

# TEACHER CERTIFICATION

## Programs in the Field of Education

Canisius University offers graduate educator preparation programs for candidates seeking their first certification and those looking to add additional academic credentials. The Initial Certification programs are taken by candidates seeking their first license. The Professional Certification programs are taken by candidates who earned initial certification in an undergraduate program. Those seeking to pursue counseling, advanced certificates, or administration would take one of the programs listed further down below.

## Graduate Initial Preparation Programs

Adolescence Education Grades 7-12 (<http://catalog.canisius.edu/graduate/school-education-human-services/educator-preparation/adolescence-education/>)

Adolescence Ed/Special Education (All Grades - PreK-12) (<http://catalog.canisius.edu/graduate/school-education-human-services/educator-preparation/adolescence-education-and-swd-all-grades/>)

Business and Marketing Education K-12 (<http://catalog.canisius.edu/graduate/school-education-human-services/educator-preparation/business-marketing-education/>)

Childhood Education(1-6)/Special Education (All Grades - PreK-12) (<http://catalog.canisius.edu/graduate/school-education-human-services/educator-preparation/special-education-all-grades-childhood/>)

Childhood Education Grades 1-6/TESOL (<http://catalog.canisius.edu/graduate/school-education-human-services/educator-preparation/childhood-and-tesol/>)

Physical Education - Initial Certification K-12 (<http://catalog.canisius.edu/graduate/school-education-human-services/educator-preparation/physical-education-initial-certification/>)

## Graduate Professional Certification Programs

Instructional Technologies and Curriculum Design (<http://catalog.canisius.edu/graduate/school-education-human-services/educator-preparation/education-technologies-emerging-media/>)

Literacy (<http://catalog.canisius.edu/graduate/school-education-human-services/educator-preparation/literacy/>)

Physical Education (Online Professional Certification (<http://catalog.canisius.edu/graduate/school-education-human-services/educator-preparation/physical-education-professional-certification/>))

Special Education - Advanced (<http://catalog.canisius.edu/graduate/school-education-human-services/educator-preparation/special-education-advanced/>)

Teaching Students with Disabilities (<http://catalog.canisius.edu/graduate/school-education-human-services/educator-preparation/students-with-disabilities-all-grades/>)(All Grades)

TESOL/Bilingual Degrees & Certificates (<http://catalog.canisius.edu/graduate/school-education-human-services/educator-preparation/tesol-bilingual-degrees-certificates/>)

## Graduate Other School Professional Programs

School Counseling-MS (<http://catalog.canisius.edu/graduate/school-education-human-services/counseling-human-services/school-counseling-ms/>)

## GRADUATE advanced certificate PROGRAMS

Bilingual Extension (<http://catalog.canisius.edu/graduate/school-education-human-services/educator-preparation/tesol-bilingual-degrees-certificates/>)

Coaching Advanced Certificate (<http://catalog.canisius.edu/graduate/school-education-human-services/educator-preparation/coaching-advanced-certificate/>)

Instructional Technologies and Curriculum Design (<http://catalog.canisius.edu/graduate/school-education-human-services/educator-preparation/education-technologies-emerging-media/>)

Literacy Advanced Certificate (<http://catalog.canisius.edu/graduate/school-education-human-services/educator-preparation/literacy/>)

School Counseling-Advanced Certificate for Permanent Certification (<http://catalog.canisius.edu/graduate/school-education-human-services/counseling-human-services/certificate-advanced-study-permanent-certification-school-counseling/>)

TESOL Advanced Certificate (<http://catalog.canisius.edu/graduate/school-education-human-services/educator-preparation/tesol-bilingual-degrees-certificates/>)

## GRADUATE administration PROGRAMS

Educational Leadership (<http://catalog.canisius.edu/graduate/school-education-human-services/educational-leadership-supervision/>) (SBL, SDBL, and SDL)

## 4+1 Programs

Content Area plus Adolescence 7-12 Teaching Students with Disabilities ( <http://catalog.canisius.edu/graduate/school-education-human-services/educator-preparation/dual-degree-content-and-msed-swd/>)All Grades)

## CONCEPTUAL FRAMEWORK (TEACHER EDUCATION AND LEADERSHIP PROGRAMS)

Central to our conceptual framework are four interrelated and evolving characteristics: Knowledge, Service, Professionalism, and Leadership. These elements are situated within the overarching Ignatian vision and Jesuit educational principles and align well with our three university pillars. These values include:

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

today's issues in education aligns well with the pillar of *competitive positioning*.

### Performance Outcomes

Performance outcomes aligned with knowledge, service and professionalism, and leadership are:

#### 1. Knowledge

The acquisition, creation and dissemination of knowledge is a continuing, transformational process.

##### Knowledge Outcomes

The competent professional:

- Applies theory and research in practice.
- Applies effective teacher/counselor/administrator principles.
- Demonstrates appropriate dispositions, emphasizing student responsibility for behavior and achievement.

#### 2. Service

Each individual has gifts and talents that should be developed to the highest level.

##### Service Outcomes

The competent professional:

- Is committed to diversity, equity and social justice.
- Has a sense of purpose and power, and in all endeavors works for the benefit of all learners in their respective human service professions.
- Demonstrates appropriate dispositions:
  - Enthusiasm toward content/subject areas
  - Appreciation of social/cognitive/emotional development for all learners
  - Appreciation of human diversity
  - Values development of students' critical thinking
  - Engages in comprehensive and collaborative planning that meets curricular goals
  - Commitment to utilizing assessment information to inform decisions

#### 3. Professionalism/Leadership

Each individual has an obligation to improve the world in which they live as advocates for social justice and through a dedication to education as a vehicle for positive social change.

