Department of Education Handbook

(Revised February 2025)

"STUDENTS ULTIMATELY ARE RESPONSIBLE FOR THEIR EDUCATION, WHICH INCLUDES READING, KNOWING, AND OBSERVING THE REGULATIONS OF THE UNIVERSITY"

- Concord University Catalog (2024-25): Academic Policies & Procedures

(*Academics - Policies and Procedures - Concord University - Catalog ACMS™, n.d.*)

Concord University

Department of Education

P.O. Box 1000

Campus Box D113

Athens, WV 24712

(304) 384-6223 / (304) 384-5252

https://www.concord.edu/education

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Section I: Mission and Essential Premises

Mission for Concord University Educator Preparation Program (CUEPP)
Department of Education

Concord University has a proud tradition of preparing outstanding teachers since it was founded as a Normal School in 1872. The preparation of teachers continues to play a significant role at Concord University, as approximately twenty-five percent of the students who graduate each year earn degrees in education. This history of commitment to teacher education, combined with a current mission statement that emphasizes high quality instruction creates a context of high expectations for the CUEPP at Concord University. Today, the CUEPP includes both undergraduate and graduate degree programs, as well as multiple endorsements.

The CUEPP collaborates with representatives from public schools, professional groups, government, and other programs within the University to prepare educators and to cooperate in the development of educational policies. The Department also strives for the improvement of education at the local, state, regional, and national levels in that the improvement of schooling results in a more literate and enlightened citizenry. This, in turn, contributes to the proliferation of democratic values and enhances our position in the global economy.

The mission of the CUEPP is to prepare educators who are competent, intentional, reflective, culturally responsive, leading, and empathic 21st Century Professionals. The CUEPP strives to provide all teacher candidates at the initial and advanced level with the knowledge, skills, and dispositions necessary to become effective teachers/leaders by offering the highest quality instruction and programs. The CUEPP offers a variety of courses in elementary education, special education and secondary education, from foundations to clinical applications.

The Department of Education offers a variety of opportunities for students interested in careers in teacher education. Graduates of our program have been recognized as outstanding teachers of the year, earned scholarships and internships with affiliate professional organizations, and have been admitted to prominent graduate schools around the country. Graduates of Concord University's Educator Preparation Program are eligible for licensure in West Virginia, and in other states through reciprocal agreements

CUEPP programs are Nationally accredited through the Council for the Accreditation of Educator Preparation (CAEP) from 2020-2027, and regionally accredited through the American Association of Colleges for Teacher Education (AACTE). Additionally, all of the content specializations are recognized by the following specialized professional associations, and/or the West Virginia Board of Education (WVDE)

- Association for Childhood Education International (ACEI)
- Council for Exceptional Children (CEC)
- National Association for the Education of Young Children (NAEYC)
- Society of Health and Physical Education (SHAPE)
- International Literacy Association (ILA)
- Educational Leadership Constituent Council (ELCC)
- National Council of Teachers of English (NCTE)
- National Science Teachers Association (NSTA)
- National Council for the Social Studies (NCSS)
- National Council of Teachers of Mathematics (NCTM)
- Council for Exceptional Children (CEC)

Programmatic Standards

- InTASC Model Core Teaching Standards
- West Virginia Teaching Standards
- Danielson Framework for Teaching (FFT) – See Section VII

Pathway to Teaching Transition Points

Concord University's Education Preparation Program (EPP) has five pathways through which all education majors must pass through.

Admission to Teacher Education Program	Admission to Residency Part I	Admission to Residency Part II	Completion of Year Long Residency	Follow-up of Completers

Core Dimensions of the Professional Education Curriculum

All teacher education candidates must earn a 2.50 GPA in the Professional Education component, and complete the following courses with a grade of C or better:

- EDSP 303 Introduction to Special Education (3 hours)
- EDUC 210 Diversity, Culture, and Education in a Pluralistic Society (3 hours)
- EDUC 210L Clinical Experience Level I (0 hours) – 45-hour clinical experience
- EDUC 301 Educational Technology (3 hours)
- EDUC 305 Psychology of Teaching and Learning (3 hours)
- EDUC 305L Clinical Experience Level II (0 hours) – 45-hour clinical experience
- EDUC 306 Classroom Management and Instructional Strategies (3 hours)
- EDUC 306L Clinical Experience Level III (0 hours) – 45-hour clinical experience
- EDUC 418 Content Area Reading (3 hours) - Required for Secondary Education majors only
- Year Long Residency Part1 (12 hours) – full-time 16-week clinical experience
  - EDSP 415 Co-Teaching, Consultation & Collaboration (3 hours)
  - EDUC 416 Assessment and the Data Informed Teacher (3 hours)
  - EDUC 450 Clinical Experience IV (6 hours) – full-time 16-week clinical experience, 4 days per week
- Year Long Residency Part2
  - EDUC 460 Clinical Experience V (12 hours) – full-time 16-week clinical experience, 5 days per week

Professional Seminars

Candidates are required to attend multiple Professional Seminars throughout their time in the Teacher Education Program. Seminars will be attended at the following 'Pathway to Teaching Transition Points'.

Pre-Admission to Teacher Education Program (TEP) Seminars
- Teacher Education Program Admission
- Professionalism and Ethics

Pre-Admission to Year-Long Residency I
- Creating Lesson Plans
- Methods in Technology

Pre-Admission to Year-Long Residency II
- Safe Schools, Trauma Sensitivity, and Addiction

Assistance for Candidates Who Do Not Meet Program Criteria

The Department of Education provides a variety of measures to facilitate candidates' successful performance including the following:

- Ongoing Candidate Status Review
- Assignment of an appropriate advisor;
- Special summer advising;
- Report of mid-term grades;
- Individual letters to candidates upon application and acceptance to the program;
- Individual interviews;
- Individual letters to candidates upon application and acceptance into the Year-Long Residency;
- Year-Long Residency Part I and Part II placement meetings provide for discussion and questions;
- Exit interviews with Residency Part II candidates identify program strengths and recommendations for program improvement.
- A variety of support services are available including the Concord Child Development Center, Student Support Services and the Financial Aid Office.

Transfer Credit for Education Courses

The initial evaluation of transfer credit will be completed on a course-by-course basis referencing the course title, course level, grade received, and/or supporting course descriptions. Courses required for the major, teaching field, area of emphasis, etc. may be initially accepted as elective credit by the Registrar's Office but will be modified once written approval is granted by the appropriate department chair. It is the responsibility of the student to provide the necessary evaluation forms and documentation (syllabus for each course in question) to the department chair for the petition review. Credit transferred to Concord University from an in-state institution will have an additional level of evaluation based upon the Core Coursework Transfer Agreement (CCTA) - see Registrar's website for agreement details: http://www.concord.edu/academics/registrar

Students transferring credit from an out-of-state institution of higher education will be evaluated in a similar manner and the CCTA will serve as a reference document. Any student denied specific course credit at the department level may petition the Provost and Vice President for Academic Affairs of Concord University to request a final review at the institutional level. If the appeal for course credit from an in-state institution is not granted by the Provost and Vice President for Academic Affairs, the student then has the right to appeal to the Joint Recommending Committee for Transfer and Articulation at the state level. Any instate student wishing to utilize the final appeal process at the state level may contact the Registrar's Office for additional information and forms (registrar@concord.edu or phone 304-384-5236 or 5237).

Academic Advisement

The University expresses its concern for the academic development of each student through the program of academic advising which is coordinated by the Office of the Provost. Each student is assigned an adviser in his or her major field of interest. Students who have not decided upon a major or teaching option are assigned a temporary adviser until a choice of major is made. These students first work with their academic adviser for discussion of the programs at Concord University and what may or may not be appropriate for them. Testing can help determine a student's aptitude in different academic areas. When one or more programs are identified, students are encouraged to approach faculty in these areas for more information. Students expecting to complete program requirements in a timely fashion typically declare a major before they have completed 60 credit hours. Provision is made for the change of adviser, if this is necessary, by consulting the department office in the student's major area. The adviser is the student's major contact point with the University. Questions concerning curriculum, regulations, course selection, change of major, and academic achievement should be taken to the adviser. Personal or social problems of a more general nature can be taken to the adviser for referral to the appropriate University or community service.

Section II: Teacher Education Program (TEP)

Admission to the Teacher Education Program

Acceptance into Concord University does not guarantee acceptance into the Teacher Education Program (TEP). Candidates must satisfy admission criteria to be considered for admission into the TEP. Failure to satisfy all admission requirements by the last day of the semester in which application was made, will result in Teacher Education Program denial for the semester in which application was made. Candidates may reapply for TEP admission the following semester. Candidates must be officially admitted to the Teacher Education Program prior to taking EDUC 306, and all courses which have EDUC 306 as a pre-requisite and/or co-requisite.

Candidates must submit application materials via LiveText by 4pm on the last working day of September during the fall semester, or by 4pm during the last working day in February during the spring semester. Summer applications are not accepted. Department of Education faculty will review application materials during the month following application. Candidates will be emailed TEP admission letters the first week of November during the fall semester, and the first week of April during the spring semester. These letters will reflect one of the following TEP admission levels:

- **TEP Denial:** Candidate has not achieved all admission requirements at close of the application semester, excluding Basic Skills competency. Candidate may re-apply to the Teacher Education Program the following semester.

- **TEP Admission Hold:** Candidate has applied, but is still working toward achieving admission requirements at time of application. Candidates will have until the last day of the semester in which TEP application was submitted to satisfy all admission requirements. At the close of the application semester, candidates will receive notice of Full Admission, TEP Provisional Admission, or TEP Denial.

- **TEP Provisional Admission**: Candidate has satisfied all admission requirements, but Basic Skills competency criteria has not been met. Candidates can enroll in coursework which has TEP admission as a pre-requisite. Candidates must meet Basic Skills competency criteria to achieve TEP Full Admission, and to be eligible for Residency I admission. Provisional admission candidates will be monitored throughout subsequent semesters to track Basic Skills competency criteria. Once Basic Skills competency criteria has been met, the candidate will be eligible to receive TEP Full Admission.

- **TEP Full Admission**: Candidate has satisfied all admission requirements, and Basic Skills competency criteria has been met.

Directions for submission of Admission to TEP Portfolio (ATEPR) in LiveText

1. Login LiveText at http://www.livetext.com/
2. On your main page, Dashboard, select the Documents tab
3. The Documents page will open, select the '+ New' button. The Create a Document page will open
4. From 'Choose a folder' dropdown list, select 'Admission to TEP Portfolio'
5. From the 'Choose a template' dropdown list, select 'Portfolio – Department of Education (Spring 2024 and later)'
6. Change the Title of your portfolio to the following: Last Name, First Name Portfolio. If your portfolio is not titled this way, the Department of Education will not be able to locate it, resulting in Teacher Education Program denial!
7. Select the Layout and Style you prefer (or leave the default setting)
8. Click the 'Save as New Document' button
9. You may copy and paste document text, or click 'File Attachment' to upload artifacts.
   - Please copy and paste document text directly into the text box whenever possible instead of adding an attachment. This does not apply to documents in the Introduction section of the Portfolio template, or 75-Hour documentation.
   - When adding file attachments please title the attachment appropriately.
   - If one document is being submitted as separate pages, please include page numbers in the document titles.
   - Be sure that all attachments will open
10. To submit your portfolio via LiveText to the Department of Education for review: select Send for Review, select My Institutions, type concordadmin, Enter, and Submit for Review.

Teacher Education Program (TEP) Admission Requirements

1. Complete EDUC 210: Diversity, Culture and Education in a Pluralistic Society, with a grade of "C" or better, and successfully complete the required 45-hour clinical experience (Clinical Experience Level I). Candidates transferring EDUC210 from another institution must provide documentation of a completed 45-hour clinical experience in the form of a course syllabi stating the hours of the clinical experience, a copy of the signed time log(s), or other proof of your participation in a 45-hour clinical experience.

2. Complete EDSP 303: Introduction to Special Education, with a grade of "C" or better.

3. Successful completion of a minimum 24 credithours

4. Completion of the specific coursework from General Education Program listed below, with a 2.00 GPA for these specified courses
   - ENGL101 Composition and Rhetoric I (3hr) – grade of 'C' or better required
   - ENGL102 Composition and Rhetoric II (3hr) – grade of 'C' or better required
   - COMM101 Fundamentals of Speech (3hr) – grade of 'C' or better required
   - Mathematics (3hr): One MATH course 100 level or above (excludes MATH305)
   - Natural Sciences (3-4hr): One Natural Science course
   - Social & Behavioral Sciences (3hr): One Social & Behavioral Science course

5. Attain an overall GPA of at least 2.50 in all coursework attempted (including transfer credit). The Cohort Average Overall GPA of candidates during the semester of application must be at least 3.00. If the cohort average is not met, individual candidates with an overall GPA of less than 2.75 (beginning with the lowest applicant GPA) will be denied program admission, until the 3.00 cohort average has been met.

6. Completion of Pre-Admission to TEP seminars. Seminars are held in September during the fall semester, and in February during the spring semester. Candidates will receive a 'Certificate of Completion' via email upon completion, which must be included in their Portfolio.

7. Completion of an Educator Disposition Assessment (EDA) by a Department of Education faculty member. EDA will be administered during EDUC210 or EDUC305 via LiveText. For candidates who have not have an EDA completed, one will be completed by an education faculty member prior to TEP Full Admission. Candidates must sign the 'EDA Acknowledgment Statement,' and include it in the Introduction of their portfolio. Candidates do not need to include the completed EDA evaluation.

8. Submit a professional portfolio & TEP Application via LiveText to the Department of Education. Portfolios are due to the Department of Education via LiveText the last working day of September during the fall semester, and the last working day of February during the spring semester. Candidates whose portfolios are not approved will be given recommendations for improvement, or will be counseled concerning their admission into the TEP. Portfolio requirements will be reviewed in detail during the Pre-Admission to TEP Seminars. See pages 7-11 of the TEP Admission Packet for portfolio requirements.

9. 75-hours of formal experience(s) working with children/youth (Preschool -12th grade) in organized/structured setting(s) prior to TEP admission. Hours must be completed outside of clinical experiences associated with education coursework. Diverse experiences are preferred within an instructional setting. Appropriate experiences might include: Scouts, 4-H, Energy Express, tutoring in afterschool or summer programs, camp counselors, coaching, library read-aloud, art/music/theatre programs, involvement at a daycare center, etc. Hours must be documented through signed letters on official letterhead from teachers, supervisors or leaders. This documentation must provide a description of what the hours involved, the dates and/or timeframe in which the hours were completed, and the total number of hours completed. All documentation must be included in the candidate's TEP Portfolio. The 75 hours should be from within the last 3 years. Private tutoring, babysitting and clerical style work will not towards these hours.

10. Completion of a Basic Skills Competency Assessment in Reading, Writing and Math by the CU Department of Education Office (see page 3 of TEP Admission Packet for competency criteria). The Basic Skills Competency Assessment will be included in candidate's TEP letter. Candidates who do not meet competency criteria at the time of TEP application will be eligible for TEP Provisional Admission, as long as all other TEP admission requirements have been met. Competency criteria must be met prior to residency I admission, and for a candidate to transition to TEP Full Admission.

Portfolio Review Technical Guide

Candidates are encouraged to begin working on the Admission to Teacher Education Program Portfolio (ATEPR) following completion of Clinical Experience Level I. The ATEPR can be completed very early during Clinical Experience Level II or the semester prior to candidates enrolling in Clinical Experience Level III. Candidates are encouraged to review the 4-year plan of study as a guide for determining when they should plan to enroll in courses with Clinical Experience requirements. ATEPR is due by close of business the last working day of September during fall semesters and last working day of February during spring semesters.

