



Department of Education Handbook

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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 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, have earned scholarships and internships with affiliate professional organizations, and have been admitted to prominent graduate schools around the country. The Department offers a variety of courses from early childhood to secondary education, from foundations to clinical applications. Our programs are accredited and/or approved by the Council for the Accreditation of Educator Preparation (CAEP), National Association for the Education of Young Children (NAEYC), Council for Exceptional Children (CEC), Society of Health and Physical Educators (SHAPE America PE), and the Society of Health and Physical Educators (SHAPE America Health Education).

Graduates of our program have been recognized as outstanding teachers of the year, admitted to prominent graduate schools around the country, and have earned scholarships and internships with affiliate professional organizations. Graduates of Concord University's Educator Preparation Program are eligible for licensure in West Virginia, and in other states through reciprocal agreements. Concord University is accredited under the Council for the Accreditation of Education Preparation (CAEP) from 2020-2027. Additionally, all of the content specializations are recognized by the following specialized professional associations, and/or the West Virginia Board of Education:

- 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](#)) PE
- Society of Health and Physical Education ([SHAPE](#)) HEALTH
- International Reading 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](#))
- West Virginia Board of Education (WVDE)

InTASC Standards/West Virginia Teaching Standards

- [InTASC](#)
- [WV Teaching Standards](#)

Pathway to Teaching Transition Points

Concord University’s Education Preparation Provider (EPP) has five pathways through which all education majors must pass through. They are:

1. Admission to Teacher Education Program
2. Admission to Year-Long Residency Part I
3. Admission to Year-Long Residency Part II
4. Completion of Year-Long Residency
5. Follow-up of Completers

Core Dimensions of the Professional Education Curriculum

All teacher education candidates must earn a 2.75 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 I (0 hours)
- EDUC 301 Educational Technology (3 hours)
- EDUC 305 Psychology of Teaching and Learning (3 hours)
- EDUC 305L Clinical Experience II (0 hours)
- EDUC 306 Classroom Management and Instructional Strategies (3 hours)
- EDUC 306L Clinical Experience III (0 hours)
- EDUC 418 Content Area Reading (3 hours) - Required for Secondary Education majors only
- Year Long Residency Part1 (12 hours)

Elementary Majors	<ul style="list-style-type: none"> • <u>EDSP 415</u> Co-Teaching, Consultation & Collaboration (3 hours) • <u>EDUC 416</u> Assessment and the Data Informed Teacher (3 hours) • <u>EDUC 450</u> Clinical Experience IV (6 hours)
Special Education Majors	<ul style="list-style-type: none"> • <u>EDSP 415</u> Co-Teaching, Consultation & Collaboration (3 hours) • <u>EDUC 416</u> Assessment and the Data Informed Teacher (3 hours) • <u>EDUC 450</u> Clinical Experience IV (6 hours)
Secondary Education Majors	<ul style="list-style-type: none"> • <u>EDSP 409</u> Strategies for the Secondary Classroom Inclusive Environment (3 hours) • <u>EDUC 416</u> Assessment and the Data Informed Teacher (3 hours) • <u>EDUC 450</u> Clinical Experience IV (6 hours)

- Year Long Residency Part2
 - EDUC 460 Clinical Experience V (12 hours)

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

- a) Teacher Education Program Admission
- b) Professionalism and Ethics

Pre-Admission to Year-Long Residency I

- a) Creating Lesson Plans – taken semester prior Year-Long Residency I
- b) Methods in Technology – taken semester prior Year-Long Residency I

Pre-Admission to Year-Long Residency II

- a) Safe Schools, Trauma Sensitivity, and Addiction – taken during Year-Long Residency I

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 in-state 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

Admission to Concord University does not guarantee admission into the Teacher Education Program (TEP). Rather, there are specific steps candidates must successfully complete before they can be considered for admission into the program.

Candidates must satisfy all admission requirements in order to be fully admitted into the Teacher Education Program (see section "Educator Preparation Provider (EPP) Full Admission Requirements"). Failure to satisfy all requirements by the deadline provided in admission status letters will result in Teacher Education Program denial for the semester in which application was made. Candidates may re-apply for 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.

Completers of a certified WV Careers in Education Program do not need to complete all sections of the Professional Portfolio. These candidates will only be required to complete the Introduction section of the Portfolio template that is in LiveText. In addition to the Introduction materials listed, candidates will be required to include documentation of passing NOCTI exam scores in this section of the Portfolio template. These candidates are exempt from the volunteer hour requirement. Completers of a certified WV Careers in Education Program are still required to satisfy all other full admission requirements.

Educator Preparation Provider (EPP) Conditional Admission Requirements

To be considered for conditional acceptance into the TEP, the following are due the last working day of September during the fall semester, or the last working day of February during the spring semester. Summer applications are not accepted. Failure to satisfy all conditional requirements listed below by the last working day in September during the Fall semester, or last working day in February during the Spring semester will result in automatic program denial. Candidates may re-apply for admission the following semester.

