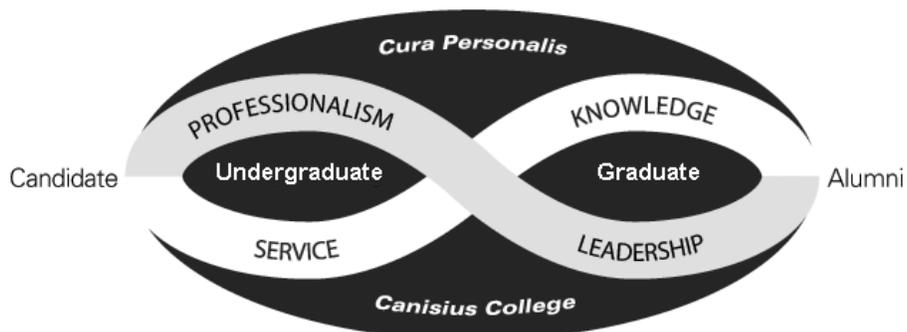


*Graduate Childhood Education
Program Handbook
Canisius College*



The School of Education and Human Services

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Program Overview

Welcome to the Graduate Childhood Program at Canisius College. The Graduate Childhood Program has several unique features that we believe provide excellent preparation to teach in a grade 1-6 classroom.

The program curriculum is offered in a developmental format to build your knowledge so that theory is connected to educational practice. This provides a strong foundation for understanding best classroom practices in any school setting. In the semester prior to student teaching, you complete a field based seminar course with a classroom practicum in which you work alongside a classroom teacher to deliver instruction and learn about the profession; integrating what you have learned in your coursework into classroom practice. During your final semester in the program, you will complete two seven week student teaching placements that allow you to gradually assume full time teaching responsibility with the support of a cooperating teacher and college supervisor. These supported classroom-based field experiences are the backbone of your teacher preparation program and will provide you with invaluable experience that you can take with you when you have your own classroom.

Program faculty will provide a wide array of practical and academic experience further bridging the gap between theory and practice. With a combination of teacher educators with classroom teaching experience as program faculty, you will be provided with the knowledge, skills and dispositions that you need to be a successful teacher. The program courses build upon each other and provide you with the breadth and depth of knowledge you need to become the best teacher you can be. Courses are delivered in a collaborative and unique structure to best meet the needs of our teacher candidates.

Our program is designed to meet the needs of students returning to school needing a flexible class schedule. In the first semester, you should plan on being available two full days per week (Monday and Tuesday) for coursework and fieldwork. During the second semester, fieldwork intensifies in this clinically rich program so you need to be available three days a weeks (Monday, Tuesday and Wednesday). During your final semester, you will be student teaching and need to be available full time, five days a week. Some courses in the program are offered online to limit the need to travel to campus.

Finally, you will benefit from the academic excellence and values of a Jesuit higher education. Educating the whole student is a hallmark of our Jesuit heritage as well as a value held by teachers as a profession. Faculty care about you as a person and as a future teacher; offering support and assistance based on your individual needs. You will be given personal attention by your course instructors and the experiences you bring to the program will be valued.

We look forward to working with you at each phase of the program. You will find that Canisius College provides a supportive and nurturing experience in your journey to becoming a teacher.

School of Education and Human Services Conceptual Framework

Canisius College School of Education and Human Services (SEHS) is a nationally accredited college through Council for the Accreditation of Educator Preparation (CAEP). As part of the accreditation, we identified a conceptual framework that defines the focus of our core beliefs in preparing the next generation of teachers.

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

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

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

Mission

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

Goal Statement

Candidates in the SEHS will embody the characteristics of a Canisius College graduate. Our candidates will meet the college, state, and national standards (New York State, InTASC (See Appendix A), NBPTS, NCATE/CAEP and Middle States). Candidates will also demonstrate proficiencies with indicators articulated by the Specialty Professional Association as defined by our discipline (ACEI).

Program Learning Goals and Objectives

The following program objectives have been identified in relation to the SEHS Learning Goals.