Once a Teacher Education Program candidate has submitted their Admission to Teacher Education Program Portfolio to "concordadmin" via LiveText, it will be distributed to Department of Education faculty for review. Department of Education faculty will review each section of submitted portfolios utilizing the following rubric of standards, provide an overall evaluation and leave comments (if applicable), which will be provided to candidates in their admission decision letter

The purpose of the Admission to the Teacher Education Program Portfolio is to provide evidence teacher education candidates are developing or have developed dispositions related to becoming an effective teacher. The dispositions and directions for each portfolio component are provided below.

Portfolio Introduction:
Candidates are to provide the TEP Application (page 1 of the TEP admission packet), Pre-Admission to TEP seminar certificate and signed EDA Acknowledgement Statement in this section.

DISPOSITION 1: Candidate is committed to the belief that all students can learn:
The candidate is committed to the belief that all children can learn. Highly effective teachers can have an inspiring effect on the daily lives of children and their life long educational aspirations. Research has shown that teachers who believe that all children can learn, and who hold high expectations for themselves, and their students have a maximum impact upon student learning (Darling-Hammond & Baratz-Snowden, 2005; Tucker & Strange, 2005). The Teacher Education Program at Concord believes that effective teachers use many different tools to help students learn, but at the heart of teaching is a belief that all children can learn.

PORTFOLIO DIRECTIONS: Candidate completes an artifact (an essay, video demonstration, PowerPoint, or examples of students' work) along with a description that articulates candidate's belief that all students can learn. The explanation should address students with differing family backgrounds, personal skills, and abilities. Candidates are encouraged to use personal examples or examples of students they have had experience with. Candidates should use and cite research articles to support their explanations.

DISPOSITION 2: Candidate takes on leadership roles and opportunities to take responsibility:
The candidate is a teacher leader. Danielson (2006) stated that "teacher leaders don't gain their authority through an assigned role or position; rather they earn it through their work with both their students and their colleagues" (p.1).

PORTFOLIO DIRECTIONS: From the above below, select a disposition(s) that Danielson presented as necessary for teacher leaders, and provide an artifact (such as an essay, video demonstration, PowerPoint, or examples of students' work) along with a description that articulates how the disposition(s) has been demonstrated and/or modeled. Candidates are encouraged to discuss how these dispositions have been modeled within a P-12 setting if possible.

Danielson presented dispositions that teacher leaders share which include:

- Deep commitment to student learning
- Optimism and enthusiasm
- Open mindedness to new ideas
- Humility
- Courage and willingness to take risks and to accept change
- Confidence and decisiveness
- Perseverance
- Respect and care for others
- Willingness to work hard

DISPOSITION 3: Candidate demonstrates a willingness to accept change and persist through tough situations:

The candidate demonstrates a willingness to accept change and new ideas. There is an old saying that the only thing constant in life is change. Teaching is filled with change and a need to be ready for anything at any time. Good teaching requires the ability to be flexible, to be able to adapt to new situations, to be open to new ideas, and to accept and respond positively to tough situations. Christenbury (2010) stated that effective teaching is variable and contextual. Teachers use a variety of methods and strategies, changing them and refining them over time. Teachers also respond to students, school and community events, and societal needs. In essence, change and new ideas are the constants of teaching.

PORTFOLIO DIRECTIONS: Provide an artifact (such as an essay, video demonstration, PowerPoint, or examples of students' work) along with a description that demonstrates times and/or situations that required demonstration of aspects of a flexible mind set to accept change and persist through tough situations. If possible, provide examples from structured/organized settings or P-12 classroom settings.

DISPOSITION 4: Candidate is committed to professional practices:

The Council of Chief State School Officers (CCSS) Interstate Teacher Assessment and Support Consortium (InTASC) developed Model Teaching Standards and Learning Progressions for Teachers. The Teacher Education Program at Concord is aligned to these standards. The InTASC professionalism standard states, "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. Additionally, candidates' disposition regarding professionalism is evaluated by education faculty using the Educators Dispositional Assessment. Components of this assessment include whether candidates respond promptly to communications and submits all assignment, consistently exhibit punctuality and attendance, maintain professional boundaries of ethical standards of practice, keep inappropriate personal life issues out of classroom/workplace, function as a collaborative group member as evidenced by high levels of participate towards productive outcomes.

PORTFOLIO DIRECTIONS: Provide an artifact (such as an essay, video demonstration, PowerPoint, and/or approved time log from early clinical experience) along with a description that demonstrates examples of the importance of professional practices especially regarding communication (oral and written), punctuality, and attendance. Candidates should also reference appropriate codes of ethics, professional standards of practice, and/or relevant law and policy.

DISPOSITION 5: Candidate engages in reflective practice of P-12 experiences:

The candidate is a reflective practitioner. The importance of reflective practice is not a new concept. Lortie (1975) described how reflecting on teaching decisions leads to intentional teaching rather than teaching by imitation. As a teacher candidate, you have already gone through at least 12 years of the "apprenticeship of observation." As a student in the classroom, you have developed preconceived ideas of what teaching is through having watched others do it. You may sense what teachers do but have no grasp of why they do it. To become an effective teacher, it is important for teachers to examine their own beliefs about their classroom practices. Because of their ability to reflect, great teachers know not only what to do, but also why. Researchers have substantiated the role of reflection in teachers' professional growth (Constantino & De Lorenzo, 2001; Danielson & McGreal, 2000; Glickman, 2002; Lambert, 2003). A disposition toward reflection—and a good sense of when you as a teacher need to step back and think deeply—should be part of all teachers' repertoires. As you progress through the teacher education program at Concord, you will develop habits of mind that lead toward reflection. This exercise may be your first opportunity to practice the habit of reflection. You will describe an educational experience that influenced your beginning understanding of teaching and learning. Your description should come from either your volunteer experience and/or clinical experience.

PORTFOLIO DIRECTIONS: While maintaining confidentiality, describe the setting, the context, and the characteristics of the learner(s) within a P-12 setting. Candidates are encouraged to include relevant characteristics of the class, groups, and individuals as learners. Explain how these characteristics impact teaching and learning.

DISPOSITION 6: Candidate is receptive to feedback/takes initiative:

As teachers we know that providing feedback to our students can produce greater learning (Marzano, Pickering, & Pollock, 2001). Constructive feedback is an important part of the learning cycle and as a teacher candidate you must be open and receptive to constructive feedback. Feedback doesn't do much good if the person receiving it is not receptive to it.

PORTFOLIO DIRECTIONS: Provide an example of your willingness to seek out and favorably respond to feedback from teachers, coaches, peers, or a supervisor in a job. Explain how this feedback led to greater learning.

DISPOSITION 7: Candidate uses effective oral communication skills:

Oral communication skills are imperative for teachers to communicate with colleagues, and families, and in the classroom to appropriately deliver content.

PORTFOLIO DIRECTIONS: Provide a 1–2-minute (no longer than 2 minutes) video introduction of yourself which includes your name, your major and brief statement regarding why you want to be a teacher. Your video should be a quality video with clear sound and lighting. You should be clearly visible in the video. Please be aware of your background in the video. Candidates are encouraged to use a blank background. In the video use professional language and correct grammar. Incorporating vocabulary related to the teaching field is encouraged. Candidates are encouraged to watch and edit the video prior to submission.

DISPOSITION 8: Candidate uses respectful and effective written communication skills:

Written communication skills are imperative for teachers to communicate with colleagues, and families, and in the classroom to appropriately deliver content.

PORTFOLIO DIRECTIONS: Review all work completed for the portfolio to ensure correct spelling, grammar mechanics, complete sentences with appropriate subject-verb agreement and punctuation, and scholarly professional vocabulary.

DISPOSITION 9: Candidate is committed to working with P-12 students:

Teaching is a rewarding occupation, but it can also be challenging. Researchers have found that highly qualified teacher candidates are more likely to enter the profession and stay in the profession (Vagi, 2017). It has also been documented within professional literature that teacher attrition is lowest within the first two years of the job (Boe, Bobbitt, & Cook, 1997; Harris & Adams, 2007; Kirby & Grissmer, 1993; Luekens, Lyter, Fox, & Chandler, 2004; Murnane et al., 1989). Therefore, Concord requires candidates gain at least 75 hours of experience with P-12 students prior to admission to the TEP to begin the foundation of this experience.

PORTFOLIO DIRECTIONS: Provide documentation of 75-hours of formal experience(s) working with school aged children (PreK -12th grade) in organized/structured setting(s) prior to Teacher Education Program (TEP) admission. Hours must be completed outside of clinical experiences associated with education coursework. Diverse experiences are preferred within an instructional setting. Appropriate experiences might include Scouts, 4-H, Energy Express, tutoring in afterschool or summer programs, camp counselors, coaching, library read-aloud, art/music/ theatre programs, involvement at a daycare center, etc. Hours must be documented through signed letters on official letterhead from teachers, supervisors, or leaders within the organization. This documentation must provide a description of the hours involved, the dates and/or timeframe in which the hours were completed, and the total number of hours completed. All documentation must be included in the candidate's TEP Portfolio. The 75 hours should be from within the last 3 years. Private tutoring, babysitting and clerical style work will not count towards these hours.

Portfolio Review Rubric

Once you have submitted your portfolio to "concordadmin" via LiveText, it will be distributed to the designated Department of Education faculty members for review. The Department of Education faculty members will base their review of each section of your portfolio upon the following rubric of standards, provide an overall evaluation, and leave comments that will be provided to you in your admission status letter.

Disposition	Distinguished=4	Accomplished=3	Emerging=2	Unsatisfactory=1
1. The teacher candidate is committed to the belief that all students can learn. CAEP R1.1 InTasc 2l, 2m, 1e, 9n Danielson 1b	The candidate demonstrates their belief that students from differing personal and family backgrounds and with differing skills, abilities, perspectives, talents, and interests can learn. The artifact demonstrates how the candidate incorporates this knowledge into teaching and learning to maximize learning for each student in the class. The candidate has referenced/cited multiple research/evidence to support his/her beliefs.	The candidate demonstrates their belief that students from differing family backgrounds and with differing personal skills and abilities can learn. The artifact demonstrates how the candidate has applied this belief to maximize learning for individual learners. The candidate has referenced/cited research/ evidence to support his/her beliefs.	The candidate demonstrates their belief that all students can learn by providing an example or description that supports the candidate's belief that all students can learn. The candidate's artifact does not address students with differing family backgrounds and with different personal skills and abilities.	Through the artifact the candidate is unable to demonstrate the belief that all students can learn through an example or description of his/her belief.
2. Leadership roles & opportunities to take responsibility InTasc 10p, 10q Danielson 4f	The candidate identifies and describes multiple examples of behaviors that they have engaged in that provide specific evidence that teacher leadership has been modeled within a P-12 setting	The candidate identifies and describes examples of behaviors that they have engaged in that provide evidence of teacher leadership	The candidate describes and provides an example of behaviors that they could engage in that would be evidence of the potential for teacher leadership.	Description and/or example does not provide evidence that potential for teacher leadership has been modeled.
3. The candidate demonstrates a willingness to accept change and persist through tough situations InTASC 8s	The candidate demonstrates multiple aspects of a flexible mindset and ability to persist through tough situations within the P-12 setting.	The candidate demonstrates multiple aspects of a flexible mindset and willingness to persist through tough situations or demonstrates one aspect in structured/ organized settings or within the P-12 classroom setting.	The candidate demonstrates one aspect of a flexible mindset and willingness to persist through tough situations	The candidate is unable to demonstrate with an artifact or through a narrative that he/she values flexibility and is willing to persist through tough situations.
4. The candidate develops professional practices InTASC 9o Danielson 4e	The candidate describes and provides examples of his/her professional practices regarding communication (oral and written), punctuality, and attendance in P – 12 classroom setting. The candidate references appropriate codes of ethics, professional standards of practice, and/or relevant law and policy.	The candidate describes and provides examples of his/her professional practices regarding communication (oral and written), punctuality, and attendance in structured/organized settings or within the P-12 classroom setting.	The candidate describes and provides examples of his/her professional practices regarding oral communication, written communication, punctuality, and attendance in general life experiences. Candidate does not describe these practices within a P-12 setting.	Candidate does not provide examples of his/her professional practices regarding oral communication, written communication, punctuality, and attendance.
5. Candidate engages in reflective practice of P-12 experiences InTASC 3r Danielson 4a	While maintaining confidentiality, candidate provides a description of the P-12 learning/observational experience that includes details of the school and classroom setting, the context of the experience and the characteristics of the class, groups, and individuals as learners.	While maintaining confidentiality, candidate provides a description of the P-12 learning/observational experience that includes details of the setting and the context, and includes relevant characteristics of the class, groups, or individuals as learners	While maintaining confidentiality, candidate provides a description of the P-12 learning/observational experience that includes basic general details of the classroom setting and context but lacks relevant characteristics of groups or individual learners.	Candidate's description of the P-12 observation/ learning experience fails to maintain confidentiality, is incomplete or lacks details associated with the setting and/or context.

Portfolio Review Rubric Continued

Once you have submitted your portfolio to "concordadmin" via LiveText, it will be distributed to the designated Department of Education faculty members for review. The Department of Education faculty members will base their review of each section of your portfolio upon the following rubric of standards, provide an overall evaluation, and leave comments that will be provided to you in your admission status letter.

Disposition	Distinguished=4	Accomplished=3	Emerging=2	Unsatisfactory=1
6. The candidate is receptive to feedback/takes initiative Danielson 4e InTASC 9i, 9n, 10r, 10t	Candidate describes and provides examples of actions the teacher candidate has taken to <u>seek out, reflect, and act upon feedback and how the feedback led to greater learning</u>	Candidate describes and provides examples of how the teacher candidate responded favorably to feedback and <u>how the feedback led to greater learning.</u>	Candidate describes and provides examples of <u>how the teacher candidate responded favorably to feedback, although the candidate does not describe how that the feedback led to greater learning.</u>	Candidate <u>lacks a description and/or examples</u> of how the teacher candidate responded to feedback
7. Effective oral communication skills WV Professional Teaching Standards 3b EDA	Through video introduction and statement of why I want to become a teacher, candidate is engaging with pacing, tone, and eye contact, and <u>uses professional, appropriate language and grammar, advanced vocabulary related to the teaching field is evident.</u>	Through video introduction and statement of why I want to become a teacher, <u>consistently uses professional, appropriate language, and grammar.</u>	Through video introduction and statement of why I want to become a teacher, uses <u>mostly professional, appropriate language, and grammar but few common errors are noticed.</u>	Through video introduction and statement of why I want to become a teacher, several errors are <u>noticed in use of language and grammar,</u> or video introduction was not provided.
8. Respectful and effective written communication skills InTASC 3q WV Professional Teaching Standards 3b EDA	<u>Strong professional, appropriate, language and grammar are consistent</u> throughout the portfolio to clearly communicate ideas. <u>Advanced vocabulary is also evident.</u>	<u>Strong professional, appropriate, language and grammar are consistent</u> throughout the portfolio to clearly communicate ideas.	<u>Few common errors in spelling, grammar, and writing</u> are noticed throughout the portfolio.	<u>Major errors in spelling, grammar, and writing</u> are noticed throughout the portfolio.
9. 75 hours of work or volunteer experience with school aged children/youth InTASC 3n	Teacher candidate demonstrates a commitment to working with learners by providing evidence of extensive experience/s working with children/ youth. A minimum of <u>75 hours is in an instructional setting and/or evidence includes supervisory responsibilities. Documentation is signed, and on official letterhead.</u>	Teacher candidate demonstrates a commitment to working with learners by providing evidence of experience/s (totaling 75 hours) working with children/youth. <u>Experiences include some time in an instructional setting. Documentation is signed, and on official letterhead.</u>	Teacher candidate demonstrates a commitment to working with learners by providing evidence of experience/s (minimum of 75 hours) working with children/youth. <u>Experience/s are in a structured setting. Documentation is signed, and on official letterhead.</u>	Teacher candidate is <u>unable to provide</u> evidence 75 hours of experience working with children/youth in a structured setting. <u>Documentation is not signed, and/or is not on official letterhead.</u>

Basic Skills Competency in Reading, Writing & Math

Candidates seeking initial licensure must satisfy Basic Skills competency criteria in Reading, Writing and Math prior to Residency I admission. The CU Department of Education will complete a Basic Skills Competency Assessment in Reading, Writing & Math on each candidate, based upon the criteria below at the time of TEP application. The Basic Skills competency assessment results will be included in TEP admission decision letters. Candidates who do not meet competency criteria at the time of TEP application will be eligible for TEP Provisional Admission, as long as all other TEP admission requirements have been met. Competency criteria must be met prior to residency admission, and for the candidate to transition to TEP Full Admission. Failure to meet competency criteria prior to Residency I will result in the candidate being denied full TEP admission, and will not be permitted to progress into residency.