1. **Application for Admission** – submit via LiveText as part of Portfolio
2. **Portfolio & Pre-Professional Profile** – submit via LiveText
3. **Participation in Pre-Admission to TEP Seminars** – submit certificates of completion as part of Portfolio
4. **Signed EDA Statement** – included as part of Portfolio
5. **Attainment of an overall grade point average** of 2.50 or better in all coursework completed
6. **Praxis Core Academic Skills for Educators Exams:** Reading, Writing and Math – candidates must have *attempted* each exam prior to application, with documentation included in portfolio, or qualify for a valid exemption based upon current WVDE licensure requirements. Passing scores on all exams must be received prior to full admission.
7. **Declaration of Degree/Major**- log into MyCU account and verify your Degree/Major. If necessary, update your information by going to the Registrar's website and completing the form.
8. **EDUC 210** - Successful completion of EDUC210 & the required 45-hour field experience, with a grade of "C" or better. If you transferred in EDUC210, you will need to provide documentation of the completed 45-hour field experience in the 'Introduction' section of the portfolio
9. **EDSP 303** - Successful completion of EDSP303 with a grade of "C" or better.
10. **Earned credit hours** - Successful completion of 24 earned credit hours
11. **75 Volunteer hours working with youth** (infant-12th grade). Documentation, in the form of signed letters from supervisors, to be included in portfolio. Volunteer hours must be completed, or in progress, for a portfolio to be considered for TEP admission. Candidates whose portfolios reflect 0 volunteer hours completed will be automatically denied. All volunteer hours must be completed prior to full admission

Educator Preparation Provider (EPP) Full Admission Requirements

1. Successful completion of a minimum of 24-25 earned hours, which must include 18-19 hours from the General Studies Program, with a 2.00 GPA. General Studies courses must include the following:

Elementary Majors	Secondary Majors	Special Education Majors
Written & Oral Communication – 9 hrs (Grade of C or better is required in all courses) <u>ENGL 101</u> , Composition and Rhetoric I (3hr) <u>ENGL 102</u> , Composition and Rhetoric II (3hr) <u>COMM 101</u> , Fundamentals of Speech (3hr)	Written & Oral Communication – 9 hrs (Grade of C or better is required in all courses) <u>ENGL 101</u> , Composition and Rhetoric I (3hr) <u>ENGL 102</u> , Composition and Rhetoric II (3hr) <u>COMM 101</u> , Fundamentals of Speech (3hr)	Written & Oral Communication – 9 hrs (Grade of C or better is required in all courses) <u>ENGL 101</u> , Composition and Rhetoric I (3hr) <u>ENGL 102</u> , Composition and Rhetoric II (3hr) <u>COMM 101</u> , Fundamentals of Speech (3hr)
Mathematics - 3 hrs (Grade of C or better is required) Elementary majors MUST complete <u>MATH 101</u> or <u>MATH 103</u>	Mathematics - 3 hrs One MATH course	Mathematics - 3 hrs (Grade of C or better is required) One MATH course
Natural Sciences – 4 hours Elementary majors MUST select from: <u>PHSC104</u> , <u>GEOL101</u> or <u>PHSC103</u>	Natural Sciences – 3/4 hours One 3 hour or one 4 hour Natural Science course	Natural Sciences – 3/4 hours Special Ed. majors MUST select from: <u>PHSC104</u> , <u>GEOL101</u> , <u>GEOG200</u> or <u>BIOL101</u>
Social & Behavioral Sciences - 3 hrs	Social & Behavioral Sciences - 3 hrs	Social & Behavioral Sciences - 3 hrs

2. 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 Diversity, Culture and Education in a Pluralistic Society 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.

3. Complete EDSP 303: Introduction to Special Education, with a grade of “C” or better.

4. Attainment of an overall grade point average of 2.50 or better in all coursework completed (including transfer credit). A candidate may apply to the Teacher Education Program with an overall GPA of 2.50. However, the GPA of all the candidates who apply during the semester (cohort average) must be 3.00 or above. If the cohort average is not met, individual candidate GPAs of less than 2.75 may be removed from the cohort until a 3.0 is achieved.

5. Successfully complete the Praxis Core Academic Skills for Educators Exams*: Reading, Writing and Math. It is highly recommended that these exams are taken within the first 24 credit hours of coursework in order for the candidate to make continuous progress in the Professional Education Core, and for the candidate to have the highest chance of success. Official passing scores must be sent to Concord University via ETS. When registering for an exam(s), be sure to list Concord University and the WV Department of Education as a 'Score Recipient.' Praxis exams can now be taken at home through ETS via ProctorU. Visit <https://www.ets.org/praxis/register> to register for the exam.