Learning Goal 1 (KNOWLEDGE)

Candidates in the Graduate Childhood Program 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.
- Know the content they are responsible for teaching, and the pedagogical content knowledge to plan instruction that ensures growth and achievement for all students.

Learning Goal 2 (KNOWLEDGE)

Candidates in the Graduate Childhood Program 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.

Learning Goal 3 (SERVICE)

Candidates in the Graduate Childhood Program 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.
- Use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction for diverse learners.

Learning Goal 4 (PROFESSIONALISM)

Candidates in the Graduate Childhood Program will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Teacher candidates will:

- Set informed goals and strive for continuous professional growth.

Learning Goal 5 (LEADERSHIP)

Candidates 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.

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 also important for candidates to develop the dispositions that are needed to be successful. Canisius has identified a list of desired dispositions, along with their behavioral indicators 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 demonstrate 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.

Course Curriculum and Sequence

The Graduate Childhood Program is offered in a cohort model. Teacher candidates are admitted into the program during spring or summer and merge together in the following fall semester as one cohort. Courses are offered in groups and sequences determined to best develop your knowledge and skills necessary to successfully complete the program. Each semester's courses are offered in a sequence of two 7 week courses (first half and second half of the semester) accompanied by one 15 week field based course. These groupings allow program faculty to collaborate and scaffold instruction with the backdrop of a field experience to connect theory to practice. This will help develop knowledge and skills simultaneously. In the first semester, you should plan on being available two full days per week (Monday and Tuesday) for coursework and fieldwork. During the second semester, fieldwork intensifies in this clinically rich program so you need to be available three days a weeks (Monday, Tuesday and Wednesday). During your final semester, you will be student teaching and need to be available full time, five days a week. Upon beginning each semester, program faculty will provide you with a detailed schedule of class meetings and field experience expectations.

First Semester (Spring or Summer Start)

EDCH 502 (field experience)

EDCH 540

SPE 541 (online)

EDCH 515 (online)

EDCH 545

←-----EDCH 502 (field experience)-----→ 15 weeks
 ←-----SPE 541-----→ ←-----EDCH 515-----→
 ←-----EDCH 540-----→ ←-----EDCH 545-----→

Second Semester (Fall)

EDCH 570 (field experience)

EDCH 543

EDCH 509

EDU 505

EDCH 546

←-----EDCH 570 (field experience begin EdTPA)-----→ 15 weeks
 ←-----EDCH 543-----→ ←-----EDCH 505-----→
 ←-----EDCH 509-----→ ←-----EDCH 546-----→

Third Semester (Spring)

EDCH 615 (online)

Student Teaching

←-----Student Teaching-----→ 15 weeks
 ←-----EdTPA-----→ ←-----EDCH 615-----→

Program Course Descriptions

EDCH 502 Foundation of Literacy Instruction (3 credits)

This introductory course focuses on the importance of literacy and the teaching skills needed to become a proficient teacher of reading. Meeting the needs of diverse learners (diverse in interest, needs, ability, etc.) with appropriate materials, activities and instructional approaches will be an ongoing discussion woven through the course content. All language processes will be addressed with an appreciation that they are interrelated and support each other. Students will create materials for reading instruction that reflect knowledge of “best practice” as concluded from research and described in course readings. Spring and Summer only. Includes 30 hours of field experience

EDCH 515 Assessment for Instruction (3 credits)

An in-depth study of formal and informal assessment strategies. Utilization of assessment for planning, evaluation and instructional program improvement to promote continuous intellectual, social, emotional and physical development of elementary-aged students will be studied. Candidates will become familiar with norm-referenced, criterion-referenced and performance instruments. Spring and Summer only. Offered online only.

EDCH 509 Teaching Literacy with Diverse Populations (3 credits)

Strategies for effective literacy instruction with diverse populations will be examined. These include research-based approaches for special education students, ESL/LEP students, as well as gifted and talented students. Candidates will examine how to match instruction to students’ needs as well as how to incorporate differentiated instruction in a classroom. Multicultural literature and literature that deals with specific disabilities will be examined. Fall only.