Competencies can be met individually (example: Praxis Core exam used to meet Math criteria & SAT score used to meet Reading & Writing criteria), or all three competencies can be met using a single criterion (example: 'B' or better in ENGL101, ENGL102 & MATH100+)

Reading & Writing Competency - Candidates must satisfy at least one of the following criteria:
- Successfully complete Praxis Core Academic Skills for Educators Reading & Writing exams (test codes 5713 & 5723). Official passing scores must be sent to Concord University via ETS. Visit https://www.ets.org/praxis/register to register for the exam. Be sure to list Concord University and the WV Department of Education as a 'Score Recipient.'
- Attained a minimum combined score of 34 on the ACT exam (exams taken on or after November 1, 1989) using the Enhanced English and Enhanced Reading exams, with a minimum individual score of 17 for each individual subject (English and Reading). Eligible scores for English and Reading may be combined from multiple administrations of the ACT exam
- Attained a SAT score of 480 on the 'Evidence Based Reading and Writing' exam (exams taken on or after May 1, 2016)
- Obtain a grade of at least a 'B' in ENGL101 and ENGL102 with each course being at least 3-credit hours*

Math Competency - Candidates must satisfy at least one of the following criteria:
- Successfully complete Praxis Core Academic Skills for Educators Math exam (test code 5733). Official passing scores must be sent to Concord University via ETS. Visit https://www.ets.org/praxis/register to register for the exam. Be sure to list Concord University and the WV Department of Education as a 'Score Recipient.'
- Attained a minimum individual score of 19 on the ACT Mathematics exam (exams taken June 30, 2023 or earlier)
- Attained a minimum individual score of 21 on the ACT Mathematics exam (exams taken on or after July 1, 2023)
- Attained a SAT score of 530 In Math (exams taken on or after May 1, 2016)
- Obtain a grade of at least a 'B' in MATH101 or above*, excluding MATH305

Reading, Writing & Math Competency - Candidates must satisfy at least one of the following criteria:
- Obtain a grade of at least a 'B' in each of the following three courses* with each course being at least 3-credit hours: ENGL101, ENGL102 and MATH101 or above (excluding MATH305).
- Holds a passing score on the current Elementary Education Multiple Subject PRAXIS II Exams (5000 series) required for WV licensure
- Obtained a score that is two standard error of measurement (SEM+2) above the content exam cut score for which licensure is sought:
  - English 5-Adult (exam 5038) - Required Score: 167 | SEM+2 Score: 177
  - General Science 5-Adult (exam 5436) - Required Score: 141 | SEM+2 Score: 155
  - Music Pk-Adult (exam 5113) - Required Score 155 | SEM+2 Score:167
  - Social Studies 5-Adult (exam 5081) - Required Score: 148 | SEM+2 Score: 158
  - Wellness Pk-Adult (exam 5857) - Required Score: 160 | SEM+2 Score: 172
  - Special Education (exam 5543, valid until 8/31/24) - Required Score: 153 | SEM+2 Score: 163
  - Special Education (exam 5355) - Required Score: 145 | SEM+2 Score: 159
- Attained a composite score of 21 on the ACT (exams taken on or after November 1, 1989)
- Attained a score of 1035 on the SAT (exams taken prior to January 1, 1995)
- Attained a score of 1125 on re-centered SAT (exams taken April 1, 1995 to April 20, 2005)
- Attained a score of 1170 on revised SAT using Critical Reading & Math scores (exams taken March 1, 2005 to April 30, 2016)

*Grades of 'B-' do not meet this requirement. Candidates who have AP credit with a grade of 'P' will receive the equivalency of a grade of 'B'

Section III: Educator Disposition Assessment (EDA)

The Educator Disposition Assessment (EDA) is a valid and reliable measure of a teacher candidate's dispositions. The EDA evaluates nine dispositions with 27 indicators. The dispositions identified in the EDA are categorized descriptions of teacher behavior that affect positive influence in the professional setting and promote gains in P-12 student learning. All are equally important. A strong correlation exists between the dispositions of teachers and the quality of their students' learning. Teachers who care about their students and are willing to exert the effort needed to ensure the classroom is a productive learning environment, possess the professional dispositions outlined in the EDA.

Candidate will be assessed a minimum of three times using the EDA at the following points: prior to TEP admission, admission to residency, and at the end of residency. Teacher Education majors are informed of the use and purpose of the EDA in all education courses, accompanied by activities regarding dispositions, and their importance in the classroom. Candidates are also provided information regarding the EDA in the Department of Education Handbook, seminars, and other materials published by the college/school/department.

The Department of Education can assess a candidate's disposition at any other time outside of the previously stated points should a candidate's disposition become a concern, the candidate received a score of 'needs improvement', or if they requires additional development on a specific disposition. If EDA is completed for a candidate any time other than the previously stated checkpoints, the EDA will be completed in accordance with the "Intervention, Remediation & Dismissal" section below.

Intervention, Remediation & Dismissal

Should a candidate's disposition become a concern, the candidate receives a score of 'needs improvement', or if they require additional development on a specific disposition, they will be assigned one of the intervention levels below at the discretion of the Department of Education and the Admission, Retention and Dismissal (ARD) Committee within the Department of Education. The ARD Committee consists of the Department Chair, Director of Teacher Education, Director of Clinical Experience and Department of Education faculty. Intervention levels are determined depending upon the perceived severity of the disposition in question. If a candidate receives an EDA more than once outside of the three previously stated points, they will automatically be assigned Level II Intervention.

Candidates will be provided with a copy of the completed EDA, along with any other completed forms. Original forms, and the initial EDA will be placed in the candidate's department file, with a digital copy being housed in LiveText (Watermark). A note will also be added to the candidate's advising file in DegreeWorks.

Interventions are intended to help the candidate achieve the expected targets and benchmarks required to successfully complete the education program. Intervention or remedial activities may include, but are not limited to: additional advising sessions/meetings, removal from coursework, enrollment in a EDUC 220: Special Topic - Professional Development (0 hours), additional clinical supervision, or clinical experience suspension. Depending upon the severity of the disposition in question, or if the candidate does not comply with the established plan, the ARD Committee reserves the right to remove the individual from education coursework, terminate clinical experience, dismiss the candidate from the Teacher Education Program, and deny enrollment in future education coursework.

- **Level I Intervention: Conference without Formal Improvement Plan (FIP) -** This level of intervention is held with the course professor, director of clinical experiences or department chair. It involves working directly with the candidate by recommending specific actions the candidate must take in order to improve the disposition/s where an 'needs improvement' score was received. A follow-up conference will be held at the discretion of the EDA administrator to determine if the dispositional concern has improved. Should a candidate not agree to comply with the assigned interventions, or the disposition has not improved, the Level II process will be initiated.
- **Level II Intervention: Conference with Formal Improvement Plan (FIP**) - This level of intervention is held with the ARD Committee within the Department of Education, and any other party deemed necessary. Depending upon the severity of the disposition in question, the ARD Committee will take action to initiate program/course/clinical removal, or an actionable FIP will be co-developed to remediate the concern. If a FIP is developed, follow up meetings will be conducted as deemed necessary along with an Outcomes, Results of Intervention, Remediation (ORIR) form. Upon ORIR review, final remediation action will be determined.

Appeal Process

In accordance with Concord University's 'Academic Policies & Procedures' outlined in the Academic Catalog, candidates have the right to appeal any decision made within the Department of Education and/or ARD Committee regarding EDA intervention/remediation through the Administrative Appeal Process: "A student has a right to appeal any administrative decision made by the Academic Administration, including decisions regarding academic exceptions, decisions made via processes within the Office of the Registrar, as well as any academic decisions made by Department Chairs, Deans, or the Associate Provost. These are separate from Grade Appeals [...] Administrative Appeals should be made in writing to the Office of the Provost, outlining the original request, the decision made, and the rationale for disputing the decision, along with any corroborating evidence. The Provost will investigate the claim, speaking to the student and the official who made the decision, and perhaps others, in an attempt to learn as much as possible prior to making a ruling in the matter. The Provost will submit his or her decision in writing to the student and the official who made the original decision. Decisions of the Provost in such matters is final."

EDA Acknowledgement and Acceptance Statement

Clinical experience participants and TEP applicants must sign the statement below, acknowledging they understand and accept the content and purpose of the EDA, this EDA Policy and all other statements made in this document. Candidates must submit this signed document with their clinical experience request form each semester in which they have a clinical experience, as well as in their TEP portfolio. The applicant acknowledges that dispositions identified in the EDA apply to the university setting, courses and clinical experiences. The applicant is aware his/her professional dispositions will be assessed throughout the TEP and will have a bearing on decisions made regarding eligibility to complete the education program in a successful manner.

Applicant signature: _____ Date: _____

Educator Disposition Assessment Rubric

Candidate Name: _____   Evaluator Name: _____   Date: _____

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number in the cell. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells. Scores for each of the nine dispositions will be averaged to calculate an overall composite score. Lastly, please add comments to support ratings as needed.

0-Needs Improvement: minimal evidence of understanding and commitment to the disposition
1-Developing: some evidence of understanding and commitment to the disposition
2-Meets Expectations: considerable evidence of understanding and commitment to the disposition

AVERAGE SCORE:

COMMENTS:

Disposition	Associated Indicators		
1. Demonstrates Effective Oral Communication Skills	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	• Does not consistently demonstrate professional oral communication skills as evidenced by making *major* errors in language, grammar, and word choice • Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation • Choice of vocabulary is either too difficult or too simplistic	• Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors • Strives to vary oral communication as evidenced of some students demonstrating a lack of participation • Occasionally uses vocabulary that is either too difficult or too simplistic	• Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment • Varies oral communication as evidenced by encouraging participatory behaviors • Communicates at an age appropriate level as evidenced by explaining content-specific vocabulary
2. Demonstrates Effective Written Communication Skills	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	• Communicates in tones that are harsh or negative as evidenced by fostering negative responses • Demonstrates *major* spelling and grammar errors or demonstrates frequent common mistakes	• Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses • Demonstrates *common* errors in spelling and grammar	• Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses • Demonstrates precise spelling and grammar
3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	• Does not respond to *communications* • and does not submit all assignments • Fails to exhibit punctuality and/or attendance • Crosses *major* boundaries of ethical standards of practice • Divulges inappropriate *personal* life issues at the classroom/workplace as evidenced by uncomfortable responses from others • Functions as a group member with no participation	• Delayed response to *communications* and late submission of assignments • Not consistently punctual and/or has absences • Crosses *minor* boundaries of ethical standards of practice • Occasionally divulges *inappropriate* personal life issues into the classroom/workplace, but this is kept to a minimum • Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation	• Responds promptly to *communications* • and submits all assignments • Consistently exhibits punctuality and attendance • Maintains professional boundaries of ethical standards of practice • Keeps *inappropriate* personal life issues out of classroom/workplace • Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes
4. Demonstrates a positive and enthusiastic attitude	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	• Often complains when encountering problems and rarely offers solutions • Resists change and appears offended when suggestions are made to try new ideas/activities • Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions	• Seeks solutions to problems with prompting • May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed • Overlooks opportunities to demonstrate positive affect	• Actively seeks solutions to problems without prompting or complaining • Tries new ideas/activities that are suggested • Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues

5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	Needs Improvement 0	Developing 1	Meets Expectations 2
	• Rejects constructive feedback as evidenced by no implementation of feedback • Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve • Comes to class unplanned and without needed materials • Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed	• Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions • Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement • Comes to class with some plans and most needed materials • Aware that lesson is not working but does not know how to alter plans to adjust	• Accepts constructive feedback as evidenced by implementation of feedback as needed • Learns and adjusts from experience and reflection as evidenced by improvements in performance • Comes to class planned and with all needed materials • Alters lessons in progress when needed as evidenced by ability to change plan mid- lesson to overcome the deficits
6. Exhibits an appreciation of and value for cultural and academic diversity Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)	Needs Improvement 0	Developing 1	Meets Expectations 2
	• Demonstrates inequitable embracement of all *diversities* • Is challenged to create a *safe classroom* as evidenced by ignoring *negative* behaviors by students	• Goes through the *expected and superficial motions* to embrace all *diversities* • Strives to build a *safe classroom* with zero tolerance of *negative* behaviors towards others but needs further development in accomplishing this task	• Embraces all *diversities* as evidenced by implementing *inclusive activities and behaviors* with goals of *transcendence* • Creates a *safe classroom* with zero tolerance of negativity to others as evidenced by correcting *negative* student behaviors
7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
	• Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus • Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others • Rarely collaborates or shares strategies and ideas even when	• Demonstrates some flexibility • Maintains a respectful tone in most circumstances but is not consistent • Shares teaching strategies as evidenced by some effort towards collaboration	• Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus • Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others • Proactively shares teaching strategies as evidenced by productive collaboration
8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	Needs Improvement 0	Developing 1	Meets Expectations 2
	• Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support • Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work	• Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth • Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective	• Recognizes own weaknesses as evidenced by seeking solutions before asking for support • Researches and implements most effective teaching styles as evidenced by citing works submitted
9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	Needs Improvement 0	Developing 1	Meets Expectations 2
	• Demonstrates immaturity and lack of self- regulation as evidenced by overreacting to sensitive issues • Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily • Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness	• Demonstrates level of maturity to self– regulate after initial response is one of overreaction to sensitive issues • Demonstrates perseverance and resilience (grit) most of the time • Demonstrates sensitivity to feelings of others most of the time	• Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues • Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations • Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness

Educator Disposition Assessment (EDA) Intervention Meeting Acknowledgement

I have been informed of the issues/concerns regarding my actions/behavior. I am aware that an Educator Disposition Assessment (EDA) has been completed and I understand my future as an educator depends on my willingness to make the necessary changes.

In the meeting and/or decision on _____, the following occurred:
                                                                 (Date)

_____ a formal improvement plan was *not* created. However, my actions/behaviors were addressed and suggestions were offered to assist me in correcting the concern(s). I will receive a copy of the EDA via email within a few days.

_____ a formal improvement plan was created. I am fully aware of my responsibility in this plan and had input in developing it. I will receive a copy of the EDA and the formal improvement plan via email within a few days.

My signature on this paper indicates that:

_____ I accept the terms of this meeting and/or formal improvement plan. It is my responsibility to correct the disposition in a positive manner and use this experience to grow as a person and an educator. If a formal improvement plan was developed, I will do my best to follow the steps of the plan and to successfully achieve the goal(s).

_____ I do not accept the terms of this meeting and/or formal improvement plan. I understand that the consequences of not correcting the problem may result in being denied progression in the program.

