**Chart for Candidate Knowledge, Skills and Professional Dispositions Standard A.1.1**

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| **Program** | **Enhancement of P-12 learning and development through applications of data literacy** | **Enhancement of P-12 learning and development through research and understanding of qualitative, quantitative and/or mixed methods research methodologies** | **Employment of data analysis and evidence to develop supportive school environments** | **Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, parents** | **Enhancement of P-12 learning and development by supporting appropriate applications of appropriate technology for their field of specialization** | **Applications of professional dispositions, law and policies, codes of ethics and professional standards appropriate to field of specialization** |
| **Collaborative (Special) Education**  **FOCUS: Autism Spectrum Disorders (ASD)** | EDC 645: Administration and interpretation of assessment data  EDC 660: Reading and interpreting existing data to create a meaningful individualized program plan | ED 690 Master’s Project: Candidates perform an Action Research study in their classroom.  ED 535: Candidates are introduced to action research, including multiple methodologies and approaches. | EDC 645: Administration and interpretation of assessments for the purposes of individualized program planning | EDC 660: Applications course which requires collaboration between candidates to execute an effective classroom design and instructional plan  EDC 655: Building relationships between professionals and families to create long-term goals and plans for those with ASD | EDC 625: Assistive technology | EDC 636: Intro to ASD  EDC 660: Execution of a classroom and lessons which meet the standards of best practice |
| **Elementary** | ED 620: Candidates integrates technology within developed lessons to increase digital literacy. | ED 690 Master’s Project: Candidates perform an Action Research study in their classroom.  ED 535: Candidates are introduced to action research including multiple methods. | ED 640: Candidates learn to integrate advanced assessment and data in order to inform instruction. | ED 570: Candidates learn to develop differentiated lessons based upon specific needs of different populations. ED 640: Candidates learn to differentiate instruction for students with ELL. | ED 620: Candidates learn to integrate emerging technologies for diverse populations within different contexts.  ED 650 and ED 665 focus candidates on differentiating students within different contexts. | ED 530: Candidates are introduced to various professional dispositions, laws, and professional standards within a diverse environment. |
| **ESOL** | EHL 505 and 507: Candidates conduct case study analyses to identify specific error patterns in EL production and identify appropriate interventions grounded in current best practice and evidence-based theory. | ED 690 Master’s Project: Candidates perform an Action Research study in their classroom.  ED 535: Candidates are introduced to action research including multiple methods.  ED 696: Candidates detail multiple examples of assessment, analysis, and intervention to address the needs of ELs in their development of both social and academic English language skills. | EHL 506: Candidates review school and district policies and practices to identify areas for improvement in the support of ELs. | EHL 506: Candidates engage in environmental scans at the school, community, and/or district levels to identify potential gaps in collaboration with colleagues, parents, and community stakeholders and to design activities and programs to address gaps. | ED 620: Candidates learn to integrate emerging technologies for diverse populations within different contexts. | EHL 506: Candidates review professional guidelines and ethics frameworks across relevant professional organizations; Candidates also familiarize themselves with policy and legislation that inform best practices with ELs in P-12 schools nationwide. |
| **Reading Specialist** | ED 605 Reading Research: Candidates study research methods to understand the validity, reliability, and applicability of various types of data as they pertain to instructional decision making.  ED 612 Assessment and Diagnosis and  ED 608 Content Area Instruction:  Candidates use data from various assessments to design a student intervention.  ED 690 Master’s Project: Candidates design an action research project from pre-assessment literacy data | ED 690 Master’s Project: Candidates perform an Action Research study in their classroom.  ED612 Assessment and Diagnosis: Candidates work through an analysis of student assessment data.  ED605 Reading Research: Candidates investigate and compare different types of research methodologies while researching a literacy topic of their own choosing. | ED 605 Reading Research: Candidates research a literacy topic of their own choosing and develop a reading/literacy intervention and/or development plan which they will implement in the ED690/ED696 courses. | ED 696 Reading Specialist Internship:  Candidates are required to join a Literacy-focused professional organization, (e.g. ILA, LRA, ALER, ALA) prior to program completion. | ED 612 Assessment and Diagnosis:  Candidates create an electronic presentation of the foundations of beginning literacy instruction. | ED 696 Reading Specialist Internship: Candidates apply professional dispositions, knowledge, ethics, and standards within a P-12 classroom. |
| **Secondary Education** | ED 620: Candidates integrates technology within developed lessons to increase digital literacy. | ED 690 Master’s Project: Candidates perform an Action Research study in their classroom.  ED 535: Candidates are introduced to action research including multiple methods. | ED 545: Candidates apply content-specific assessments in order to determine best interventions for students. | ED 580: Candidates are introduced to the nuances of project-based learning within a collaborative context. | ED 620: Candidates learn to integrate emerging technologies for diverse populations within different contexts. | ED 545: Candidates review professional standards connected to their specific content field. |
| **Visual Impairments** | EDC 653: Candidates use data from Functional Vision Assessments and Learning Media Assessments to design instruction. | ED 690 Master’s Project: Candidates perform an Action Research study in their classroom.  ED 535: Candidates are introduced to action research including multiple methods. | EDC 656: Candidates conduct specialized assessments in order to develop learning program for an individual student. | EDC 653 and EDC 656: During these two summer practicum courses, candidates collaborate with multiple professionals (TVIs, COMS, para-educators, other related service providers) to create and implement a learning plan. | EDC 665: Candidates learn about specialized assistive technologies for students with visual impairments. During EDC 653 and EDC 656, the student must incorporate these technologies into instruction during the practicum. In EDC 654 and EDC 657, students use assistive technologies to create braille and assistive technology. | EDC 551: Candidates are introduced to major organizations, programs, and services for students with visual impairments. During EDC 653 and EDC 656, students will review law, policies, and code of ethics as it relates to working with students with disabilities. EDC 652: Candidates review all policies and regulations related to O&M. |