standards

**Goals Related to INTASC Standards**

Needs Revision- 0	Acceptable-4	Target-6
The reflection does not identify reasonable and appropriate goals for future learning related to the standards.	The reflection identifies at least two appropriate and reasonable goals for future learning related to the standards.	The reflection identifies at least two appropriate goals for future learning related to the standards and identifies avenues for future professional development which would assist in meeting each goal.

**Effective Professional Writing**

Needs Revision- 0	Acceptable-4	Target-6
The reflection does not demonstrate effective professional writing.	The reflection demonstrates effective professional writing including message quality, organization, sentence fluency, word choice, voice, and conventions.	The reflection demonstrates a high level of effective professional writing including message quality, organization, sentence fluency, word choice, voice, and conventions.

TOTAL SCORE \_\_\_\_\_/6 Reviewed by (print name) \_\_\_\_\_

Reviewer's signature \_\_\_\_\_ Date \_\_\_\_\_

# Appendix C

## Candidate Concerns Procedures

## **Candidate Concerns Process and Procedures**

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

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

The following describes the process and procedures for handling Candidate Concerns.

If a candidate:

- 1) fails to meet any of the criteria listed in the four transition points, or
- 2) fails to meet critical course expectations, or
- 3) fails to act in a mature, respectful, or professional manner as outlined in the SEHS Dispositions Outcomes statement

A course instructor will complete a Candidate Concerns Report 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:

- 1) determine that the matter does not warrant action by the Candidate Concerns Committee
- OR
- 2) 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 and put a copy in the candidate's departmental file.

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 to convene a meeting with the candidate. The chair of the Candidate Concerns Committee will contact the candidate and the committee to schedule the meeting.

If members of the CCC are not available to meet with the candidate in a timely fashion, the chair may meet with the candidate to develop a remediation plan.

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

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

The following describes the process and procedures for handling Candidate Concerns.

If a candidate:

- 1) fails to meet any of the criteria listed in the four transition points, or
- 2) fails to meet critical course expectations, or
- 3) fails to act in a mature, respectful, or professional manner as outlined in the SEHS Dispositions Outcomes statement

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If members of the CCC are not available to meet with the candidate in a timely fashion, the chair may meet with the candidate to develop a remediation plan.

*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:

- 1) discuss the concerns report with the candidate
- 2) determine an appropriate remediation plan
- 3) determine who is responsible for evaluating whether the candidate has successfully met the conditions of the remediation plan

The Remediation Plan will:

- 1) be specific and measurable
- 2) have specific due dates
- 3) have specific consequences for not completing the conditions of the plan

The Remediation Plan may include, but is not limited to: resubmitting portfolio artifacts or reflections, taking additional coursework, repeating field placements before progressing in the program, being put on probation for student teaching, monitoring by faculty member of candidate progress.

The Remediation Plan will be signed by the candidate and the chair of the Candidate Concerns Committee. 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 of this letter 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

**Appendix E**  
**Candidate Concerns Process and Procedures (continued)**

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 appropriate associate dean in the SEHS. If the department chair was part of the remediation process, the candidate appeals directly to the associate dean. The decision of the associate dean is final.

If the candidate fails to complete the plan satisfactorily:

- 1) The person responsible for the completion of the plan will notify the chair of the Candidate Concerns Committee who will notify the appropriate department chair.
- 2) The department chair will confer with the candidate's academic advisor and program coordinator (if applicable).

The department chair will either:

- 1) revise or re-establish the remediation plan, OR
- 2) 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*
- c) the candidate's departmental file*

*A candidate may be dismissed for a single egregious breach of professional ethics/behavior.*

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

*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*
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- 3) determine who is responsible for evaluating whether the candidate has successfully met the conditions of the remediation plan

The Remediation Plan will:

- 1) be specific and measurable
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- 3) have specific consequences for not completing the conditions of the plan

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- 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 of this letter 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

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