- Reading Computer Delivered Test Code – 5713
- Writing Computer Delivered Test Code – 5723
- Math Computer Delivered Test Code – 5733
- Combined Reading, Writing & Math Exam Computer Delivered Test Code - 5752

A candidate may be exempt from the Praxis Core Exams based upon the [WVDE WV Licensure Testing Directory](#). Please review the exemptions listed in the TEP Admission Packet to determine if you are exempt from 1 or more Praxis Core Exams. For additional information regarding Praxis fee waivers/assistance, disability accommodations, prep materials/aids or testing centers, please visit [CU Department of Education: Resources and Information](#) webpage

6. Declaration of a specific and accurate major and content specialization(s) through www.concord.edu, Academics, Registrar, and Declaration of Degree/Major form.

7. Successful completion of all Pre-Admission to Teacher Education Program seminars. Candidates will receive a Certificate of Completion via email. The certificate must be included in the Professional Portfolio.

8. Pre-professional Profile-The profile will be a part of the co-selection process which occurs prior to candidate placement in the public school for residency. Schools will be provided the candidate profiles, and teachers will select the candidate for their classroom. The co-selection process enables all parties to be a part of the placement. The profile will be a work in progress for the candidate. It will be updated periodically throughout the candidate's progress through the program. The profile should include contact information, relevant experience, personal or professional goals, clinical experience goals, interests/hobbies and a professional or personal image of the candidate. This document will be included in the candidate's portfolio in the 'Introduction'.
9. Completion of an Educator Disposition Assessment (EDA) by a Department of Education faculty member. This is completed during EDUC210 or EDUC305. For those Candidates who did not have an EDA completed during these courses, one will be required to be completed by a Department of Education faculty member prior to full admission. Candidates are required to include the signed EDA statement in their portfolio (located in the TEP Admission Packet).
10. Candidates must complete 75 hours of documented experience working with school age children/youth in organized/structured settings prior to admission to the Teacher Education Program. Appropriate experiences might include: Scouts, 4-H, Energy Express, tutoring in after-school or summer programs, camp counselors, coaching or aiding sport teams, library read-aloud, teaching an art/music/dance class, energy express, preschool aid, etc. The 75 hours of experience must be documented through signed letters on official letterhead from teachers, supervisors or program leaders. This documentation must provide a description of what the volunteer hours entailed, the dates and/or time-frame in which the experience(s) was completed, and the total number of hours completed. All documentation must be included in the candidate's portfolio when they apply for admission to the Teacher Education Program. The 75 hours are in addition to any required field practicum hours. Private tutoring or babysitting will not be counted.
11. Submit a professional portfolio via LiveText to the Department of Education (see below– How to Submit a Portfolio via LiveText). Portfolios will be 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 improving their portfolios, or will be counseled concerning their admission to the teacher education program.

How to Submit a Portfolio via LiveText

Portfolios are to be submitted via LiveText to 'concordadmin' before 4:00 p.m. on the last working day of September in the fall semester, or the last working day of February in the spring semester.

1. Login LiveText at: 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'
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. If you are submitting essay style artifacts, please type directly into the text-box provided in the template (if this will not work, you can attach a Word or PDF file). When completing sections of the portfolio template, please keep in mind:
 - This does not apply to documents in the Introduction section or Volunteer Hour documentation! These items need to be attached as PDF files or images
 - 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.
 - Please be sure that all attachments are the correct direction (i.e. a paper shouldn't be upside down when attachment is opened).
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.

Portfolio Requirements

Candidates will submit a professional portfolio addressing specific dispositions that Concord University's Educator Preparation Provider (EPP) has identified as relevant to our institution, our clinical partners, and our educational community. Portfolios will be reviewed using the "Portfolio Review Rubric." Candidates should review this rubric to ensure each section meets at least the "Emerging" standard.

1. Introduction: This section of the Portfolio allows the candidate to provide personal information about themselves in the form of a Pre-Professional Profile, Pre-Admission to TEP seminar certificate, signed EDA Statement, Praxis Core exam documentation, TEP Application and any additional artifacts (optional) that they feel provides insight into their academic and/or non-academic achievements or goals.

Creating a Positive Learning Environment: The candidate contributes, cooperates, and participates in creating an environment in which all students are accepted and are provided the opportunity to achieve at the highest levels in all areas of development. The candidate maintains a safe and healthy environment, and creates a culture of caring through understanding and support.

2. 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. Provide an artifact such as an essay, video demonstration, PowerPoint, or examples of students' work along with a narrative that demonstrates your belief that all students can learn. Here are some tips for demonstrating your belief in the ability of all children to learn:

- Identify what you mean by "All students can learn." Avoid generalizations. Do you mean that all students can learn at the same rate and that each student can meet the same level of expertise at exactly the same time? Do you mean that given the right teacher that all students can progress in any subject? Or, do you think that some students can do better in some subjects, but not all students can excel in every subject? Is your belief that all students can learn based on developmental levels, abilities and/or intelligence?
- Use personal examples or examples of students you have observed or worked with during a field experience to support your belief that all students can learn. Emphasize the learning process and progress.
- Consider including ideas about what students can learn, when they can learn it, and what formats are best suited to learning.
- Support your belief with research on student learning. Be sure to provide references to any materials used.