EDCH 540 Childhood Learning and Development (3 credits)

The application to classroom practice of the principles of effective learning and the role of motivation and a consideration of motivation and self-worth will be studied. Candidates will critically review basic brain and nerve structure and function as it applies to learning and teaching. Attention will be directed toward the constructs of intelligence, creativity, meta-cognition, transfer of learning and learning styles. Specific theories including those of Skinner, Piaget, Vygotsky and Covington will be analyzed and critiqued. Classroom management options will be considered. Spring only

EDCH 543 Elementary Mathematics Instruction (3 credits)

Methods and strategies for developing children’s knowledge and skills in number systems, early geometry, arithmetical operations, fractions and decimals, probability and statistics will be examined. Candidates will develop proficiency in the use of instructional and informational technologies to support mathematics. Instruction will be aligned with Common Core Learning Standards. Assessment practices and research regarding mathematics knowledge and skill development will be integrated with teaching methodology. Fall only

EDCH 545 Elementary Science Instruction (3 credits)

Methods and strategies for developing children’s knowledge and understanding of earth/space science, physical science and the life sciences will be addressed. Candidates will develop proficiency in the use of instructional and informational technologies and hands-on activities to support science learning. Instruction will be aligned with the New York State Mathematics, Science and Technology Standards. Application of research in education and formative and summative assessment practices will be stressed. Spring only

EDU 505 Foundations of Education (3 credits)

An examination of the social, historical, philosophical foundations of education intended to provide a framework for understanding contemporary issues in education. Topics may include: the role of education in a democratic society; gender, race and class in education; home, school and community relationships and the organizational structure of education Fall only.

SPE 541 Inclusive Strategies (3 credits)

Provides an overview of special education, including seminal legislation and current trends. Addresses successful strategies to support students with disabilities in the general education classroom. Examines the empirical basis of methods utilized to meet the New York State Learning Standards and emphasizes collaboration to meet the diverse needs of all learners. Spring only. Offered online only.

EDCH 546 Elementary Social Studies Instruction (3 credits)

This course focuses on effective teaching strategies that address the individual and cultural diversity of all learners. An in-depth consideration of ethnic, economic, and racial cultures found in elementary schools will share the focus of this course with instructional methods and strategies necessary for effective social studies instruction in the areas of geography, history, civics, anthropology and economics. Use of technology, National Council for Social Studies Standards (NCSS) and New York State Learning Standards will be considered as they pertain to cultural diversity and social studies instruction. Practical application of teaching skills including an emphasis on instructional planning, presentation skills, questioning skills, checking for understanding, selecting relevant resources and creative assessment processes will be stressed. Fall only.

EDCH 570 Seminar in Teaching and Assessment: Childhood (3 credits)

This course is intended to prepare students for the broader responsibilities required in student teaching. In childhood-level settings Gr. 1-6, students will begin to plan and teach lessons, as well as continue to observe master teachers. They will prepare classroom materials, design some long-range plans and examine site-based parent involvement projects. On-campus meetings will provide opportunities for professional reflection with a team, and workshop experiences on topics related to classroom managements, increasing family involvement, teaching to higher standards and assessment. Field experience required. This course is taken during the semester prior to student teaching. Fall only.

EDCH 615: Action Research in Education (3 credits)

The purpose of this course is to enable the students to develop an understanding of the research process from formulating a research problem to project's completion through data analysis and interpretation. The course will review all phases of the research project from inception to the presentation of the final report. In addition, students will learn how to critically analyze research studies, discuss ethical considerations in conducting research, and understand the importance of scientific research for educational policy and practice. The focus will encompass those skills necessary for social research in general, and survey research in particular. These include, but are not limited to: Conceptual design of a research project, Developing hypotheses, Selecting variables and constructing operational definitions, Sample logic and Sample selection, Instrument design and development, Collection and coding of data, Writing the research report, and Literature research (i.e. use of Electronic Databases and developing a "working bibliography"). Offered Fall, Spring, Summer. Offered online.