_____ I understand the conditions under which this EDA was completed

_____   _____
            (Signature of Candidate)   Date

_____   _____
                                                                  Date

_____   _____
                                                                  Date

_____   _____
                                                                  Date

Candidate Formal Improvement Plan (FIP)

Candidate:_____Major:_____Date:_____

Reason for Intervention/Remediation:

Intervention/Remediation Plan:

Plan of Action (select all that apply):

_____Candidate progresses in the Teacher Education Program

_____Candidate is dismissed from the Teacher Education Program

_____Other (please explain below)

I have read and understand the Candidate Formal Improvement Plan and its full implications regarding my continued progress in the Teacher Education Program at Concord University.

Candidate's Signature: _____ Date: _____

Faculty Issuing Rating Leading to Remediation Signature:_____Date: _____

Admission, Retention, and Dismissal (ARD) Committee Signature/s:
Department Chair:_____Date:_____

Director of Clinical Experiences:_____Date:_____

Faculty Member:_____Date:_____

Candidate Outcomes, Results of Intervention, Remediation Plan (ORIR)

Candidate:_____Major: _____Date: _____

Outcomes, Results of Intervention, Remediation (select all <u>that</u> apply)

_____Candidate met requirements of the plan at an acceptable level:

_____Candidate failed to meet requirements of the plan at an acceptable level:

_____Other (please explain below)

Additional comments regarding Outcomes, Results of Intervention, Remediation option selected above:

I have read and understand the Candidate Outcomes, Results of Intervention, Remediation Plan and its full implications regarding my continued progress in the Teacher Education Program at Concord University

Candidate's Signature: _____Date: _____

Faculty Issuing Rating Leading to Remediation Signature:_____Date:_____

Admission, Retention, and Dismissal (ARD) Committee Signature/s:

Department Chair:_____Date: _____

Director of Clinical Experiences:_____Date: _____

Faculty Member:_____Date: _____

Section IV: Early Clinical Experience

Early Clinical Experience Requirements

Concord University has established multiple levels of clinical experiences, and built evaluations upon level expectations. All evaluations follow the same set of InTASC standards, which will allow analysis of students' growth as they progress through the various levels. Courses that have a clinical experience, listed below, will have a 0-credit hour lab course for the experience.

- Clinical Experience I – EDUC210L
- Clinical Experience II – EDUC305L
- Clinical Experience III – EDUC306L
- Clinical Experience IV - EDUC450 (Year-Long Residency Part I)
- Clinical Experience V – EDUC460 (Year-Long Residency Part II)

CLINICAL LEVEL I – 45 hours	CLINICAL LEVEL II – 45 hours	CLINICAL LEVEL III – 45 hours
Optional activities in ALL clinicals may include: read aloud, bulletin boards, or any other assistance to the teacher.		
- Active observation - Classroom procedures and routines - Classroom management plan(s) - Instructional strategies utilized - Pacing - Teacher engagement - Student engagement - Group work - Differentiation - Technology utilized - Assist teacher - Participate in classroom activities - Monitor - Facilitate - Assist individual students - Create lesson plans for two mini-lessons - Teach two mini-lessons 10-15 minutes - Small group or whole group - Assist in one of the following: - Recess duty - Bus duty - Lunch duty	- Assist teacher - Participate in classroom activities - Monitor - Facilitate - Assist individual students - Work with small groups of students - Create two detailed lesson plans for two in-depth lessons using: - Behavioral objectives - WVTPA lesson plan format - Teach two in-depth lessons 20-40 minutes - Small group or whole group - Engaging activities - Utilizing technology - Clinical II **or** Clinical III - Attend at least one of the following - Parent conference - SAT or IEP or 504 meeting - Attend one county board of education meeting	- Assist teacher - Co-teaching if planned in advance - Participate in classroom activities - Monitor - Facilitate - Assist individual students - Work with small groups of students - Create three detailed lesson plans using: - behavioral objectives - WVTPA lesson plan format - Teach three in-depth lessons - Use instructional models other than direct instruction; provide rationale for choice - Select Bloom's verbs for objectives 30-60 minutes each - Whole group instruction - Engaging activities - Differentiated instruction - Clinical II **or** Clinical III - Attend at least one of the following - Parent conference - SAT or IEP or 504 meeting - Attend one county board of education meeting
Clinical experience candidates are required to keep an accurate, up-to date, detailed time-log in LiveText. **Candidates must note in their time-log entries when the activities listed above are completed**		

Early Clinical Experience Guidelines & Expectations

Concord University's Education Department reserves the right to suspend or terminate the candidate's placement if any aspect of their performance, professional behavior, or ethical behavior is deemed unsatisfactory by any party, or if there is an infraction of these procedures. Severe or repeated infractions may include course failure and/or termination from the program. The EDA process will be followed when a concern occurs.

Clinical Experience General Guidelines & Policies

- Concord University teacher candidates must be placed in a classroom with a teacher licensed in the content specialization and grade level for which the teacher candidate is seeking licensure. The cooperating mentor must have a total of at least three years of teaching experience in the content area for which the candidate is seeking licensure. In addition, cooperating mentors must have at least one year of teaching experience at their current location
- Cooperating mentors work with only one teacher candidate at any specific time. A cooperating mentor may have more than one candidate, as long as the candidates are not assigned at the same time.
- Concord teacher candidates are not licensed teachers; therefore, they must at all times work under the direct supervision of the assigned cooperating teacher(s).
- Concord teacher candidates are instructed to participate no more than one complete morning or afternoon per day (4 hours maximum). However, candidates may participate for one full-day per semester to experience the scope of any entire day's schedule (8 hours maximum). Candidates are permitted to participate in their mentor's planning period. Up to 7 hours of planning period time can be used towards their 45-hour early clinical experience.
- Hours accumulated from drive times to/from placement do not count towards Early Clinical Experience hours
- Hours accumulated from clinical experience duties (lunch duty, bus duty, BOE meetings, parent meetings, recess) will count toward the clinical experience hour requirement.
- Teacher candidates are instructed to contact their cooperating mentor within one week of receiving their placement via LiveText to arrange a day and time to report for their first visit. Upon the candidate's first visit, the cooperating teacher needs to approve a mutually agreeable visitation schedule. The candidate must complete the 'Early Clinical Experience Contract' via LiveText within 2 weeks of receiving their placement

Cooperating Mentor Responsibilities

- The cooperating mentor is to provide appropriate instructional activities and direct supervision at all times for the assigned teacher candidate.
- The cooperating mentor is to monitor attendance and performance of the assigned candidate(s). If the cooperating mentor has a question, comment or concern in relation to the assigned candidate(s) or the early clinical placement process, the teacher may contact the CU Department of Education Operations Coordinator.
- The cooperating mentor is to complete the required candidate evaluation(s). Cooperating mentors use LiveText for reviewing and completing early clinical experience evaluations. Cooperating mentor accounts are automatically generated by LiveText, and an email notification is sent informing them of an active early clinical experience, and LiveText account credentials.
- If a candidate fails to contact the cooperating mentor within a reasonable amount of time to arrange a visitation schedule, the cooperating mentor should contact the CU Department of Education Operations Coordinator.
- Irregular attendance and inferior performance by candidates must be reported to the CU Department of Education Operations Coordinator.as soon as the problem becomes evident

Expectations and Attendance for Early Field Experiences

Students who are completing an early clinical experience must adhere to the policies/procedures of their host school at all times. Students are required to:

- Wear identification badges
- Dress in modest, professional attire
- Engage in classroom activities
- Check-in at office when arriving and leaving
- Park in permitted areas only
- Maintain good personal hygiene
- Refrain from use of cell phones & other electronic devices not used for instructional purposes while in the school
- Demonstrate safety procedures & common sense
- Respond to students in an appropriate and professional manner

- Refrain from interactions with students that could be deemed/viewed/mistaken as harassment, unethical behavior, discrimination, or would warrant mandated reporter referral.
- Maintain a professional student-teacher relationship at all times. You must be viewed as the "teacher," not as a fellow student/friend.
- Communicate effectively while in the classroom (introduce yourself, greet teacher & students upon entering room)
- Be respectful and courteous at all times in attitude, words, and actions

Student Responsibilities

- Concord University teacher candidates must submit an 'Early Field Experience Request form' by the first Friday of the semester. The Department of Education will then contact requested schools on the candidate's behalf. Candidates are NOT permitted to contact schools, principals or mentors to arrange their own clinical experiences. This is to ensure that clinical experiences meet federal, state and CU licensure policies and requirements. Once placement is confirmed, country specific requirements have been met, LiveText has been purchased and background check has been cleared, the candidate will be notified of their placement via LiveText and they may begin their clinical experience.

- Candidates are responsible for reading and following all policies within the Guidelines for Early Clinical Experience outlined in the Department of Education Handbook.

- Candidates are responsible for meeting any special requirements (i.e. background checks, drug tests, COVID-19 safety precautions, COVID-19 vaccination requirements, etc.) of the school and/or county where the experience will be completed, prior to the start of placement. Candidates will be required to provide the CU Department of Education Office with documentation upon completion of any special requirements.

- Candidates are required to complete yearly background checks through CastleBranch. Background check orders must be made by the last working day in August during the fall semester, or the last working day in January during the spring semester. The Admission, Retention and Dismissal (ARD) Committee will review unsatisfactory background check results with guidance and council from Concord's Service Area, Superintendents, and the WV Department of Education Certification Office. Additional information and deadlines can be found in the Department of Education Handbook.

- Candidates must purchase a LiveText Field Experience membership during their first CU education course in order to successfully complete any early clinical experience. All assessments, evaluations and time-logs completed by the mentor and/or candidate are completed via LiveText. LiveText memberships are to be purchased by the last day of January during the Spring semester, or by the last day of August during the Fall semester. If a student purchases a livetext access code through the CU bookstore, they must then register the access code at livetext.com. Students who opt-in to the Follett Access Program will have LiveText as part of their package and do not need to purchase again

- Once the CU Department of Education Office confirms the placement, an email will be sent from LiveText to the candidate's email address confirming placement information (school, grade/content and mentor teacher). Candidates should check their @mycu account for the email from LiveText (may end up in spam/junk). Our department must manually create placements in LiveText, it's not an automated process. Meaning, just because a candidate purchased a LiveText account, doesn't mean that their placement will instantly appear when they login.

- After receiving the confirmation email from LiveText that a placement is active, candidates are responsible for contacting the mentor teacher to establish a visitation schedule within one week of the email confirmation. Candidates must complete the 'Early Clinical Experience Contract' in LiveText within two weeks of the email confirmation. Failure to do so could result in cancelation of the early clinical experience, and course failure.

- Candidates are responsible for ensuring that all required evaluations/assessments are submitted by the mentor via LiveText, and that their Time-log has been approved by their mentor in LiveText

- Candidates must report to the school's office prior to going to their assigned locations each time they visit the school, and complete the visitor sign-in/out log for every visit.

- Candidates must contact the appropriate school personnel and mentor in advance, to notify them of an absence. Failure to maintain a consistent attendance at placement, or failure to notify the appropriate personnel can result in cancelation of the clinical experience.

- Candidates must inform the CU Department of Education Operations Coordinator if there is an expectation of the cooperating mentor being absent for an extended time period. If this is the case, the candidate may need to be re-assigned to a different cooperating mentor for the remainder of their placement.

- Candidates are subject to all policies, rules, and regulations of the county school system and placement school itself. A candidate's placement may be terminated by the county, principal, mentor or the University if their performance is unsatisfactory. This includes following all visitor rules, faculty rules/professional standards, COVID-19 precautions/ guidelines, and following the faculty/school dress code.

- Candidates must take an active and professional role in their early clinical experiences. This includes experiences that are categorized as "observation only."

- The candidate is responsible for keeping an accurate and up-to-date time-log via LiveText's time-log management system. The time-log should be updated weekly, or as needed based upon visitation schedule. Entries must include a description of what duties/tasks were completed during each visit.

- Candidates must present this document and "LiveText Instructions for Mentor Teachers" to the cooperating teacher upon their first visit to the teacher's classroom and discuss their clinical requirements.

CastleBranch Background Check

Concord University Teacher Education Candidates are required to complete yearly background checks through CastleBranch. Candidates are required to apply for a background check using CastleBranch's online ordering system by the last working day in August during the Fall semester, or the last working day in January during the spring semester. Official results will be provided directly from CastleBranch to the Department of Education Office. Candidates will not be permitted to begin their clinical experience(s) until background check results are received by the Department of Education Office. Candidate's whose background check results are clear will be permitted to begin placement. The Admission, Retention and Dismissal (ARD) Committee will review unsatisfactory background check results with guidance and council from Concord's Service Area Superintendents, and the WV Department of Education Certification Office. Pending review, candidates will be permitted to begin placement, or will be denied placement, resulting in possible course withdraw.

Students must cover the cost of the background check themselves; it is not included in course fees. Our partnership with CastleBranch provides a discounted rate of $53 for the initial check, and $28 for each follow-up check. Should you need assistance with this cost, please apply for the CU Gap Fund through the Center for Academic and Career Development. CU Gap Fund applications can take around a month to process; please inform our office if you applied for assistance so that we know your background check will be delayed.

Do NOT order a CastleBranch background check if you are currently employed by a school system or daycare/head-start facility. If this is the case, you do not need to complete another background check through CastleBranch. You will need to provide the CU Department of Education Office with a copy of your most recent background check that was completed for employment. If this background check was not completed within the last year, you will need to complete one via CastleBranch.

How to order a CasteBranch Background Check:

1. Go to https://discover.castlebranch.com , select 'PLACE ORDER'
   a. If this is your first CastleBranch background check for a CU clinical experience, use package code DL01ac or DL01 ($53 initial check fee as of Spring 2022,this fee is subject to change)
   b. If you have already completed a CastleBranch background check for a CU clinical experience, use package code DL01re ($28 follow-up check fee as of Spring 2022, this fee is subject to change)
2. Select the 'Please Select' drop-down, then select the 'Teacher Education' drop-down, then select 'DL01:Background Check'
3. On the 'Package Review' screen check 'I have read order instructions' at the bottom of the screen. Select 'Click to Continue'
4. On the 'Please Review' screen check 'I have read, understand and agree to the Terms and Conditions of Use'. Select continue
5. ORDER SCREEN #1 Complete the Personal Information & Personal Identifiers sections (double check to make sure your SSN is correct!). Select continue
6. ORDER SCREEN #2 Create your username & password (please use your @mycu email address). Select create account
7. ORDER SCREEN #3 Select your current County from the drop-down menu. All other fields should already be populated with your name. Select next
8. ORDER SCREEN #4 Select 'No thanks, continue with my order' (if you really want a badge, you can order one, but it isn't really needed). Select next
9. ORDER SCREEN #5 Review your personal information. Select next
10. ORDER SCREEN #6 Enter your payment information. Select submit
11. ORDER SCREEN #7 Print/Save your order confirmation for your records. Click next to access your account and review your order/check

Livetext

LiveText is an Internet-based subscription service that allows students and instructors to "create, share, and collaborate on educational curriculum." LiveText will be used for assignment submission, artifact collection, portfolio submission, clinical experience management, standards integration, and candidate assessment.

Each candidate will need to purchase a "LiveText with Field Experience Edition" membership (excluding the "Learn 365" add-on) as part of course and clinical experience requirements. When creating an account, candidates should use their @mycu email address. LiveText membership will be purchased during of a candidate's first course which requires a clinical experience. LiveText memberships must be purchased by the last working day in August during the Fall semester, or the last working day in January during the spring semester. Your LiveText subscription is valid for five years from the date of purchase, or until one year following your graduation, whichever comes first. LiveText memberships can be purchased directly from livetext.com, or candidates can purchase a registration code through the CU Bookstore (will need to be registered at livetext.com). Students who opt-in to the Follett Access Program will have LiveText as part of their package and do not need to purchase again.