3. Leadership: The candidate is a teacher leader. Danielson (2006) states 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). Danielson presents 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; and willingness to work hard. From the above list, select a disposition(s) that Danielson presented as necessary for teacher leaders, and describe and provide example(s) of how you have demonstrated the disposition(s).

4. Open to Change and New Ideas: 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 change. Christenbury (2010) states 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. Provide an artifact that demonstrates a time or situation in your life that required you to be flexible and/or open to new ideas.

Professional Learning: The candidate engages in professional learning by collaborating with colleagues and by evaluating his/her practice.

5. Reflection: The candidate is a reflective practitioner. 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. Research (Constantino & De Lorenzo, 2001; Danielson & McGreal, 2000; Glickman, 2002; Lambert, 2003) substantiates the role of reflection in teachers' professional growth.

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 essay may be your first opportunity to practice the habit of reflection. In this essay, you will describe an educational experience that influenced your beginning understanding of teaching and learning. Your description should come from either your volunteer experience, your EDUC210 field experience, and/or your EPAT field experience. For this essay, 1) describe the experience by providing the setting, the context, and the characteristics of the learner(s); 2) select a WV Professional Teaching Standard and an Element of that standard and describe how they relate to the experience you have chosen. For each experience, cite the WVPT Standard and include the exact language of the Element. For example: Standard 2. The Learner and the Learning Environment, Element 2.1 The teacher candidate understands and responds to the unique characteristics of learners; and 3) provide examples that show how you will use these experiences in your future teaching. To foster higher levels of reflection in your essay, questions like the following could be answered:

- What did I do that worked or didn't work in this experience? How do I know?
- What would I do the same or differently if I repeated this experience? Why?
- What actions by me might have prompted or perpetuated learner reactions?
- What do I believe about how learners learn? How does this experience influence my belief?
- What did I know about the learners and how did I use this to make the experience better?
- Did I engage the learner in a learner-centered experience?
- How will I work on my teaching to improve what I do?

6. Response to Feedback: The candidate is receptive to feedback. 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. Provide an example of your willingness to seek out and favorably respond to feedback from teachers, coaches, peers, or a supervisor in a job.

7. Volunteer Hours: Candidates must complete 75 hours of documented experience working with school age children/youth in organized/structured settings prior to admission to the Teacher Education Program. Appropriate experiences might include: Scouts, 4-H, Energy Express, tutoring in after-school or summer programs, camp counselors, coaching or aiding sport teams, library read-aloud, teaching an art/music/dance class, energy express, preschool aid, etc. The 75 hours of experience must be documented through signed letters on official letterhead from teachers, supervisors or program leaders. This documentation must provide a description of what the volunteer hours entailed, the dates and/or time-frame in which the experience(s) was completed, and the total number of hours completed. All documentation must be included in the candidate's portfolio when they apply for admission to the Teacher Education Program. The 75 hours are in addition to any required field practicum hours. Private tutoring or babysitting will not be counted.