Optional Middle Childhood Extension – US ONLY

Students enrolled in, or already certified in, childhood education may opt to obtain an extension to teach in the middle childhood grades 5-9. Students in childhood education who also hold a bachelor's degree, or the equivalent study of 30 credit hours in one of the secondary teaching areas available at Canisius, may obtain an extension to teach grades 7-9 by taking the two courses below. Candidates seeking the upward extension for grades 7-9 will be required to pass the same New York State Content Specialty Test (CST) required of adolescence education candidates, in addition to the multi-subject CST for childhood education.

Additional Courses:**EMC 552 Human Growth and Development: Middle Childhood**

The understanding of major concepts, principles, theories and research related the intellectual emotional, physical, social and moral development of young adolescents will be stressed. Candidates will observe and participate in positive, productive learning environments where developmental differences are respected and supported and individual potential is encouraged.

EMC 553 Cognition, Learning, Assessment and Diagnostic Teaching: Middle Childhood

Presents concepts, standards and research related to middle level curriculum development stressing the importance of a curriculum that is relevant, challenging, integrative and exploratory. Interdisciplinary middle level curriculum standards, models and assessment strategies will be introduced. Assessment strategies that promote the continuous intellectual, social and physical development of all young adolescents will be presented.

Program Portfolio Guidelines

One measure used to evaluate your progress in the program, and determine your eligibility to continue in the program, you will complete common assignments that will constitute a program portfolio. This portfolio serves many purposes. It shows development as a future educator, displays your performance relative to identified program standards, provides a mechanism for reflectivity, and is required for graduation. Appendix B outlines the common assignments for each course that must be submitted online in Taskstream for your portfolio and their connection to the program learning goals.

TaskStream

Students entering the Graduate Program will be required to maintain an electronic portfolio on TaskStream. Common assignments (see Appendix B) will be submitted electronically using this system. You are expected to maintain artifacts throughout your coursework at Canisius. In addition to TaskStream, it is advised that students also keep a hard copy of their portfolio artifacts. Please contact your advisor if your TaskStream artifacts have not been graded by your course instructor. Information regarding the purchase and enrollment in Taskstream can be found in Appendix C and will be reviewed by your course instructors.

Transition Checkpoints

Your progress in the program will be evaluated at specified points in order to progress to the next stage of the program. The following table summarizes the transition points and courses that require a portfolio review. In addition to the portfolio requirements, students will be required to maintain a minimum GPA and complete all field experiences in designated methods courses. You must pass the Transition Points for graduation and certification. If any criteria are unmet at a transition point, the faculty member conducting the portfolio check will begin the Candidate Concern Process (see Appendix D) by completing a Candidate Concerns Report (Appendix E). The Candidate Concerns Committee will meet with you to generate a Candidate Remediation Plan (Appendix F).

Transition Point	Assessment Methods
I. Program Entrance	<ul style="list-style-type: none"> • Scores from Graduate Record Exam (if required) • 3.0 undergraduate GPA • Letters of reference • Essay
II. Prior to Student Teaching	<ul style="list-style-type: none"> ▪ Portfolio Review: A mean of 3.0 or higher is required for portfolio scores. ▪ Score of Pass on field experience evaluation ▪ Canisius graduate GPA is 3.0 ▪ EDCH 570 faculty reviews the portfolio at the END of the semester.
III. Upon Completion of Student Teaching	<ul style="list-style-type: none"> ▪ Successful completion of student teaching placements: no score lower than 3.0/6.0 on student teaching evaluation.
IV. Before Graduation	<ul style="list-style-type: none"> • Successful program completion

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. During your second student teaching placement, you will take EDCH 615: Action Research in Education (7 weeks) in which you complete a mini-action research project related to your own teaching practice in the classroom.

Eligibility Requirements

- Successful completion of Transition Point Review requirements
- Canisius College GPA of 3.0 or higher
- Student Teaching Application
- Personal Information Sheet

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.