If you are a transfer student who has used LiveText at another institution, you will need to e-mail LiveText and request to have your account transferred from your previous institution to Concord University. Make sure to include your user name, name of the previous institution, and a phone number where you can be reached. Once your account has been transferred, it will be necessary for you to log in and change your school e-mail address and ID number to the ones provided to you by CU.

Instructions for how to purchase a LiveText membership, and how to navigate the field experience management platform, can be found on the [Department of Education: Resources & Information website](#), located under the 'LiveText' drop-down menu.

Partner Schools

Concord University is involved in a collaborative with local public schools. The Partner Schools are designed to prepare future educators, to provide current educators with ongoing professional development, to encourage joint school-university faculty investigation of education- related issues, and to promote the learning of P-12 students. The Partner Schools, structured as a network that includes University and public-school faculty, parents, and community partners, seeks to improve teacher education, and meet professional development needs and goals as identified by public school faculty. The partnership collaborative provides the bridges that connect Concord's TEP to the daily instructional practices that occur in P-12 schools. The Partner Schools serve as clinical sites for teacher candidates to teach under the guidance of expert mentors. The clinical experiences allow faculty from Concord and the partnerships to collaborate extensively in providing quality experiences for all teacher candidates involved in the initiative. The public schools benefit from the expertise of the University faculty and the significant contributions the teacher candidates make to the school. The children in these schools benefit from the additional adult attention as well as from the enthusiasm and new learning strategies that   teacher candidates often bring to the classroom as they prepare to become teachers.

Section V: Year-Long Residency

Year-Long Residency Overview

Concord utilizes the Year-Long Residency model for teacher candidates in the final year of their program. Concord believes that by providing practical classroom learning during the semester in which the candidates are enrolled in content methods courses, the candidate will be afforded stronger support in the initial phase into teaching.

Collaboration among the teacher candidate, the cooperating mentor and the university supervisor is at the heart of a successful Year-Long Residency. Candidates in the Year-Long Residency are guests in the school systems where they are working. However, they have much to offer and can contribute greatly to the learning community. Each teacher candidate, university supervisor, cooperating mentor and school principal assumes an important role and responsibility, all of which are articulated in this handbook. This handbook is designed as a guide to all those involved in the Year-Long Residency. Ultimately, the professional judgment, collaboration, and integrity of all involved participants serve to guide the experience.

The Year-Long Residency is also guided by principles and strategies prescribed by current research and theory in an innovative model for preparing teachers. It is critical to view this experience as a professional growth process. The full year residency is central to the development of novice professional teachers who are effective in the classroom, reflective in their practice, and leaders among their peers. It is one more step on the life long journey of becoming a professional educator.

All teacher candidates have completed, or are currently enrolled in, content specific curriculum and methods courses related to their endorsement area(s). However, like all learners, teacher candidates will enter this experience at various developmental stages. The progression of this experience generally begins with planned observation, followed by participation in the classroom and then in the broader school community. The Year-Long experience, while primarily intended for the development of the teacher candidate into a highly qualified professional teacher, is also viewed as mutually beneficial to all participants, including university faculty, university supervisors, cooperating mentors, and the P-12 students in the classrooms of our teacher candidates.

As a part of this model, co-teaching is an important component. Friend and Cook (1996) have identified research which supports two teachers working together in the classroom to promote student learning. It is Concord's belief that co-teaching offers benefits to students and teachers. It is our goal for the mentor teacher and teacher candidate to form a relationship whereby they can effectively co-teach effectively.

Goals of Year-Long Residency

The guiding aim of the Year-Long Residency experience is to prepare teacher candidates for full professional responsibilities as reflected in our conceptual framework, the 21st Century Professional. To this end, the goals of the residency experience are to provide teacher candidates with opportunities:

1. To design active and meaningful learning opportunities for all students including learners at various developmental levels, learners with disabilities, learners with exceptionalities and learners of diverse backgrounds.
2. To integrate pedagogical studies with knowledge of specific disciplines, national standards, professional organization standards, State standards and 21st Century Learning to create active and meaningful learning experiences and   learning environments.
3. To become increasingly aware of the multicultural component of the classroom and demonstrate skills for meaningful interaction among racial, ethnic, gender, and culturally diverse groups.
4. To integrate effective management and motivation strategies into the daily teaching process
5. To strengthen skills required for creating, selecting, and using formal and informal assessment strategies to evaluate student progress and to improve teaching and learning.
6. To communicate, collaborate, and consult with teachers, students, administrators, and parents clearly and effectively   in the educational process.
7. To reflect on strategies for enhancing personal areas of strength and weakness identified during the Year-Long Residency experience and to seek opportunities for professional growth and development.
8. To integrate technology appropriately and effectively for communication and instruction.

Professional Commitments and Dispositions

The EPP is firmly committed to developing the knowledge, skills, and dispositions in undergraduate and graduate candidates that will enable them to be effective 21st century professionals. The EPP utilizes the Educator Disposition Assessment (EDA) to evaluate and remediate a candidate's disposition.

Commitment to Diversity
The EPP is committed to ensuring that teacher education candidates are prepared to work with students from diverse cultural, racial, ethnic, and linguistic backgrounds. Informed and thoughtful decision makers rely on their knowledge and analytical skills to achieve mastery in their teaching abilities. This type of analysis is essential in producing solutions to the difficult problems facing our diverse public schools. Reflection is a major vehicle in producing educators who are change agents in the public schools.

The EPP has adopted the following diversity proficiencies:

- The candidates believe that all students can learn.
- The candidates make informed and thoughtful decisions to effectively educate all students including those from diverse backgrounds and with varying cognitive abilities.
- The candidates possess knowledge, skills, and dispositions to enhance learning for a diverse student population.
- The candidates interact with diverse populations

Commitment to Technology
The EPP is committed to preparing candidates to incorporate technology into the teaching and learning process. During residency, national and state technology standards are used to monitor candidate proficiency in the use of instructional technology. Candidate Proficiencies Aligned with State Standards Fundamental to the Professional Education Unit for Teacher Education's framework for teaching are the West Virginia Professional Teaching Standards (WVPTS). The five standards of the WVPTS are listed below. These five standards and their requisite functions are incorporated into the specific competencies used to assess the performance of teacher candidates during the Year-Long Residency.

- Standard 1: Curriculum and Planning
- Standard 2: The Learner and the Learning Environment
- Standard 3: Teaching
- Standard 4: Professional Responsibilities for Self-Renewal
- Standard 5: Professional Responsibilities for School and Community

Appearance and Dispositions
Every school has norms and expectations regarding the appearance and dispositions of its faculty and staff. Teacher candidates participating in residency experiences are expected to meet or exceed the P-12 schools' expectations of appearance and behavior. Unkempt or unclean clothing, shorts, mini-skirts, bare midriffs, excessive body piercings, tattoos, t-shirts, bare shoulders, torn jeans and dyed hair of unnatural color are some examples of clothing and appearance that are oftentimes unacceptable for teacher candidates. Candidates should dress professionally at all times in schools. Meticulous personnel hygiene must be maintained.

It is the teacher candidate's responsibility to become familiar with the school's expectations for faculty appearance and dress immediately upon beginning the Year-Long Residency experience. Inappropriate Concord University candidate dress, behavior or interactions with P-12 students can adversely affect a candidate's placement or continuation in the Teacher Education Program

Criteria for the Selection of Mentors & Roles of Supervisors

Research suggests that the cooperating mentor serves as a clinical instructor and is an especially influential person in the professional development of the teacher candidate. Together with the teacher candidate and the university supervisor, the cooperating mentor forms the triad of support throughout the Year Long Residency experience.

Criteria for Selection of University Supervisors
The university supervisor is the official representative of the University who assumes responsibility for the supervision of teacher candidates and who serves as the liaison between the University and the personnel of the schools through observational visits to the teacher candidate.

The university supervisor will have:
- an earned master's degree or equivalent job experience;
- 3-5 years of successful teaching/administrative experience.
- previous work as either a cooperating mentor or an administrator with supervisory experience.

The CU EPP also believes that the university supervisor is a professional who:
- has a vision of effective teaching, and uses a diverse set of tools to provide evidence of teacher practice and its effect.
- believes that he/she is a part of a larger team, involving people in the field and at the university, all interested in improving the candidate's skills and responsibility to the profession.

Role of the Cooperating Mentor:
The main goals of the cooperating mentor include modeling, mentoring, providing feedback, observing, and conferencing with the teacher candidate.

Classroom teachers who serve as cooperating mentors will:
- hold a valid teaching license for the subject and/or grade levels for the teaching position in which placement is made.
- have a minimum of three years teaching experience in the content area of the residency assignment.
- have a minimum of one year teaching experience at the grade level and subject area of the residency assignment.

The CU EPP also agrees that the cooperating mentor should:
- be recommended and approved by his/her administration, and selected on a volunteer basis only after the professional responsibilities associated with this position are discussed and agreed upon by the prospective cooperating mentor.
- Be a good role model, and effective team member, who consistently demonstrates high quality teaching performance.
- possess knowledge of the basic principles of supervising residency candidates or be willing to accept such an academic learning experience to prepare herself/himself for this responsibility.
- be willing to devote the time required to adequately supervise, counsel and evaluate the year long residency experience. This may include attending meetings before, during, or after school.
- Demonstrate professional attitudes desirable for a leadership role in teacher education and continuous professional growth
- exhibit professional and ethical behaviors

Role of the Cooperating Principal
The ultimate responsibility for what occurs within the school is borne by the school principal. On a general basis, the principal or designee will:

- provide for the residency candidate a general orientation to the school.
- provide information concerning pertinent administrative policy and procedures expected to be followed by faculty members.
- advise the residency candidate as to his or her professional responsibility for the tasks and activities undertaken with the supervision of the cooperating mentor.
- assist in providing for the development of a cooperative and professional attitude toward the teaching profession.

Guidelines for Placement of Year Long Residency Candidates

Concord University's Teacher Education Program has adopted to follow the guidelines for field-based and clinical practices as outlined in Policy 5100, APPROVAL OF EDUCATIONAL PERSONNEL PREPARATION PROGRAMS from the West Virginia Department of Education. While differences in objectives and organization among the various teacher education programs necessitate some variations in procedures and policies, all teacher education programs recognize the importance of a planned, sequenced, and systematic residency experience.

Placement of teacher candidates is done cooperatively by the Office of Clinical Experiences and the appropriate official representatives of the local school system. The county school system enters into a contractual agreement with Concord University to accept teacher candidates. Teacher candidates are assigned to school sites that provide the greatest diversity of experience and meet the standards of the West Virginia Department of Education. Placements are made in schools which hold full approval from the West Virginia Department of Education. All placements of residency candidates must be done with the cooperation of school principals, school faculty and the Coordinator of Clinical Experiences.

The following list, although not exhaustive, provides some examples of factors considered in arranging residency placements. Occasionally, circumstances may arise that necessitate consideration of a change in a placement for a candidate. In such situations, the candidate, cooperating mentor, university supervisor or the school administrator who has a concern should contact the Coordinator of Clinical Experiences. Since a change in placement can represent a very significant disruption in a candidate's progress and in the continuity of a P-12 classroom, requests for changes are given very careful consideration. The teacher candidate is the guest of the public school to which he/she has been assigned and, therefore, MUST abide by the rules and policies of that public school and its Board of Education, and as set forth in this handbook. Failure to do so may result in the teacher candidate being removed from Residency.

- Availability of sites
- Diversity of setting
- Requests from schools
- Licensure requirement
- Partnerships with specific schools
- Experience/training of mentor

- Candidate's residence during residency
- Candidate requests for out-of-area residency
- Endorsement area sought by candidate
- Establishment of candidate cluster group

- Teacher candidates will not be placed in schools where close relatives are enrolled or working
- Teacher candidates will usually not be placed in schools from which they graduated

Expectations, Procedures and Policies

As teacher candidates enter the schools, the EPP expects that they will find their experiences challenging, rewarding and more rigorous than anticipated. We also expect that teacher candidates will conduct themselves as professionals at all times. In doing so, the teacher candidate is subject to the same ethical and professional rights and responsibilities as a full-time teacher. In addition to those polices outlined in the "Early Clinical Experience Guidelines & Expectations", the following policies will guide the teacher candidate during the Year-Long Residency experience.

Attendance
Attendance during Residency is a fundamental requirement of successful completion of the teacher education program. Any deviation from this policy must be approved in advance by the cooperating mentor and the university supervisor.

- *Residency I:* Residency Part I is a full-time, sixteen-week clinical experience, where candidates maintain the same schedule as their cooperating mentors, with the exclusion of Thursdays. Candidates will be expected to be at their placement Monday, Tuesday, Wednesday & Friday. Candidates will utilize Thursdays for other Residency Part I coursework.
- *Residency II:* Residency Part II is a full-time, sixteen-week clinical experience, where candidates maintain the same schedule as their cooperating mentors. Candidate will be expected to be at their placement 5 days per week. In cases of absence during Residency Part II, the cooperating mentor serves as "substitute teacher" for the teacher candidate. In such cases, the student teacher is expected to prepare adequate and appropriate substitute plans for the cooperating mentor.
- Attendance at meetings, workshops, etc. at other school sites will require the permission of all schools involved.
- On days when P-12 students are not to be present, (Faculty Senate, record days, inclement weather ...) teacher candidates are to follow the same schedule as their cooperating mentors. Candidates not permitted to attend faculty meetings are to remain at the school in the classroom for the required time.

- If absence is unavoidable due to illness (personal or family), death in the family, a university- sponsored activity, or other emergency clearly beyond the control of the teacher candidate, the cooperating mentor, the university supervisor and the Office of the Coordinator of Clinical Experiences must be notified prior to the beginning of the school day.

Absences

During the Residency experience, the teacher candidate is allowed four personal days during Part I of the residency (includes clinical days and CU class day) and four personal days during Part II of residency. These personal days are intended to be used only for specific needs, (illness, emergencies, job interviews, university requirements ...). Any absence beyond the four personal days may need to be made up at the end of the term, at the discretion of the cooperating mentor, the university supervisor and the Coordinator of Clinical Experiences. All absences must be recorded on the Residency time log.

Background Checks

Before the Year-Long Residency, teacher candidates will submit electronic fingerprints for a state and national background check as a process for certification. Teacher candidates who have ever been convicted of a felony or other crime may find that they will not be granted a license to teach (certification) even after completing all requirements of the teacher education program. Additionally, at Concord University, teacher certification is a requirement for the Bachelor of Science in Education. This means that if a teacher candidate fails to meet requirements for certification, degree requirements are also not met. If a teacher candidate is concerned that a prior conviction may prevent the granting of teaching licensure by the State, then he or she should contact the West Virginia Department of Education to obtain advice on eligibility for a license.

Calendars

School system calendars do not coincide with the University calendar. During Residency, teacher candidates will follow the Residency Calendar provided at the opening seminar. In cases of inclement weather and school closings, teacher candidates follow the inclement weather policy of the school system on days in which they are meant to be at their placement.

Extra-curricular Functions/Duties

Attendance at after-hours functions such as PTO/PTA meetings, open-houses, sporting events, performances and other supplementary school gatherings is encouraged but is not mandatory. In addition to teaching assignments, teacher candidates are expected to be present to assist cooperating mentors in performing other school-related duties and responsibilities, such as homeroom, bus duty, lunch duty, playground duty, field trips, classroom parties, etc.

Identification Badges

Schools are secure environments, and access to schools is controlled. Each teacher candidate is required to sign in upon each visit to the school. Many schools will require the teacher candidate to wear a visitor's badge. In any case, the Concord University student identification card should be used as student identification in the school. Students are encouraged to purchase a lanyard available in the University Bookstore to hold the university ID.