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.	The artifact demonstrates the candidate’s 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 artifact demonstrates the candidate’s belief that students from differing family backgrounds and with differing personal skills and abilities can learn. The artifact demonstrates how the candidate uses this knowledge to maximize learning for individual learners.	The artifact includes an example or description that supports the candidate’s belief that all students can learn. The candidate provides generalizations that are partially supported.	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. Or, the candidate simply makes unsupported generalizations.
3. Teacher Leadership	Through the artifact(s), the candidate thoughtfully identifies and describes multiple, examples of behaviors that provide specific evidence that dispositions and potential for teacher leadership have been modeled.	Through the artifact(s), the candidate identifies and describes examples of behaviors that provide evidence that disposition(s) and potential for teacher leadership have been modeled.	Through the artifact(s), the candidate describes and provides an example that supports the emergence of disposition(s) and potential for teacher leadership.	Through the artifact(s), the candidate selects disposition(s); however, description and/or example does not provide evidence that disposition(s) has been modeled.
4. The candidate demonstrates a willingness to accept change and is open to new ideas.	The artifact demonstrates thoughtful consideration of the complexity and multiple aspects of a flexible mindset and openness to implementing new ideas.	The artifact demonstrates multiple perspectives of a flexible mindset and openness to explore new ideas.	The artifact demonstrates one aspect of a flexible mindset and openness to new ideas.	The candidate is unable to demonstrate with an artifact or through a narrative that he/she values flexibility and openness to new ideas.
5. Reflection Essay Description of Experience Correlation to the Standard Relationship to Future Teaching	Description of the learning experience includes multiple, specific details of the setting, the context, and the characteristics of the learner(s). Correlation to the Standard/Element and the learning experience is fully developed, demonstrating a deep understanding of the Standard. Fully describes with multiple, thoughtful examples how the experience relates to future teaching; responds to multiple prompts for higher level reflection.	Description of the learning experience includes sufficient details of the setting, the context, and the characteristics of the learner(s). Correlation to the Standard and the learning experience is relevant and demonstrates a good understanding of the Standard. Describes with thoughtful detail and at least one example of how the experience relates to future teaching with several responses to prompts.	Description of the learning experience includes the required, basic details of the setting, the context, but may lack relevant characteristics of the learner(s). Correlation to the Standard is made; however, the relationship lacks sufficient understanding. General description of how the experience relates to future teaching with at least one response to the prompts.	Description includes one or more of the details, but the learning experience is irrelevant or incomplete. Lacks a correlation to a relevant Standard. Vague description of how the experience relates to future teaching with no evidence of reflection.
6. The candidate is receptive to feedback.	The artifact demonstrates detailed actions the teacher candidate has taken to seek out, reflect and act upon feedback and provided evidence that the feedback produced greater learning.	The artifact demonstrates actions the teacher candidate has taken to respond to feedback that led to opportunity for greater learning.	The artifact demonstrates that the teacher candidate has responded favorably to feedback, although it is uncertain that the feedback led to greater learning.	The artifact demonstrates a time when the teacher candidate was provided feedback, but no indication of response is provided.
7. 75 Volunteer hours working with children/youth.	Extensive experiences (75 hours or more) working with children/youth outside of field experiences associated with course work. Experience with children/youth is in an instructional setting and/or includes supervisory responsibilities.	Several experiences (totaling 75 hours) working with children/youth outside of field experiences associated with course work, Experiences include some time in an instructional setting.	A single experience (75 hours) working with children/youth outside of field experiences associated with course work. Experience is not in an educational setting, and direct interaction with children/youth is limited.	Less than 75 hours of experience working with children/youth outside of field experiences associated with course work, or 100 hours is observational only, including no direct interaction with children/youth.

Praxis Core Exam – Exemption Requirements

Effective November 10, 2021

EXEMPTIONS ARE ONLY VALID IN WV. IF YOU PLAN ON TRANSFERING YOUR TEACHING LICENSE OUTSIDE OF WV, YOU WILL STILL NEED TO COMPLETE THE PRAXIS CORE EXAMS BEFORE YOU CAN TRANSFER YOUR LICENSE.

Effective 11/10/2021 the WV Department of Education have revised their Praxis Core exemption requirements. At least one of the following requirements must be met in order to receive an exemption for the Praxis Core Reading, Writing and/or Math exam(s) for acceptance into the Undergraduate Teacher Education Program, or into the Master of Arts in Teaching Program (MAT). Please note that WVDE exemption requirements are subject to change.

Undergraduate students who believe they meet an exemption requirement for an exam(s) will note the exemption on their Teacher Education Program Application. The CU Department of Education Office will verify the exemption in our system. Students will be notified via email of program application if their exemption is not valid. If this is the case, the student will need to complete the Praxis Core Exams.

Please contact Alison Conner, Department of Education Operations Coordinator, at amconner@concord.edu for questions

Individuals may be exempt from the Praxis Core Reading, Writing, and Math exams (all 3 exams), provided they meet one of the following ACT/SAT exam criteria:

OPTION 1 exams taken 1989-present	ACT composite score from a single administration of 26
OPTION 2 exams taken prior to April 1995	SAT composite score from a single administration of 1125
OPTION 3 exams taken April 1995-February 2005	SAT 'Re-Centered Exam' composite score from a single exam administration of 1125
OPTION 4 exams taken March 2005-April 2016	SAT 'Revised Exam' composite score from a single exam administration of 1170 - sum of the Critical Reading and Math score (excludes the writing score)
OPTION 5 exams taken May 2016-present	SAT 'New Exam' scores from a single exam administration of 480 for 'Evidence Based Reading and Writing' and a score of 530 for 'Math'

Individuals may be exempt from the Praxis Core Reading and Praxis Core Writing exams (not Praxis Core Math), provided they meet the following exam criteria:

- ACT 'Enhanced' combined score using the 'Enhanced English' and 'Reading' scores of 34 or greater (add the exam scores together), with each of the individual exams having a minimum score of 17. Eligible scores for 'Enhanced English' and 'Reading' may be combined/selected from multiple administrations of the exam (exams after October 1989)
- SAT 'New Exam' score of 480 using the combined 'Evidence-Based Reading and Writing' section (exams May 2016-present)

Individuals may be exempt from the Praxis Core Math exam (not Praxis Core Reading or Praxis Core Writing), provided they meet one of the following exam criteria:

- ACT Enhanced Mathematics score of 21 or greater (exams after October 1989)
- SAT 'New Exam' score of 530 using the 'Math' section (exams May 2016-present)