- **Linda Murray, Administrative Assistant, murrayl@canisius.edu.**
 - Old Main 404, 716-888-2768
- Placements are in selected schools in Western New York or Ontario
- You **cannot** seek your own placement.

New York State Certification Requirements

New York State certification requirements are not a requirement for completion of the Canisius College Graduate Childhood Program. They are a requirement 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 (see directions Appendix G) in order for the endorsement to be made. The procedures for creating a TEACH account will be reviewed during student teaching seminars.

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.
- **Middle School Extension:** Content Specific CST (English, math, biology, Spanish...etc)

The Teacher Performance Assessment (edTPA)

- Performance assessment completed during *student teaching*.

Visit www.nystec.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

New York State 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.canisius.edu/education/nyscertification.asp>

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.

Additional Certification Information for Canadian Students

You will need to apply for New York State certification and then to Ontario College of Teachers.

- Candidates with a 3 year bachelor's degree will need to complete the master's degree requirements in addition to certification requirements.
- Candidates with an undergraduate GPA below 2.5 will need to complete the master's degree requirements in addition to certification requirements.

Important Information Regarding Professional Certification

Canisius College can only recommend a candidate for professional certification if he/she completed their Master's degree in that area at the college. Otherwise, the candidate must seek certification through an individual pathway using their TEACH account.

FAQs Regarding Program Completion and Certification

1. 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, violence prevention, Dignity for All Students (DASA) as well as all student teaching placements.

2. 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.
3. Successfully complete the required New York State certification examinations including the Teacher Performance Assessment (edTPA).

3. 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 (See directions in Appendix G) www.highered.nysed.gov/tcert

4. 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

5. 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.

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

The Office of the Graduate Associate Dean of the School of Education 716-888-2547.

7. 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.

1. Click on 'account information' under the "Inquiry Links" heading.
2. Follow the directions to highlight the headings in your account.
3. A 9-digit number will appear under the "issued certificates" heading - subheading, 'control number.'

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

Graduate students should contact 716-888-2547 - the Office of the Graduate 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.

9. 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 Master's degree being posted***

10. If I am a graduate student and receiving my Master's degree, how do I apply for my diploma?

1. Go to myCanisius & login.
2. Click on the School of Education and Human Service Community Group under Navigation.
3. Click on the "Graduate Students Only-Request for Diploma Information" Folder. Click on the document located inside.
4. Read the information provided-note application deadlines and degree dates.
5. Click on the link at the bottom of the page to gain access to the online form.
6. If you are applying after the posted deadline date complete the form online. Call 716-888-2547 for assistance.

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

The above link will allow **Master's level candidates** in **Graduate Education** to request a diploma and **Request to Walk** at the May graduation ceremony. Graduate candidates must have 12 credit hours or less to complete in summer or fall in order to walk through the ceremony. Both forms should be submitted at the same time with the same graduation date.

Overview of Responsibilities for Certification

<u>To Do:</u>	<u>Who is responsible?</u>
Create a TEACH account*	Student
Passing test scores	Student-automatically feeds into TEACH system
Fingerprinting**	Student-pay online send cards to state-automatically feeds into TEACH system if have applied and paid
Apply and pay for certificates***	Student
College recommendations (once ALL Canisius requirements are complete)	Canisius certification officer

You can apply for your certificates at any time. You do not have to wait until you are finished!

- * **NOTE:** If you create an account and forget your username or password **DO NOT** create a new account.
- ** **NOTE:** 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.
- *****NOTE:** When selecting your certificate be sure to choose: **Pathway: Approved Teacher Preparation Program**

Important Canisius Contacts/Resources

Dr. Julie Henry
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1115 Churchill Tower
716-888-3729
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Dr. Karen Dutt-Doner
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Dr. Shawn O'Rourke
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Linda Murray
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Mary Anne Neil
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Appendix A: InTASC Teaching Standards

Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Appendix B: Graduate Childhood Alignment of Key Assessments to Standards