Legal Considerations

Government immunity cannot be claimed by a teacher, who like any other citizen, may be held liable for negligence which results in an injury to another person. In order to prove negligence on the part of the teacher, a plaintiff (individual who has filed a suit) must show that the injury was sustained as a result of a breach of duty on the part of the teacher. Specifically, the courts have ruled that a teacher owes three basic duties to his students: (1) adequate supervision; (2) proper instruction; and, (3) maintenance of all equipment used in a state of reasonable repair. It is the responsibility of the teacher to adequately supervise pupils at all times. This is important for all types of classes; however, it is especially important for young children, laboratory classes, athletic classes, and special needs classes, among others. When teacher candidates are in charge, they must adequately supervise students at all times in public school settings. This is especially true since the residency candidates is not a certified teacher.

Liability Insurance

Teacher candidates are covered by the same liability insurance that covers university personnel. However, teacher candidates may wish to obtain additional insurance. The organizations of the National Education Association (NEA) and the American Federation of Teachers (AFT) have such a program available through a student membership fee. Liability insurance is automatically provided to those students who are members of the student-led organization.

Limitation of Activities
Teacher candidates are encouraged to participate in all activities of the school they have been assigned for their residency experience. Candidates are encouraged to refrain from working outside the Year-Long Residency program to the greatest extent possible. While the University does not penalize candidates who need money to stay in school, it does discourage candidates from engaging in any activity which will jeopardize their teaching performance or the education of P-12 students. Residency candidates are not permitted to take additional elective coursework during times that conflict with the regular school day during residency. Teacher candidates are also building a vital part of their professional credentials. Attendance at after-hours functions such as PTO/PTA meetings, open-houses, extra- curricular events and other school gatherings is encouraged, but is not mandatory.

Professional Meetings
Attendance at professional meetings is encouraged. Teacher candidates may be excused to attend approved professional association meetings, national, state or district conferences, workshops, etc. Candidates first must have the approval of the cooperating mentor and the university supervisor. Documentation of attendance is required. Attendance at professional meetings will not be counted as an absence or as a personal day, but as a regular day of Residency, but must be identified as such on the Residency time log.

Punctuality
Dedication to punctuality is extremely important during the Residency experience. Teacher candidates are both fulfilling requirements for Residency and building permanent professional credential which details their degree of dependability and commitment. Consistent tardiness will have an adverse effect on the overall evaluation, and may result in removal from the placement.

Recruitment Day
Teacher candidates are required to participate in Recruitment Day sponsored by the Career Services Center and the PEU. Attendance at Recruitment Day is an excused absence from the P12 classroom, and is not considered a personal day.

Seminars
University sponsored seminars listed on the Residency calendar are mandatory. Teacher candidates are to be present. Any absence is recorded, and it is the teacher candidate's responsibility to notify the Coordinator of Clinical Experiences regarding a missed seminar.

Substitute Teaching
West Virginia school policy states that teacher candidates may be used as substitute teachers during Residency II **ONLY**. Residency I candidates are not permitted to substitute during days they are meant to be at placement. The residency permit enables residency II candidates to substitute onsite at the school where they are completing their residency. The candidates are not required to substitute and may turn down substitute days/positions as necessary. Concord EPP reserves the right to deny a candidate permission to substitute if the situation warrants such action. Number of days allowed for substituting during Residency II will be provided during the residency seminar, to make sure they currently align in WVDE policy.

Support for Concord University Candidates with Disabilities
The EPP is committed to providing equal educational opportunity for all academically qualified students in keeping with legal requirements of the Americans with Disabilities Act (ADA) of 1990. Additionally, the EPP complies with the Affirmative Act and Nondiscrimination Policies as outlines in the Academic Catalogue.

Transportation
Teacher candidates are expected to furnish their own transportation. Plans for traveling to placements should be   worked out well in advance. While geographic proximity to placements is always a consideration, the quality and the appropriateness of the professional experience are the primary placement concerns.

Policies Regarding P-12 Students

Transporting P-12 students
It is the policy of Concord's EPP that teacher candidates, engaged in program-related activities, will not transport any minor and/or P-12 student to any activity or event.

Discipline
Teacher candidates are expected to uphold the same standards for discipline that their supervising teachers have established for the classrooms. Candidates will usually follow the discipline plan established by the public school supervisor. Generally, the cooperating mentor will allow teacher candidates to experiment with the use of additional discipline strategies.

Teacher candidates may not administer corporal punishment to students nor serve as witnesses when a staff member administers corporal punishment. Candidate should not be allowed to intervene in school disturbances or to use force with pupils. The candidate with the knowledge and assistance of the supervising teacher cooperatively attends to any necessary major disciplinary actions.

Grading
Teacher candidates are expected to uphold the same standards as their cooperating mentors have established for grading students' work. Teacher candidates need experience with assessment and grading, however, any grades which appear on the students' report cards must be done cooperatively with the knowledge and assistance of the cooperating mentor.

Medication
Teacher candidates should never administer medication to students.

Confidential Information
Teachers and other education professionals regularly work with confidential information in the context of schools. Confidential information can include student grades, student health records, academic records, Individualized Education Plans (IEPs), family histories, and more. Teacher candidates are held to the same legal and professional standards as full-time teachers with regard to confidential information. Sensitive information about students, teachers or the school must be kept confidential.

Personal Identifiable Student Information
Teacher candidates in the public schools follow the standards of the West Virginia Board of Education 4350: Procedures for the Collection, Maintenance, and Disclosure of Student Records. This policy requires that written consent of the parents/guardians must be obtained before any personally identifiable information can be collected. If the teacher candidate is required to collect information on P-l2 students or to videotape teaching episodes, the P-12 Student Information Consent and Release Agreement must be used each time information is collected.

Year Long Residency Part I

During this semester, the candidate is placed in the school where they will be completing the Year-Long Residency. The candidate will be in a P-12 classroom during their mentor's contracted time 4 days per week; thus, integrating coursework and practical teaching. Candidates will complete on-campus coursework 1 day per week. The full year residency model provides opportunities for co-teaching and earlier mentoring from classroom teachers.

The teacher candidate will complete a mini-Teacher Performance Assessment (Mini TPA) during this semester. The directions and rubric for the mini-TPA will be discussed an addressed during Residency Part1 orientation, and will also be covered in EDUC416. Candidates are evaluated by their cooperating mentor and University Supervisor using the "Danielson Framework for Teaching. Candidates' professional dispositions are evaluated by their University Supervisor using the EDA. Candidates will be responsible for developing a plan of action for professional growth to be utilized in the upcoming semester (Residency Part2).

Teacher Candidates must meet the following requirements prior to beginning Year-Long Residency Part1:

1. Submission of Year-long Residency Application to the CU Department of Education Operation Coordinator by the last Friday in October during the fall semester, or the last Friday in March during the spring semester.

2. Submission of Pre-Professional Profile to the Coordinator of Clinical Experience

3. Completion of all Pre-Admission to Year-Long Residency professional seminars

4. Fully admitted to Concord University's Teacher Education Program (TEP)

5. Meet Basic Skills Competency Criteria in Reading, Writing & Math

6. Earn a minimum 96 credit hours

7. Praxis II attempt for all licensure exam(s). Official scores from ETS must be received by CU. Be sure to list CU & WVDE as a score recipient. It is recommended that exams be attempted after midterm the semester before Residency I. Exams do not need to be passed prior to Residency I, but they must be attempted. Exams must be passed prior to Residency II.
   - Fall Residency I: Exam(s) must be attempted by June 30th. Official scores must be received by August 1st
   - Spring Residency I: Exam(s) must be attempted by 1st Friday in November. Official scores must be received by 2nd Friday in December.

8. Completion of early clinical experiences at all certification levels (i.e. elementary, middle, high). Should a residency candidate be lacking a clinical experience level, they will be required to complete their residency in the lacking level.
   - Elementary majors must complete at least one clinical experience at the lower grade level (K-2) and one experience at the upper grade level (3-5)
   - 5-Adult Program majors must complete at least one clinical experience at the middle school level (6-8) and one experience at the high school level (9-12)
   - PreK-Adult Program majors must complete at least one clinical experience at the elementary level (K-6) and one experience at the secondary school level (middle or high school)

9. Successful completion of all content specialization coursework as outlined in the Academic Catalog

10. Obtain all of the following GPAs
   - Overall GPA for all coursework attempted, including transfer courses: 2.50
   - Professional Education Core GPA with 'C' or better in all coursework (excluding residency coursework): 2.50
   - Content Area GPA of at least 2.50 and minimum course grades as outlined in the Academic Catalog
   - General Studies Program GPA: 2.00

11. Candidates must complete the West Virginia Department of Education Form 24 –Clinical Experience Permit application prior to Residency Part I. This form will be reviewed during the Pre-Admission to residency seminar. Verification of an approved permit must be on record prior to Residency Part I. Form 24 requires electronic fingerprinting, State and FBI criminal background check through Itentigo.

Year Long Residency Part II

During residency II, teacher candidates work as full-time teaching interns, assuming all responsibilities and duties of the cooperating mentor, under the direction of a university supervisor. The Residency II experience represents a bridge between the knowledge, skills, and dispositions developed through formal course work and the practical application of those professional attributes. It is the time when teacher candidates have the opportunity to display and to strengthen their commitment to the personal and professional qualities of the 21st century professional.

Residency II is a 16-week, intensive (full-day), professional experience arranged and coordinated by the Coordinator of Clinical Experiences in the Department of Education at Concord University. Residency II is a full-time professional experience. Teacher candidates should not enroll in extra coursework, or engage in extra- curricular activities which

interfere with Residency II. Exceptions to this must be approved by the Coordinator of Clinical Experiences. Candidates complete assignments in P-12 public school(s) located in Concord Universities service area, as well as required seminars offered at the University.

The candidate will complete the West Virginia Teacher Performance Assessment (WVTPA) during this semester. The directions and rubric will be provided and discussed during the residency seminars. The instrument used to evaluate candidates during the Residency Part II semester will be the Danielson Framework for Teaching.
Teacher Candidates are required to meet the following criteria by the end Residency I, in order to progress into Year Long Residency Part II:

1. Obtain passing scores on all PRAXIS II exams for candidate's content area. Official verification from the testing service must be received in the Department of Education Office prior to the residency part II eligibility deadline

2. Obtain/maintain all of the following GPAs
   - Overall GPA for all coursework attempted, including transfer courses: 2.50
   - Professional Education Core GPA with 'C' or better in all coursework (excluding residency II coursework): 2.50
   - Content Area GPA of at least 2.50 and minimum course grades as outlined in the Academic Catalog
   - General Studies Program GPA: 2.00

3. Completion of all Pre-Admission to Year-Long Residency Part II professional seminars

- *Music Education majors* must complete a computer competency test through the Department of Fine Arts. Documentation of passing the competency test must be received in the Department of Education Office prior to the residency part II eligibility deadline
- *English Education majors* must successfully complete a Capstone Exam through the Department of Humanities. Documentation of passing the exam must be received in the Department of Education Office prior to the residency part II eligibility deadline.

Section VI: Praxis II Licensure Exams

Which exam should you take?

Elementary Education:

- Praxis Teaching Reading: Elementary exam (test code 5205) -- Exam takes 4-6 weeks to be graded
- Praxis II Subject Assessment exams (see below). There are 2 options for these exams (5000 series or 7000 series). Elementary majors can "pick and choose" exams from either test series but must take one exam in each subject area (Math, Science, Social Studies, Reading & Language Arts). Example: Complete Math & Science in the 5000 series, but complete SS & RLA in the 7000 series

Praxis II Elementary Education: Multi Subject (5000 series) *Exams take 2-3 weeks to be graded, and for CU to receive scores* *Exams are based upon content knowledge / facts*	Praxis II Elementary Educ.: Content Knowledge for Teaching (CKT) (7000 series) *Exams take 4-6 weeks to be graded, and for CU to receive scores* *Exams are based around content pedagogy / content teaching strategies*
Mathematics - test code 5003 - 50 questions, 65 min	Mathematics - test code 7813 – 52 questions, 85 min
Science - test code 5005 - 55 questions, 60 min	Science - test code 7814 – 47 questions, 60 min
Social Studies - test code 5004 - 60 questions, 60 min	Social Studies - test code 7815 – 60 questions, 50 min
Reading & Language Arts - test code 5002 – 80 questions, 90 min	Reading & Language Arts - test code 7812 – 63 questions, 90 min
Combo Exam - test code 5001 - take exams above in one session	Combo Exam - test code 7811 - take exams above in one session

Secondary Education:

- English Language Arts: Content Knowledge (5038) - 130 questions, 2.5 hours
- General Science: Content Knowledge (5436) - 135 questions, 2.5 hours
- Music: Content Knowledge (5113) - 120 questions, 2 hours
- Social Studies: Content Knowledge (5081) - 130 questions, 2 hours
- *Wellness* Health & Physical Education: Content Knowledge (5857) - 130 questions, 2.25 hours

Special Education:

- Special Education: Foundational Knowledge (5355) - 120 questions, 2 hours

Test Preparation Recourses:

1. **Practice Exams (INCLUDED W/ EXAM REGISTRATION).** When you register to take an exam, you should receive a free practice exam. The practice exam will tell you which questions you got wrong and provide explanations for each question. If you don't register for exam, you can still take the practice exam (as many times as you would like), but you have to pay $20-$25 per practice exam. Some Praxis II exams have more than one practice test, some only have one version. You can also utilize this tool to make sure you are using your exam time wisely, so you do not run out of time to answer all of the questions:

   - Multi-Subject Elementary Education: Reading & Language Arts (exam 5002): Practice Exam #1, Practice #2, Practice #3
   - Multi-Subject Elementary Education: Mathematics (exam 5003): Practice Exam #1, Practice Exam #2, Practice Exam #3
   - Multi-Subject Elementary Education: Social Studies (exam 5004): Practice Exam #1, Practice Exam #2, Practice Exam #3
   - Multi-Subject Elementary Education: Science (exam 5005): Practice Exam #1, Practice Exam #2, Practice Exam #3
   - Content Knowledge Elementary Education: Reading & Language Arts (exam 7812): Practice Exam #1
   - Content Knowledge Elementary Education: Mathematics (exam 7813): Practice Exam #1
   - Content Knowledge Elementary Education: Social Studies (exam 7815): Practice Exam #1
   - Content Knowledge Elementary Education: Science (exam 7814): Practice Exam #1
   - ENGLISH: Practice Exam #1, Practice Exam #2, Practice Exam #3
   - GENERAL SCIENCE: Practice Exam #1
   - MUSIC: Practice Exam #1
   - SOCIAL STUDIES: Practice Exam #1, Practice Exam #2, Practice Exam #3
   - SPECIAL EDUCATION: Practice Exam #1
   - WELLNESS (HEALTH & PE): Practice Exam #1, Practice Exam #2

2. **Study Companions (FREE) -** these will provide you with specific content that is covered in each exam. You can go through the study companion to determine which specific area/sub-categories you need to focus on.

   - Elementary Education Multiple Subjects (5000 series exams) PDF study companion
   - Elementary Education Content Knowledge for Teaching (7000 series exams) PDF study companion
   - English Language Arts: Content Knowledge (5038) PDF study companion
   - General Science: Content Knowledge (5436) PDF study companion
   - Health & Physical Education: Content Knowledge (5857) PDF study companion
   - Music: Content Knowledge (5113) PDF study companion
   - Social Studies: Content Knowledge (5081) PDF study companion
   - Special Education: Foundational Knowledge (5355) PDF study companion

3. **Study.com Praxis Test ($180)** - exam prep includes video lessons, step-by-step explanations, personalized study plans and full-length practice tests. A study.com membership gives you access to 60 Praxis II exams (includes all 5000 series & 7000 series exams). The account purchase ($180) will give you 4 months worth of access; ETS is currently offering a 25% off discount if you purchase your account through them.