MAT Program Only: Individuals may be exempt from the Praxis Core Reading, Writing, and Math exams (all 3 exams), provided they meet one of the following non-exam related criteria:

- Holds a conferred Bachelor's Degree from an accredited Institution of Higher Education with an overall cumulative minimum GPA of 3.0
- Holds certification through the National Board for Professional Teaching Standards (NBPTS)
- Holds or has held a West Virginia Professional Certificate
- Holds a master's degree from an accredited institution of higher education
- Has attained from a single administration a combined score of 800 verbal and quantitative on the Graduate Record Examination (GRE) (test prior to November 2011)
- Has attained from a single administration at least a 286 on the GRE (November 2011 – present)
- Holds a valid out-of-state certificate in the content area in which West Virginia certification is available and requested
- Holds an expired out-of-state certificate or equivalent, successfully converted that certificate or equivalent into a West Virginia Statement of Eligibility, sub-sequentially converted that Statement of Eligibility into a West Virginia Provisional Professional Teaching Certificate, and is seeking conversion from a West Virginia Provisional Professional Teaching Certificate to an initial West Virginia Professional Teaching Certificate
- Holds documentation of successfully completing three years of experience within the last seven years in one or a combination of specializations recognized on an out-of-state professional certificate, valid during those three years
- Holds a license issued by the West Virginia Board of Examiners for Registered Professional Nurses
- Holds a passing score on the current Elementary Education Multiple Subject PRAXIS Exam required for West Virginia licensure.

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. All are equally important. There are three scoring levels: meets expectations, developing, and needs improvement. A teacher candidate will be assessed a minimum of three times using the EDA: admission to TEP, admission to the yearlong residency, and at the end of the yearlong residency.

Concord University Department of Education – Educator Disposition Assessment (EDA) Policy

Teacher Education majors are informed of the use and purpose of the EDA in coursework prior to admission into the teacher education program, in the Field Placement Handbook, and in other materials published by the college/school/department. Candidates are aware that the dispositions identified on the EDA are categorized descriptions of teacher behavior that affect positive influence in the professional setting and promote gains in P-12 student learning. They are aware that a score of "0" on any disposition indicates insufficient demonstration of a given dispositional trait. The first exposure to the EDA is in the introductory education course with subsequent discussions and activities regarding dispositions and their importance in the classroom. The EDA is then administered within the introductory course(s), the methods block, and again during Residency II. Should a candidate's disposition become a concern outside the scheduled checkpoints, education faculty can elect to assess a candidate's disposition at any other time.

Additionally, the EDA may be completed for a candidate who needs improvement or requires additional development on a specific disposition. Concord's EPP policy states if an EDA is completed for a candidate any time other than the three gateways, the EDA will be completed either as a "Conference without a Formal Improvement Plan (FIP)" or a "Conference with a Formal Improvement Plan (FIP)" described in the below section "EDA Candidate Intervention/Remediation."

If it is determined that a FIP is warranted, then the teacher candidate will meet with the Admission, Retention, and Dismissal Committee. This committee will be comprised of the Director of the Teacher Education Program, the Coordinator of Clinical Experiences, the course professor (if applicable), and additional individuals as deemed appropriate. The committee along with the teacher candidate will develop a FIP which is an actionable plan to remediate the concern. Follow up meetings will be conducted as deemed necessary by the committee. After a recommended amount of time an Outcomes, Results of Intervention, Remediation Plan (ORIR) form will be completed to monitor progress.

EDA Candidate Intervention/Remediation

The evaluation of dispositions must include performance feedback to candidates when issues or concerns are raised followed with an intervention/remediation plan for professional development. The following describes how the intervention/remediation will occur within the department of education at Concord University: Receiving an unacceptable dispositional rating in the EDA is taken seriously by the Department of Education. The candidate receiving an unacceptable dispositional rating will be assigned one of the following action plans at the discretion of education department faculty, depending on perceived severity of the disposition in question. Interventions are intended to help the candidate achieve the expected targets and benchmarks required to successfully complete the education program.

1. **Conference without Formal Improvement Plan (FIP):**

This level of intervention is handled by the course professor, director of clinical experiences, or department chair directly with the candidate by recommending specific actions the candidate must take in order to improve the disposition/s where an unacceptable rating was assigned. A follow-up conference will be held at the discretion of education department faculty to determine if the disposition concern has been improved. Should a candidate not agree to comply with the assigned interventions, the Formal Improvement Plan intervention process will be initiated.

2. **Conference with Formal Improvement Plan (FIP) with Admission, Retention, and Dismissal (ARD) Committee:**

This level of intervention is handled by the Admission, Retention, and Dismissal committee within the Department of Education. This committee consists of the department chair, director of clinical experiences, and faculty member/s. Intervention or remedial activities may include, but are not limited to, reduced course load, audit of same course, and guided study. Intervention/remediation could also require enrollment in a zero (0) credit hour course: EDUC 220: Special Topic - Professional Development. Interventions will be documented on the Candidate Formal Intervention Plan form.