##### Professionalism Outcomes

The competent professional is:

- An effective communicator.
- A reflective practitioner.
- A lifelong learner.
- Demonstrates appropriate dispositions:
  - Values and utilizes effective communication techniques in professional settings
  - Is committed to, and actively seeks out, opportunities to grow professionally
  - Is committed to advocating for the well-being of children and families

#### 4. Leadership

Each individual applies knowledge, skills, and dispositions in such a way that they positively impact the performance and outcomes of those they teach or serve.

A competent professional:

- Is skilled at using outcome data to assess the effectiveness of their own professional practice.

- Seeks to improve their practice with the goal being to positively impact students/clients.

## DISPOSITIONS

Dispositions are professional attitudes, values, and beliefs demonstrated through behaviors as candidates interact with peers, students/clients, families, colleagues, and communities. In addition to the fundamental beliefs in fairness and justice, the Canisius University educator preparation programs will foster the following dispositions in its candidates:

- **Enthusiastic** – Demonstrates initiative and commitment towards the educational pursuit
- **Just** – Appreciates value for human diversity and the ideal of fairness
- **Caring** – Demonstrates an attitude of empathy, tolerance and acceptance of others
- **Ethical** – Models behavior embodied in the mission of the School and University, and shows integrity in professional practice
- **Responsible** – Demonstrates personal and professional accountability for themselves and the profession

Teacher and educational leadership candidates will embody these dispositions with maturing expertise. With emphasis on the movement from theory to practice, our programs teach candidates to embrace leadership roles that influence classrooms, schools, districts, and communities.

The development and exhibition of dispositions appropriate to teaching all children is a requirement of all Canisius teacher preparation programs. Candidates who demonstrate an unwillingness or inability to act in a mature, respectful and professional manner will be referred to the departmental Candidate Concern Committee for remediation. Outcomes of the remediation plan can include but are not limited to: probationary status for student teaching, prohibited from participation in field experiences, including student teaching, and/or repeating a field experience, including student teaching.

## SEHS LEARNING GOALS

SEHS students will embody the characteristics of a Canisius University graduate. Our candidates will meet the university, state, and national standards and demonstrate proficiencies articulated by their discipline.

- Learning Goal 1: Candidates will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.
- Learning Goal 2: Candidates will demonstrate professional skills and dispositions necessary for successful performance in their field.
- Learning Goal 3: Candidates 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.
- Learning Goal 4: 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.
- Learning Goal 5: 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.

## ASSESSMENT AND CONTINUED PROGRESS

In designated courses throughout the program of study, candidates will complete specific assignments which reflect the conceptual framework of the School of Education and Human Services and the standards established by specialized professional associations and, for teacher candidates, the NYS teaching standards. These assignments will be evaluated at specific transition points throughout the program and must be successfully completed prior to graduation.

Performance is evaluated at four transition points, providing candidates with ongoing and integrated feedback on their progress. The four transition points are:

1. program entrance
2. prior to Clinical Practice
3. after Clinical Practice
4. before graduation

Transition to each successive level requires successful performance on all measures described at the transition point. Faculty review the progress of each candidate and, if deficits are noted, a plan is developed to address and remediate shortcomings. Candidates who consistently do not meet program expectations may be counseled out of or dismissed from the program. The development and exhibition of dispositions appropriate to teaching all children is a requirement of all Canisius teacher preparation programs. Candidates who demonstrate an unwillingness or inability to act in a mature, respectful and professional manner may be prohibited from participation in field experiences, including student teaching and may be counseled out of or dismissed from their program.

## PROBATION AND DISQUALIFICATION

Receipt of a grade of “F” will result in probationary status. A second grade of “F” will automatically disqualify a candidate from the master’s degree program. A candidate whose grade point average drops below a 3.00 will be placed on probation and will be dismissed from the master’s degree program if their overall grade point average is below a 3.00 in two consecutive terms.

## TIME LIMITATION

A candidate must complete all master’s degree requirements within five years. Exceptions to this policy must be approved by the chair of the appropriate program and the associate dean.

## TEACHER CERTIFICATION

To obtain initial teacher certification, candidates must pass the examinations required by the New York State Education Department (NYSED). These include the Educating All Students Test (EAS) and the appropriate Content Specialty Tests (CST). Current information regarding required certification exams may be found at NYSTCE (<http://www.nystce.nesinc.com/Home.aspx>). For the professional certificate, candidates will need additional professional development, three years teaching experience, and the completion of an appropriate master’s degree within five years. Contact the New York State Education Department (<http://www.nysed.gov>) for additional information.

All Canadian (Ontario) students will be required to obtain a New York State certification before the Ontario College of Teachers (O.C.T.) will issue a teaching credential. This is consistent with Ontario’s policy that if

a person leaves the province to study to become a teacher, that person must complete and obtain certification in the jurisdiction in which he or she studied. Ontario students will follow the same procedure as U.S. students in applying for certification, including fingerprint clearance.

Dual citizens (U.S. and Canada) are required to first obtain New York State certification before receiving Ontario certification. Also, candidates applying for New York State certification must possess either a 4-year bachelor’s degree or a master’s degree to obtain New York State certification. Holders of a 3-year bachelor’s degree must complete the entire Master’s program before New York State will issue teacher certification.

## INSTRUCTION IN CHILD ABUSE; PREVENTION OF SCHOOL VIOLENCE; DIGNITY FOR ALL STUDENTS, FINGERPRINTING

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 candidates for certification must attend a mandatory two-hour course on the prevention of school violence and a six hour course on dignity for all students and submit fingerprints for law enforcement clearance.