4. **Praxis Learning Paths (Elementary Education only) ($99 EACH)** - these are self-paced online mini-courses in each subject area. Each subject area costs $99 (ETS currently has a deal where if you purchase 2 subjects, you get the other 2 free). Each course is valid for 180 days. Each pathway includes a diagnostic of your strengths and areas of focus, which is then used to create a personalized learning 'map,' two practice tests, flash cards, videos, graphics and step-by-step explanations. This options is aligned to the Multi-Subject Exams (5000 series), *not* the Content Knowledge Exams (7000 series).

   - Elementary Reading & Language Arts Pathway
   - Elementary Math Pathway
   - Elementary Social Studies Pathway
   - Elementary Science Pathway

Exam cost assistance:

- ETS Fee Waiver – Fee waivers are available through ETS for eligible candidates. The fee waiver can be used for Praxis Core, or for Praxis II Subject Assessment exams (5000 series)
- Beryle Crocket Santon Scholarship – CU offers the Beryle Crocket Santon Scholarship for Praxis II exam assistance
- DANTES – qualifying military service members can apply for fee reimbursement through DANTES
- CU Gap Fund – The Concord University Gap Fund is a grant dedicated to providing small awards to undergraduate CU students who have high unmet need or who find themselves in a financial situation that may lead to their dropping out

Section VII: Requirements for Exit from the Teacher Education Program

Graduation criteria include the completion of a minimum of 120 hours, the required GPAs, successful completion of all state-required tests, and the completion of all coursework to meet program certification requirements.

Graduation with a Bachelor of Science degree in Education will not be granted unless a teacher candidate also satisfies all West Virginia teacher certification requirements which include a state and national background check. The teacher candidate will also be required to complete exit surveys identified by the EPP.

- Application for West Virginia Certification
- Application for graduation
- Test Required for West Virginia Licensure
- Family Educational Rights and Privacy Act (FERPA)

Section VIII: Program Forms & Additional Recourses

Name (Last, First)   ID 774   Phone Number

Concentration(s)   Elementary   English   General Science   Music (Choral)   Music (Instrumental)   Social Studies   Special Educucation   Wellness

Did you participate in a Grow-Your-Own program in high school?   YES   NO

Secondary & Special Ed. majors only - High school you graduated from
Secondary & SPED candidates cannot complete clinicals where they graduated from.

Provide a CU Service Area county that you would like to request for placement.

CU's service area includes the following counties:
Bland, Fayette, Giles, Greenbrier, McDowell, Mercer, Monroe, Raleigh, Summers, Tazewell, Wyoming

If you would like to request a placement county outside of CU's Service Area, please do so below. Placement outside of CU's service area will require approval from the Director of Clinical Experience, as well as the county BOE. Students are responsible for any additional fees that may be involved with out-of-area placements.

List 2 public schools you would like to request for placement.

1.

State immediate family members in #1 requested school.
Include name, grade level during semester, position and relation

2.

State immediate family members in #2 requested school.
Include name, grade level during semester, position and relation

BE ADVISED:
-Clinical Experience Level I (EDUC210) candidates are not permitted to complete clinical hours at Athens Elementary.
-Candidates in need of transportation to/from placement in Mercer County can utilize Bluefield Area Transit (BAT). The BAT is free for CU students; shuttles make multiple stops in Princeton & Bluefield.

List any special requests/comments:

■ Candidates are NOT permitted to contact schools, principals or mentors to arrange their own clincial experiences. This is to ensure that clincial experiences meet federal, state and CU licensure policies and requirements.

■ Candidates are responsible for reading and following all policies within the 'Guidelines for Early Clinical Experience' available online.

■ Candidates are responsible for meeting any special requirements (i.e. background checks, drug tests, trainings, etc.) of the school and/or county where the experience will be completed. Candidates will be required to provide the CU Department of Education Office with documentation upon completion of special requirements.

■ Candidates are required to complete yearly background checks through CastleBranch. The Admission, Retention and Dismissal (ARD) Committee will review unsatisfacgtory background check results with guidance and council from Concord's Service Area Superintendents, and the WV Department of Education Certification Office. Additional information and deadlines can be found in the Department of Education Handbook (available online at http://www.concord.edu/education).

■ Candidates must purchase a LiveText Field Experience membership during their first CU education course in order to successfully complete early clincial experiences. All assessments, evaluations and time-logs completed by the mentor and/or candidate are completed via LiveText. LiveText memberships are to be purchased and/or registered by the last day of January during the Spring semester, or by the last day of August during the Fall semester.

■ Once the CU Department of Education Office confirms placement, and all county level requirements have been met, an email will be sent from LiveText to the candidate's email address confirming placement information (school, grade/content and mentor teacher). Candidates should check their @mycu account for the email from LiveText.

■ After receiving the confirmation email from LiveText that a placement is active, candidates are responsible for contacting the mentor teacher to establish a visitation schedule within one week of the email confirmation. Candidates must complete the 'Early Clinical Experience Contract' in LiveText within three weeks of the email confirmation, and begin their clinical experience. Failure to do so could result in cancelation of the early clincial experience.

■ Candidates must report to the school's office prior to going to their assigned locations each time they visit the school, and complete the visitor sign-in/out log for every visit.

■ Candidates must contact their mentor in advance to notify them of an absence. Failure to maintain a consistent attendance at placement, or failure to notify the appropriate personnel can result in cancelation of the clinical experience.

■ Candidates must inform in the Director of Clinical Experience if there is an expectation of their mentor being absent for more than one week. If this is the case, a new mentor or placement may need to be obtained.

■ Candidates are permitted to attend their clincial experience for a maximum of 4 hours per day. Candidates are allowed to attend their clinical experience 5 days per week. Canidates are permitted to attend 1 day greater than 4 hours (8 hours maximum) one time per semester in order to observe the scope of an entire day of your mentor's classroom. Hours per day, and days per week are contingent upon the mentor's schedule. Candidates are permitted to participate in their mentor's planning period. Up to 7 hours of planning period time can be used towards their 45-hour early clinical experience. Hours for bus, lunch & recess duty can be utilized for clinical experience.

■ Candidates are subject to all policies, rules, and regulations of the county school system and placement school itself. A candidate's placement may be terminated by the principal or the University if their performance is unsatisfactory. This includes following all visitor rules, faculty rules/professional standards, and following the faculty/school dress code.

■ Candidates will be required to complete clinical experiences at all levels prior to the Year Long Residency. Elementary majors must complete a K-2 & 3-5 experience. Secondary K-A & Special Education majors must complete an elementary & secondary (middle or high) experience. Secondary 5-Adult majorss mustt compelte a middle and high school level experience. ***Please request placement accordingly to ensure you will be able to be placed at your preferred level for your Residency!***

I verify the information above is correct, and that I have read and understand the clincial experience requirements & expectations above. Violation of the above listed items will result in an Educator Disposition Assessment, and possible dismissal from the education program.

Name   Date

To be considered for TEP admission, the following admission requirements are due the last working day of September during the fall semester, or the last working day of February during the spring semester.

1. Complete EDUC210: Diversity, Culture and Education in Society, with a grade of 'C' or better, and successfully complete the required 45-hour clinical experience. Candidates transferring EDUC210 from another institution must provide documentation of a completed 45-hour school-based clinical experience in the form of a course syllabi stating the hours of the clinical experience, a copy of the signed clinical time log(s), or other proof of participation in a 45-hour school-basesd clinical experience.

2. Complete EDSP 303: Introduction to Special Education, with a grade of 'C' or better.

3. Completion of at least 24 earned credit hours

4. Completion of the specific coursework from General Studies Program listed below, with a 2.00 GPA for these specified courses.

   Written & Oral Communication (C or better in each course):
   -ENGL101 Composition and Rhetoric I (3hr)
   -ENGL102 Composition and Rhetoric II (3hr)
   -COMM101 Fundamentals of Speech (3hr)

   Mathematics (3hr): One MATH course 100 level or above (excludes MATH305)
   Natural Sciences (3-4hr): One Natural Science course
   Social & Behavioral Sciences (3hr): One Social & Behavioral Science course

5. Attain an overall GPA of at least 2.50 in all coursework attempted (including transfer credit). The Cohort Average Overall GPA of candidates during the semester of application must be at least 3.00. If the cohort average is not met, individual candidates with an overall GPA of less than 2.75 (beginning with the lowest applicant GPA) will be denied program admission, until the 3.00 cohort average has been met.

6. Completion of Pre-Admission to TEP seminar. Seminars are held in September during the fall semester, and February during the spring semester. Candidates will receive a 'Certificate of Completion' via email upon completion, which must be included in their Portfolio.

7. Completion of an Educator Disposition Assessment (EDA) by a Department of Education faculty member. EDA will be administered during EDUC210 or EDUC305 via LiveText. For candidates who have not have an EDA completed, one will be completed by an education faculty member prior to TEP Full Admission. Candidates must sign the 'EDA Acknowledgment Statement,' (page 4) and include it in the Introduction of their portfolio. Candidates do not need to include the completed EDA evaluation.

8. Completion of a Basic Skills Assessment in Reading, Writing and Math by the CU Department of Education (see page 3 for competency criteria). The Basic Skills Assessment will be included in candidate's TEP decision letter. Candidates who do not meet competency criteria at the time of TEP application will be eligible for TEP Provisional Admission, as long as all other TEP admission requirements have been met. Competency criteria must be met prior to residency admission, and for a candidate to transition to TEP Full Admission.

9. Submit a TEP portfolio via LiveText. Portfolios are due to the Department of Education via LiveText the last working day of September during the fall semester, or the last working day of February during the spring semester. Candidates whose portfolios are not approved will be given recommendations for improvement, or will be counseled concerning their admission into the TEP. Portfolio requirements will be reviewed in detail during the Pre-Admission to TEP Seminar. See pages 7-11 for portfolio requirements & submission instructions.

10. 75-hours of formal experience(s) working with children/youth (Preschool -12th grade) in organized/structured setting(s) prior to TEP application. Hours must be completed outside of clinical experiences associated with education coursework. Diverse experiences are preferred within an instructional setting. Appropriate experiences might include: Scouts, 4-H, Energy Express, tutoring in afterschool or summer programs, camp counselors, coaching, library read-aloud, art/music/theatre programs, involvement at a daycare center, etc. ***Hours must be documented through signed letters on official letterhead*** from teachers, supervisors or leaders. This documentation must provide a description of what the hours involved, the dates and/or time-frame in which the hours were completed, and the total number of hours completed. All documentation must be included in the candidate's TEP Portfolio. The 75 hours should be from within the last 3 years. Private tutoring, babysitting and clerical style work will not towards these hours.

Name (Last, First)

Mailing Address Include house number, street, city, state and zip

Student ID#

Phone #

@MyCU Email

Content Area: Elementary (Online)   Elementary (In-Person)   English   General Science   Music   Special Ed.   Social Studies   Wellness

I participated in the Grow Your Own (GYO) Program in High School: Yes   No

By signing my name below, I verify that I have read and understood the TEP Admisson Packet, admission policies and admission requirements.

Signature

Today's Date

Application for Admission: Year Long Residency

1. Full admission into the Teacher Education Program with all Basic Skills Competency criteria met.

2. Application for Year Long Residency - submit to Kimberly Nichols (nicholsk@concord.edu) in the CU Department of Education

3. Pre-Professional Profile - submit with application to Kimberly Nichols (nicholsk@concord.edu) in the CU Department of Education

4. Obtain required GPAs listed below

      -Overall GPA for all coursework attempted: 2.50
      -General Studies GPA: 2.00
      -Professional Education component GPA (excluding YLR courses): 2.50
      -Content area GP: 2.50

4. Participation in Pre-Admission to Residency Seminars 3 & 4: Creating Lesson Plans & Methods in Technology

5. Successfully complete all coursework for declared majors and/or minors (excluding residency coursework). Candidates will not be permitted to take additional coursework during Residency Part I or Part II.

6. Completion of Form 24 Clinical Experience Permit - this will be reviewed during Pre-Admission to YLR seminars

7. Completion of the federal background check through Identigo - this will be reviewed during Pre-Admission to YLR seminars

8. Earn a minimum of 96 credit hours. YLR1 and YLR2 will provide 24 credit hours, allowing for a total of 120 credit hours required for graduation from Concord University.

9. Praxis II attempt for licensure exam(s). Official scores from ETS must be received by CU. Be sure to list CU & WVDE as a score recipient. It is recommended that exams be attempted after midterm the semester before Residency I.

      -Fall Residency I: Exam(s) must be attempted by June 30th. Official scores must be received by August 1st
      -Spring Residency I: Exam(s) must be attempted by 1st Friday in November. Official scores must be received by 2nd Friday in December.

		Content Specialization(s):
Name (First Last)	Student ID#	Elementary
		English 5-Adult
MyCU Email Address	Campus Box#	General Sciece 5-Adult
		Music PreK-Adult (Choral)
		Music PreK-Adult (Band)
Mailing Address Include: house#, street, city, state & zip	Phone Number	Social Studies 5-Adult
		SPED K-6 & 5-Adult
		Wellness PreK-Adult

I have declared a minor(s) and/or second major. Please list declared minor(s) and/or second majors	YES NO		I have completed a WV Careers in Education or Grow your Own Program	YES NO

Provide a CU Service Area county that you would like to request for placement.
CU's service area includes the following counties:
Bland, Fayette, Giles, Greenbrier, McDowell, Mercer, Monroe, Raleigh, Summers, Tazewell, Wyoming

If you would like to request a county outside of CUs Service Area, state it below. This will require approval from the Director of Clinical Experience. Student will be responsible for providing any additional forms, documents or fees required by the requested county.

List 2 <u>public</u> schools you would like to request for placement.

1.

State <u>immediate</u> family members in #1 requested school. Include name, grade level during YLR1 semester, position and relation

2.

State <u>immediate</u> family members in #2 requested school. Include name, grade level during YLR1 semester, position and relation

List any special requests/comments:

By typing or signing my name below, I herby make application for admission into the Year Long Residency Part 1.
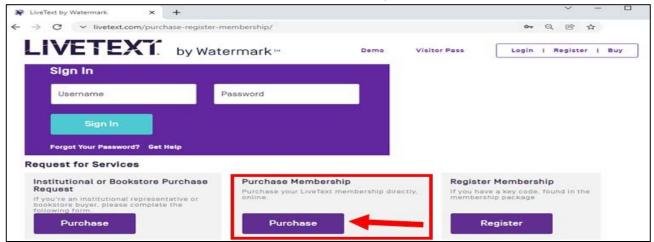
Digital Signature   Today's Date

LiveText: How to Purchase Membership Directly from LiveText
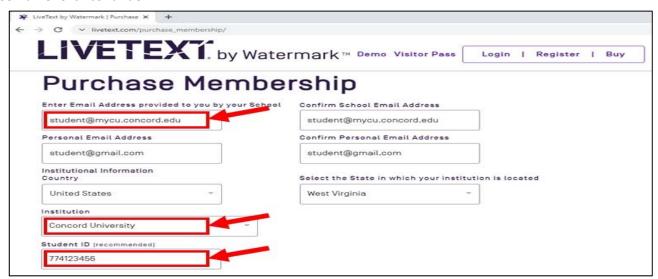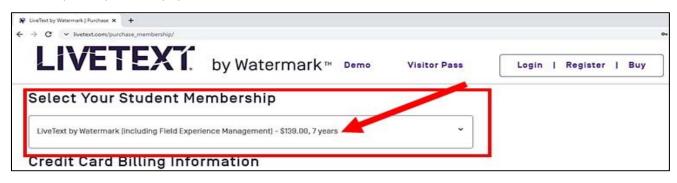
1. Go to www.livetext.com and click on 'Buy'

2. On the next screen, select 'Purchase' in the Purchase Membership box

3. Complete the sections on the 'Purchase Membership' screen. Enter your @mycu email address, select 'Concord University' as your institution, enter your 774# as 'Student ID' and make your username the same as your MyCU username. Click continue.
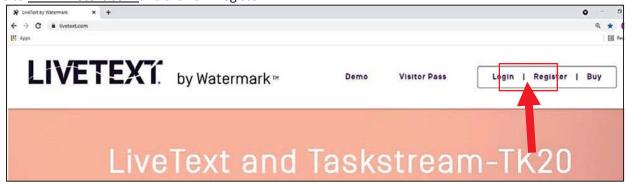

4. On the following screen, select "LiveText by Watermark [Including Field Experience Management]" as your membership. Complete the payment information sections. Click continue.