The Candidate FIP form is completed by the ARD Committee. Completed FIP forms are placed in the candidate's departmental file and a record is noted on the candidates advising record. If necessary, the ARD Committee will complete an Outcome, Result of Intervention, Remediation (ORIR) Form depending upon the completed FIP. Completed ORIR forms are placed in the candidate's departmental file and a record is noted on the candidates advising record.

Candidates will be provided with copies of all completed EDA, FIP and ORIR forms.

If a candidate/candidate receives an Educator Disposition Assessment for the same dispositional concern more than once, they will be required to attend a conference with the ARD Committee, and a Formal Plan of Improvement will be developed. If the candidate/candidate dispositions fail to improve, the Admission, Retention, and Dismissal Committee has the option of dismissing the individual from the program.

Teacher Education Program EDA Acknowledgement and Acceptance Statement

Application into the Teacher Education Program requires applicants read and sign the following statement, indicating they understand and accept the content and purpose of the EDA, Concord's EDA Policy, and all other policies/statements made above. Candidates must include this signed statement in their portfolio within Livetext.

The applicant acknowledges that dispositions identified in The Educator Disposition Assessment (EDA) apply to the university setting, courses, early practicum experiences, and the final internship. The applicant recognizes that a strong correlation exists between the dispositions of teachers and the quality of their candidates' learning. The applicant knows that teachers who care about their candidates 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. The applicant is aware his/her professional dispositions will be assessed throughout the teacher education program 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
	<ul style="list-style-type: none"> • Does not consistently demonstrate professional oral communication skills as evidenced by making <i>major</i> 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	Developing1	Meets Expectations 2
	<ul style="list-style-type: none"> • Communicates in tones that are harsh or negative as evidenced by fostering negative responses • Demonstrates <i>major</i> spelling and grammar errors or demonstrates frequent common mistakes 	<ul style="list-style-type: none"> • Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses • Demonstrates <i>common</i> errors in spelling and grammar 	<ul style="list-style-type: none"> • 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	Developing1	Meets Expectations 2
	<ul style="list-style-type: none"> • Does not respond to <i>communications</i> and does not submit all assignments • Fails to exhibit punctuality and/or attendance • Crosses <i>major</i> boundaries of ethical standards of practice • Divulges <i>inappropriate</i> personal life issues at the classroom/workplace as evidenced by uncomfortable responses from others • Functions as a group member with no participation 	<ul style="list-style-type: none"> • Delayed response to <i>communications</i> and late submission of assignments • Not consistently punctual and/or has absences • Crosses <i>minor</i> boundaries of ethical standards of practice • Occasionally divulges <i>inappropriate</i> 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 	<ul style="list-style-type: none"> • Responds promptly to <i>communications</i> and submits all assignments • Consistently exhibits punctuality and attendance • Maintains professional boundaries of ethical standards of practice • Keeps <i>inappropriate</i> 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 Marzano:29	Needs Improvement 0	Developing1	Meets Expectations 2
	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •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
	<ul style="list-style-type: none"> •Demonstrates inequitable embracement of all <i>diversities</i> •Is challenged to create a <i>safe classroom</i> as evidenced by ignoring <i>negative</i> behaviors by students 	<ul style="list-style-type: none"> •Goes through the <i>expected and superficial motions</i> to embrace all <i>diversities</i> •Strives to build a <i>safe classroom</i> with zero tolerance of <i>negative</i> behaviors towards others but needs further development in accomplishing this task 	<ul style="list-style-type: none"> •Embraces all <i>diversities</i> as evidenced by implementing <i>inclusive activities and behaviors</i> with goals of <i>transcendence</i> •Creates a <i>safe classroom</i> with zero tolerance of negativity to others as evidenced by correcting <i>negative</i> 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
	<ul style="list-style-type: none"> •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 prompted 	<ul style="list-style-type: none"> •Demonstrates some flexibility •Maintains a respectful tone in most circumstances but is not consistent •Shares teaching strategies as evidenced by some effort towards collaboration 	<ul style="list-style-type: none"> •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
	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •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 teaching styles 	<ul style="list-style-type: none"> •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
	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •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

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 that 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: _____

Teacher Education Program Application & Admission Packet
Revised Spring 2022

**Admission to CU does not guarantee admission into the Teacher Education Program (TEP).
Specific requirements must be successfully completed before TEP admission consideration.**

To be considered for conditional acceptance into the TEP, the following are due the last working day of September during the fall semester, or the last working day of February during the spring semester. Failure to satisfy all conditional requirements listed below by the last working day in September during the Fall semester, or last working day in February during the Spring semester will result in automatic program denial.

