

ADOLESCENCE EDUCATION (MSEd)

Chair: Barbara Burns, PhD

Degree: Master of Science in Education

Program Details

The adolescence education program provides the education necessary for teacher certification in grades 7-12. Canisius offers certification in ten disciplines at the adolescence level: English, mathematics, social studies, French, German, Spanish, biology, chemistry, physics and business. Candidates should possess a bachelor's degree with 36 credit hours in the academic discipline. Candidates must also complete 3 credit hours of study, or the equivalent, of a language other than English. Students who complete certification requirements may complete additional coursework to extend their certification downward to grades 5-6 (see Middle Childhood). More information can be found at program (<https://www.canisius.edu/academics/programs/adolescence-education-masters>) website (<http://www.canisius.edu/grad-adolescence-education/courses--curriculum.dot>).

Curriculum

Required Courses for Initial Certification in Adolescence Education

Code	Title	Credits
EDAD 502	Foundations of Adolescent Literacy (includes 30 hours of field experience)	3
EDU 505	Foundations of Education	3
EDAD 534	Assessment of Student Learning	3
EDAD 535	Learning and Human Development: Adolescence	3
SPE 536	Differentiating Instruction for Diverse Adolescent Learners	3
EDAD 572	Pedagogical Strategies and Methods	3
EDAD 573	Applied Content: Literacies and Methods	3
EDAD 593	Student Teaching: Adolescence	9
EDAD 594	Student Teaching Seminar	0
EDU 595	Child Abuse Workshop	0
EDU 596	Prevention of School Violence Workshop	0
EDU 597	Dignity for All Students Workshop	0
EDU 615	Research Methods	3
Total Credits		33

Required Certification Exams for Initial Certification

New York State Teachers Certification Exams (NYSTCE)

Certification examination requirements can be found here: <http://www.highered.nysed.gov/tcert/certificate/certexam.html>.

Note: fingerprinting is also required.

Middle Childhood

Candidates wishing to obtain an extension to teach grades 5-6 (thus enabling candidates to teach middle childhood grades 5-9 as well as adolescence grades 7-12) must add a middle childhood extension (<http://>

catalog.canisius.edu/graduate/school-education-human-services/educator-preparation/middle-childhood-extension).

Learning Goals & Objectives

Learning Goal 1 (KNOWLEDGE – Observed in Writing)

Candidates in the Teacher Education programs will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Teacher candidates will:

- Acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
- 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 – Observed Skills and Dispositions)

Candidates in the Teacher Education programs will demonstrate professional skills and dispositions necessary for successful performance in their field.

Teacher candidates will:

- Demonstrate professional dispositions and implement instruction that engages and challenges all students to meet or exceed the learning standards.

Learning Goal 3 (SERVICE)

Candidates in the Teacher Education programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Teacher candidates will:

- Work with all students to create a dynamic learning environment that supports achievement and growth.
- Use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction for diverse learners.

Learning Goal 4 (PROFESSIONALISM)

Candidates 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.

Courses

EDAD 502 Foundations of Adolescent Literacy 3 Credits

The theoretical and practical approaches to teaching skills of literacy in a variety of disciplines will be addressed. This course focuses on three strands of literacy teaching for adolescent students: Strategies for developing reading and writing skills in all secondary content areas, methods for teaching reading and writing in inquiry projects and problem based learning and pedagogical practices for integrating critical literacy in all secondary classrooms. Includes language acquisition and literacy development by native English speakers and students who are English Language learners. Also includes skill in developing the listening, speaking, reading, and writing skills of all students. 30 hours of field experience required.

EDAD 534 Assessment of Student Learning 3 Credits

This course focuses on impacting student learning using contemporary practices of assessment and assessment-driven instructional planning. Varied assessment measures, especially authentic assessments based on real world tasks will be emphasized. A range of assessment tools to measure and document student learning and growth will be used to drive subsequent instructional planning.

Offered: fall only.

EDAD 535 Learning and Human Development: Adolescence 3 Credits

This course focuses on understanding the learning process, both as it develops in the adolescent learner and as it exists in the social setting of the classroom. Topics will include influential learning theories and developmental approaches, cognition, information processing, problem-solving, motivation and classroom management. Skills in applying this understanding to real-life situations will be stressed. Research findings are integrated with each topic. Emphasis is upon grades 7 - 12.

Offered: fall only.

EDAD 572 Pedagogical Strategies and Methods 3 Credits

This course focuses on traditional and contemporary methods of teaching dialogical, collaborative lessons. The use of multimodal and digital tools for developing content area lessons and units will be emphasized. Individual Sections focus on specific content areas.

EDAD 573 Applied Content: Literacies and Methods 3 Credits

This course combines theory and reflective practice to integrate and apply curricular, instructional, and evaluative skills in unit planning (aligned with state/national subject-specific standards). Methods for culturally relevant teaching as well as content-specific topics will be emphasized. Fifty (50) hours of field experience will be required. Individual sections focus on specific content areas.

EDAD 593 Student Teaching: Adolescence 9 Credits

Requires two supervised teaching placements in schools appropriate to certification level and includes experience in high- needs schools or schools serving socio-economically disadvantaged students.

Prerequisite: successful completion of required education courses and an overall QPA of 3.0. Some school districts may require tuberculosis or other health tests.

EDAD 594 Student Teaching Seminar 0 Credits

Student Teaching Seminar enhances the student teaching experience through opportunities to foster professional growth and guided reflection on planning, instruction and assessment of learning. The course provides a professional learning community to assist candidates in the transition to careers in teaching.

EDAD 599 Independent Study 3-6 Credits

Independent studies require an application and approval by the associate dean.

Prerequisite: permission of the instructor, department chair, & associate dean.