LiveText: How to Register LiveText Code (CU Bookstore or Follett Access)

1. Go to www.livetext.com and click on 'Register'

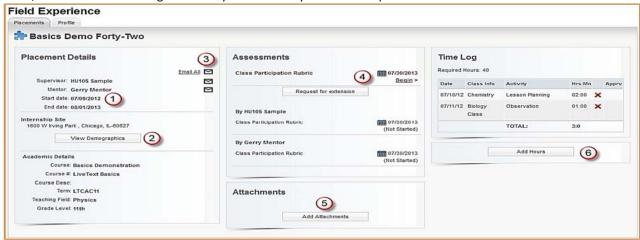2. On the next screen, select 'Register" in the Register Membership box

3. On the Register Membership screen, select 'Student' as the role, and enter the 16-digit code for the membership purchased from the CU Bookstore
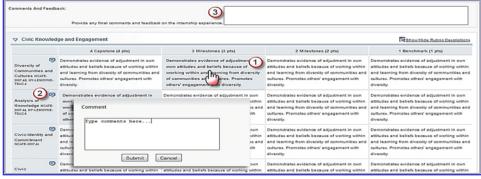

4. After entering the 16-digit code, a section for your to fill in personal information will appear. Please complete all boxes on the form. Be sure to use your 774# as your student ID (no dashes/spaces). Please make your username the first part of your @mycu email address (example email: smithj1@mycu.concord.edu...username: smithj1).

5. Select 'Register My Membership'

LiveText: Instructions for Students

1. When you have logged in, select the **Field Experience** tab at the top of your account (to the left of **Dashboard**).
2. .You will see all your active placements. Click the **View Placement** link to access your clinical experience
3. You will be directed to a page called **View Placement**. This page is a shared workspace, accessible to your supervisor and mentor as well, which is used to manage all the key activities for your clinical experience
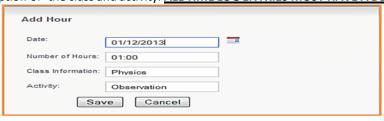

1) Basic details about the placement will display to the left.
2) Optional - to view and enter demographic information about the school and classroom, click View Demographics.
3) To write an email click the corresponding email icon or link.
4) To fill out an assessment rubric(s), click on the Begin Assessment or Continue Assessment link.
   a. Click the cells to highlight the level of performance achieved in each area.
   b. Add comments to any row of the rubric by clicking the Add Comment icon and typing in the text box.
   c. Add comments for the entire assessment using the text box at the top of the rubric.
   d. You may begin the assessment and save your work by clicking Save. This will allow you to return to the assessment and edit it. Once you have completed the assessment, click Submit. Once you have submitted the assessment, you may not return to edit it.

5) To upload attachments for your mentor or supervisor to access, click Add Attachments. Attachments can be LiveText documents or files.

6) To add an entry to your **Time Log** click **Add hours.** Select the date of the entry, the number of hours spent, and a description of the class and activity. **ALL TIME LOG ENTRIES MUST HAVE A DESCRIPTION**.

LiveText: Instructions for Mentors

What are my responsibilities as a mentor teacher?
Mentor teachers are responsible for approving the candidate's time log and completing the final assessment of their field experience (some courses may require completion of more than one evaluation.) via LiveText.
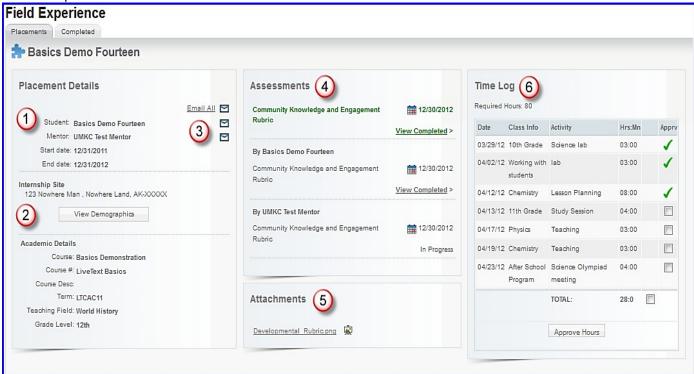
How I complete my responsibilities through LiveText?
1. To access your Field Experience activities in LiveText, you will first need to retrieve the message sent to your school/district email address, which contains your username and password. If you do not receive the message, please go to www.livetext.com and select the link entitled Forgot?, which is located beside the Login button. Enter your school email address and click Continue. Your username/password will be re-emailed to you, but be sure to check your spam.
2. Visit www.livetext.com and log in with the username and password provided to you.
3. You will be asked to select a security question. This is in case you ever forget your username and/or password and need help logging in. Your LiveText username will never change, but you have the OPTION to change the password:
    a. Clicking My Account in the upper right corner
    b. Clicking Change Password. You will be asked to enter the old password first, then to enter and confirm the new password.
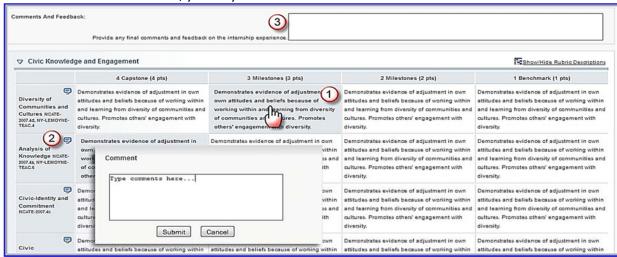

4. Under the Placements tab you will see all students assigned to you. Basic details about the placement will appear below the student's name. Click the "View Placement Details" button to see all activities associated with this placement. You may also click Begin Assessment or Continue Assessment to go directly to your assessment.

5. You will be directed to a page called View Placement. From this page, you can access all the key activities for your Field Experience Placement

(1) Basic details about the placement will display to the left.
(2) Optional - to view and enter demographic information about the school and classroom, click View Demographics.
   a. School Demographics may already have been added by the college or university.
   b. Click in the boxes next to each category in "Classroom Demographics" and type in a number.
(3) To write an email to the student, supervisor, or both click the corresponding email icon or link.
(4) To fill out your assessment rubric(s), click on the Begin Assessment or Continue Assessment link.
   a. Click the cells to highlight the level of performance achieved in each area.
   b. Add comments to any row of the rubric by clicking the Add Comment icon and typing in the text box.
   c. Add comments for the entire assessment using the text box at the top of the rubric.
   d. You may begin the assessment and save your work by clicking Save. This will allow you to return to the assessment and edit it. Once you have completed the assessment, click Submit. Once you have submitted the assessment, you may not return to edit it.

(5) To confirm the candidate's field experience hours, click View Placement Details, and the Time Log is located on the right side of the screen. Hours are entered by the student. To approve the student's entries, check the box next to the entry and click Approve Hours.

Danielson Framework for Teaching (FFT) Rubric

	Distinguished (4 points)	Proficient (3 points)	Basic (2 points)	Unsatisfactory (1 point)	Score
DOMAIN 1: PLANNING & PREPARATION					
1a Applying Knowledge of Content and Pedagogy	The teacher's understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection.	The teacher's understanding of content and pedagogy supports student learning of the content.	The teacher's understanding of content and pedagogy partially supports student learning of the content.	The teacher lacks sufficient knowledge of content and pedagogy to support student learning of the content.	
1b Knowing and Valuing Students	The teacher's knowledge of student is extensive and fosters student learning and development to support academic and personal success.	The teachers' knowledge of students supports learning and development and enables the teacher to build upon student assets.	The teacher's knowledge of students identifies, as well as their strengths and needs, partially supports learning and development.	The teacher lacks sufficient knowledge of students to support student learning or development.	
1c Setting Instructional Outcomes	Instructional outcomes represent high-level learning of important content and support student autonomy, curiosity, and intellectual risk-taking.	Instructional outcomes are rigorous and appropriate for students.	Instructional outcomes are moderately rigorous and are appropriate for most students in the class.	Instructional outcomes are not identified, are not rigorous, or are inappropriate.	
1d Using Resources Effectively	The teacher makes deliberate decisions in the use of instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement.	The teacher's knowledge of instructional materials and other resources leads to discerning choices to support student learning and development.	The teacher understands and uses instructional materials and other resources to support student learning and development, but theses resources represent only a narrow band of what is available.	The teacher is not aware of, or does not appropriately or effectively use, instructional materials and other resources to support student learning and development.	
1e Planning Coherent	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and support student assumption of responsibility for learning.	Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class.	Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes.	The design of learning experiences does not support student engagement with important content.	
1f Designing and Analyzing Assessments	Students will have the opportunity to demonstrate mastery of content and analyze their own progress through multiple, flexible assessments.	Assessments are planned throughout the instructional process and provide timely and valuable information to teachers and students.	Assessments will partially help the teacher know that students have learned or are learning the intended outcomes.	There is no plan for assessment, or the assessments will not provide evidence that students have learned the intended outcomes.	
COMMENTS:					

	Distinguished (4 points)	Proficient (3 points)	Basic (2 points)	Unsatisfactory (1 point)	Score
DOMAIN 2: LEARNING ENVIRONMENTS					
2a Cultivating Respectful and Affirming Environments	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Learning environments are partially characterized by caring and respectful interactions.	Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	
2b Fostering a Culture for Learning	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success.	The culture of the class is characterized by high expectations and supports students/ learning and development.	The culture of the class is partially conducive to learning and development.	The culture of the class is not conducive to learning and does not support development.	
2c Maintaining Purposeful Environments	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community member.	Shared routines and efficient procedures are largely student-directed and maximize opportunities for student learning and development.	Classroom routines and procedures, established or managed primarily by the teacher and taught explicitly to students, support opportunities for student learning and development.	Student learning and development are hindered by a lack of routines or inefficient classroom procedures.	
2d Supporting Positive Student Behavior	Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community.	Students display positive behaviors, which are modeled by teachers and reinforced to promote reflection and recalibration rather than compliance.	Positive behaviors are modeled by the teacher and occasionally taught explicitly.	There is little evidence of explicit modeling, instruction or guidance related to positive student behaviors.	
2e Organizing Spaces for Learning	Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow.	Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences.	Learning spaces are safe and accessible; the arrangement and use of resources partially support student learning and development.	Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development.	
COMMENTS:					

	Distinguished (4 points)	Proficient (3 points)	Basic (2 points)	Unsatisfactory (1 point)	Score
DOMAIN 3: LEARNING EXPERIENCES					
3a Communicating Abut Purpose and Content	Communication about purpose and content is rich, nuanced, and relevant to students inviting them to think critically and contribute intellectually; it encourages curiosity and supports student autonomy.	Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences and modest effective use of language.	Communication about purpose and content is mostly clear and accurate; it partially supports learning.	Communication about purpose and content is unclear or confusing and hinders student learning.	
3b Using Questioning and Discussion Techniques	Students intentionally use questioning and discussion to develop their own and others' thinking, reasoning skills, and habits of reflection.	Questioning and discussion, framed or led by the teacher and students, effectively support critical thinking, reasoning, and reflection.	Questioning and discussion, primarily framed and led by the teacher, are used to support student learning and development.	Questioning and discussion are absent, low-level, or do not support learning and development.	
3c Engaging Students in Learning	Students take initiative to increase the challenge or complexity of learning experiences; they think critically about a variety of issues and offer solutions; and they make suggestions for modifications that increase meaning and relevance.	Learning experiences support curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple means.	Learning experiences partially engage students intellectually; the activities require students to do some thinking.	Learning experiences do not require active intellectual engagement by students.	
3d Using Assessment for Learning	Students take initiative to analyze their own progress against a clear standard in order to achieve the outcome and identify new opportunities and challenges.	The teacher and students use formative assessments to elicit evidence of understanding, analyze progress, and provide constructive feedback.	Formative assessment partially supports student learning and development.	Formative assessment is not used during instruction or is not aligned to the instructional purpose of the lesson.	
3e Responding Flexibly to Student Needs	Based on self-monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modifications or spark new learning opportunities.	The teacher's adjustments and responsiveness lead to deeper understanding for students and/or new learning experiences.	The teacher makes some adjustments to learning experiences and is responsive to student needs with partial success.	The teacher makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs.	

COMMENTS:

	Distinguished (4 points)	Proficient (3 points)	Basic (2 points)	Unsatisfactory (1 point)	Score
DOMAIN 4: PRINCIPLED TEACHING					
4a **Engaging in Reflective Practice**	The teacher consistently engages in reflective practice based on multiple sources of evidence that results in the exploration of new ideas and approaches focused on supporting students who need it most.	The teacher's reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the success of instruction and results in specific changes and adjustments.	The teacher's reflective practice leads to some accurate assessment of student success of instruction but does not follow through with analysis and changes to practice.	The teacher does not appear to engage in reflective practice or misjudges the success of instruction.	
4b **Documenting Student Progress**	Students monitor progress toward master and their own attainment of learning and development goals; they regularly analyze and discuss their progress with the teacher and their families.	The teacher documents student progress toward master, focusing on the attainment of learning and developmental goals; students have access to and engage in reflection on their progress.	The teacher documents some aspects of student progress, in a manner that is accessible to students and families.	There is no system for documenting student progress or the system is ineffective at communicating progress to students and families.	
4c **Engaging Families and Communities**	The teacher's frequent and ongoing engagement of families and communities demonstrates a clear value for the role they play in student learning and is focused on forging partnerships that further the academic and personal success of each and every student.	The teacher engages students' families and communities in a respectful and culturally responsive manner, making information readily available and inviting participation in the intellectual life of the classroom.	The teacher makes some efforts to engage families and communities and does so in a respectful manner.	The teacher does not engage students' families or the community, engages them infrequently, or does so disrespectfully.	
4d **Contributing to School Community and Culture**	The teacher takes a leadership role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of student and families.	The teacher takes initiative in contributing to the leading events, programs, or activities that further the culture of learning in the school and brings the values of the school to life through modeling and positive action.	The teacher makes some contributions to the school culture, supporting professional learning and upholding the values of the school.	The teacher is not an active member of the school community or contributes negatively to the culture of learning and values of the school.	
4e **Growing and Developing Professionally**	The teacher appropriately exercises autonomy to direct professional learning for themselves and their peers, taking a leadership role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation.	The teacher directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets.	The teacher engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is typically arranged or directed by others.	The teacher does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly.	
4f **Acting in Service Students**	The teacher is a leader in the school in defining and upholding high standards of ethical practice and modeling wise decision-making that honors the inherent worth and dignity of each and every student and prioritizes their needs.	The teacher models high standards of ethical practice and wise decision-making on behalf of students, families, and colleagues.	The teacher acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues.	The teacher acts unethically and does not understand the needs of students or make decisions in their best interest.	
COMMENTS:					

References:

1. Academics - Policies and Procedures - Concord University - Acalog ACMSTM. (n.d.). Catalog.concord.edu. Retrieved April 15, 2024, from https://catalog.concord.edu/content.php?catoid=15&navoid=1038

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3. The Danielson Group. (2022). The framework for teaching. Danielsongroup.org. https://danielsongroup.org/the-framework-for-teaching/