<i>Assessment</i>	<i>Course</i>	<i>ACEI Standard</i>	<i>NYSTS</i>	<i>InTASC</i>	<i>Conceptual Framework Learning Goals</i>
ELA Lesson Plan	EDCH 502	ACEI 2.1: Reading, Writing and Oral Language	II	4,5,7,8	LG 1,2
Running Record	EDCH 502	ACEI 4.0: Assessment for Instruction	V	6	LG 2
Historical Analysis Paper	EDU 505	ACEI 3.2: Adaptation to Diverse Students	I	2	LG 3
Teacher Performance Assessment-Planning Task	EDCH 509	ACEI 3.1: Integrating and Applying Knowledge for Instruction	II VII	2, 9	LG 4
Giving Feedback to Students	EDCH 515	ACEI4: Assessment for Learning	V	6	LG 2
Case Study Analysis of Classroom, School and Community	EDCH 540	ACEI 3.4: Active Engagement in Learning	IV	1,3	LG 1
Social Survey/Family Interview	SPE 541	ACEI 5.2: Collaboration with Families, Colleagues and Community Agencies	VI	10	LG 3
Math Lesson Plan	EDCH 543	ACEI 2.3: Mathematics ACEI 3.3: Development of Critical Thinking and Problem Solving	III	6	LG 5
Science/Literacy Segment	EDCH 545	ACEI 2.2: Science ACEI 2.1 Reading, writing and oral language	II	4,5,7,8	LG 1
Primary Source Lesson Plan	EDCH 546	ACEI 2.4: Social Studies	II	4,5,7,8	LG 1
Teacher Performance – Instruction and Assessment Tasks	EDCH 570	ACEI 3.1: Integrating and Applying Knowledge for Instruction ACEI 5.1: Professional Growth, Reflection and Evaluation	II VII	2, 9	LG 5 LG 4

Appendix C: Taskstream Enrollment and Submission Information

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

- Go to www.taskstream.com
- On the left side of the web page you will see **Subscribe**
- Click on **Subscribe Today**
- You will need to enter a credit card number and then follow the prompts to create a user name and password
- Rates:

1 semester - \$25	1 year - \$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 Tiffany Fuzak 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

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

Appendix D: Candidate Concerns Policy and Procedure

Procedures

The CCC addresses 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 Department Chair, 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 Graduate Studies in the SEHS. The decision of the Associate Dean is final. In cases where the Department Chair is a member of the committee, the appeal will be made directly to the Associate Dean.

If the candidate fails to complete the plan satisfactorily:

- a. The person responsible for 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

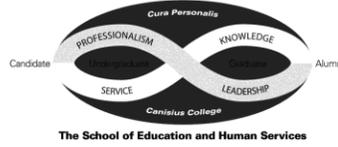
Appeal of a dismissal may be made to the Associate Dean of Graduate Studies within ten (10) days of the date of the dismissal notice. The decision of the associate dean is final.

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

Student Complaint Process

If a student is unable to resolve a concern about 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.

Appendix E: Candidate Concerns Report



Candidate Name: _____ **Date:** _____

Address: _____

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

Portfolio Review Date: _____ **Course** _____ .

Nature of Concern:

Comments _____

Candidate Signature: _____ **Date:** _____

Submitted by: _____ **Phone:** _____

Process:

1. Submit form to Department Chair.
2. Make two copies: 1. Candidate; 2. Your records.
3. Department Chair either resolves issue or refers to Candidate Concerns Committee.

Appendix F: Contract for Candidate Remediation

If, at a portfolio checkpoint, a teacher candidate has not met portfolio requirements, the following remediation contract will be completed by the portfolio reviewer and submitted to the Program Coordinator. The Program Coordinator will request a meeting with the candidate to review the program requirements which must be met within a specified timeline to ensure continuation in the program.

Candidate: _____

Major: _____

Coordinator: _____

Transition Point (please circle one): **II** **III** **IV**

Criteria Not Met:

___ **GPA** ___ **Common Assignment** ___ **Dispositions** ___ **Other** _____

Remediation Plan (include timeline):

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

Program Coordinator

Date

Appendix G: Directions for Setting up TEACH Account & Fingerprinting

First: Create User Login and Password

Enter TEACH online services via the Office of Teaching Initiatives Web site at www.highered.nysed.gov/tcert and create a TEACH login and password at the New York State Directory Services site. After accessing the NYSED web site, click on the purple TEACH Online Services Icon located on the right. Choose either Self-Registration or Login to TEACH. Instructions are provided as you go through this process. Once you have created your login and password this step is complete and you never have to repeat this process. However, keep your username & password for future reference as you will need to use both again.

Second: Creating a TEACH Account

Step 1: Create Applicant Profile from TEACH Home Page

From the TEACH Home menu, click on Verify/Update Profile under **Profile Links**. This will take you to a screen divided by three frames: Personal Information; Education Information; Employment Information. Click the Edit Personal Info button in the lower right of the Personal Info. frame. There will be a mix of radio buttons, pull-down menus and text boxes. Begin entering your information. If you ever need to change your mailing address or other personal information, you may go into this screen in TEACH to make changes. **Please Note:** Lines of information CANNOT be deleted. Ignore those lines and create new lines with the correct information. Once your information is entered, press the Submit button at the bottom right of the screen and your information will be updated. (Education and Employment information can be entered at a later date.) Enter your preferences (such as opting to be included in the statewide teacher clearinghouse or having correspondence transmitted via email).

Third: Submitting the Fingerprint Application and requesting Fingerprint cards

The Office of School Personnel Review and Accountability (OSPRA) is no longer supplying paper fingerprint cards to colleges and universities in New York State. Individuals must first complete the online fingerprint processing application through TEACH and request fingerprint cards directly from the TEACH site as part of the application process.

Click TEACH Home button to go back to the main menu (or login to TEACH). Select “Submit Application for Fingerprint Clearance” under **Fingerprinting Links**. Read the directions carefully, click the next button. Review your personal information one more time. Click the edit button to make changes if necessary, otherwise click the next button. Read the directions carefully, enter personal information. Near the bottom of the screen, under Reasons for Fingerprinting, select Teacher Certification, click the next button. You MUST read the consent form and select the “I agree” box at the bottom of the screen. This is your signature on the application verifying that all information is correct. Click the next button. The *Make Payment* screen indicates that there is a processing fee for fingerprints that is paid to **NYS Education Department**. You may pay online with a credit card (fastest way-you must have access to a printer to print out two receipts. Choose the Print command to print out your receipts. One receipt goes with the fingerprint cards when mailed; keep the other receipt for your records.)-OR-send a money order, bank check or employer check (made payable to NYS Edu Dept and mailed with rolled fingerprint cards.) Choose the payment option, enter the information. Once you have this

complete, you will be asked if you want the paper fingerprint cards; if you choose this option, you will receive the cards in the mail in about 5-10 working days.

Fourth: Fingerprints

Once you receive your fingerprint cards from NYS, you can complete the process of having your prints “rolled.” There are a number of locations, such as your local police department, school district, or at the NYS Police Barracks in Clarence or Niagara Falls. Canisius’s Public Safety office may provide fingerprinting dates. You will be notified by e-mail of dates and times the service will be offered. Fingerprinting can be completed in any jurisdiction as long as the prints are rolled on cards provided by the NYS Edu Dept. Canadian Students Only: Livescan prints done in Canada are not accepted by NYS Edu Dept.

You may go into your TEACH account at any time. You can edit/change/add information as needed or check the status of your fingerprints. From the TEACH Home menu under **Inquiry Links**, Account Information, select Fingerprints. You might see your fingerprints are being processed, have been received, have been accepted, etc.

NOTE: TEACH directions, by program are available online from the Canisius College Web Site: Request for College Endorsement form; Request for Diploma form.
<http://www.canisius.edu/education/current.asp>

Graduate Childhood TEACH CODE

Childhood	EDCH	MSED	Initial	28282
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