1. Application for Admission - submit via LiveText as part of Portfolio (this page)
2. Portfolio & Pre-Professional Snapshot - submit via LiveText
3. Participation in Pre-Admission to TEP Seminars - include certificate in 'Introduction' section of Portfolio via LiveText
4. Signed EDA Statement - include in 'Introduction' section of Portfolio via LiveText (page 7 of TEP packet)
5. Praxis Core Academic Skills for Educators Exams: Reading, Writing & Math - at least 1 *attempt* for each exam must be completed prior to application, with documentation included in 'Introduction' section of the Portfolio, or a valid exemption noted on the form below (see page 4 for exemptions). All exams must be passed, with official scores received from ETS prior to full admission. The CU Department of Education office will validate all requested exemptions. Candidates will be emailed a Praxis Core Waiver with the TEP status letter, or be notified via email if their exemption is not valid.
6. Attainment of an Overall GPA of 2.50 or better in all coursework attempted. Please be advised, a candidate may apply to the TEP with an overall GPA of 2.50, but the average GPA of all candidates who apply during the semester (cohort average) must be at least 3.00. If the cohort average is not met, individual candidate GPA's of less than 2.75 will be removed from the list of applicants (and be denied program admission), starting with the lowest GPA, until the 3.00 cohort average is met.
7. Declaration of Degree/Major - log into MyCu account & verify your Degree/Major. If necessary, update information by visiting the Registrar's website, and completing the Declaration of Degree/Major form
8. Successful completion of EDUC210 & the required 45-hour field experience, with a grade of "C" or better. If you transferred in EDUC210, you will need to provide documentation of the completed 45-hour field experience in the 'Introduction' section of the portfolio
9. Successful completion of EDSP303 with a grade of "C" or better.
10. Successful completion of 24 earned credit hours
11. 75 Volunteer hours working with youth (infant-12th grade). Documentation, in the form of signed letters from supervisors, to be included in portfolio. Volunteer hours must be completed, or in progress, for a portfolio to be considered for TEP admission. Candidates whose portfolios reflect 0 volunteer hours completed will be automatically denied. All volunteer hours must be completed prior to full admission

Candidates must satisfy all admission requirements (pg.3 TEP Admission packet) in order to be fully admitted into the TEP. Failure to satisfy all requirements by the deadline provided in admission status letters will result in Teacher Education Program denial for the semester in which application was made. Candidates may re-apply for admission the following semester.

Completers of a certified WV Careers in Education Program do not need to complete all sections of the Professional Portfolio. These candidates will only be required to complete the Introduction section of the Portfolio template in LiveText. In addition to the Introduction materials listed, candidates will be required to include documentation of passing NOCTI exam scores in this section of the Portfolio template. Completers of a WV Careers in Education Program are still required to satisfy Full Admission Requirements #2-#10 (page 3 TEP Admission Packet), excluding the volunteer hours.

Name (First Last) <input style="width: 200px; height: 20px;" type="text"/>	Mailing Address <input style="width: 250px; height: 20px;" type="text"/>
MyCU Email Address <input style="width: 200px; height: 20px;" type="text"/>	Include house number, street, city, state and zip
Student ID# <input style="width: 200px; height: 20px;" type="text"/>	

Content Specialization(s) Elementary K-6 Music PK-Adult-Choral Social Studies 5-Adult Wellness PK-Adult
 English 5-Adult Music PK-Adult-Band Special Ed.K-6 & 5-Adult General Science 5-Adult

I completed a WV Careers in Education Program within the last 2 years YES NO

I qualify for an exemption from the following Praxis Core Exam(s) based upon my ACT and/or SAT scores (see pg.4 for list of valid exemptions) Praxis Core Reading
 Praxis Core Writing
 Praxis Core Math

By typing my name below, I verify that I have read and understood the TEP Information Packet (the following 8 pages), admission policies and admission requirements. By typing my name below, I hereby mission into the Teacher Education Program (TEP) at Concord University.

Digital Signature <input style="width: 300px; height: 30px;" type="text"/>	Today's Date <input style="width: 200px; height: 30px;" type="text"/>
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Section III: Early Clinical Experiences

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.

Additional County Requirements for Early Clinical Experiences

Certain counties within Concord University's service area require additional steps be taken prior to a candidate completing a clinical experience. Reference the table below.

Giles County	Candidates must complete a VA State Police background check through the Giles County BOE Office before a placement can be arranged with a school principal (in addition to the CastleBranch background check). This is done at the candidate's expense. Candidates will need to contact the Giles County BOE office to complete the necessary paperwork. Once this is complete, notify the Department of Education Office, so that we can request/arrange your placement. This must be completed every semester a placement is being requested for Giles County.
Mercer County	Clinical experiences must be approved by the Board of Education after they have been confirmed by a school principal. The Board of Education meets twice per month (2nd and 4th Tuesdays). This must be done every semester that a student is completing a placement in Mercer County.
Monroe County	All faculty, staff, student teachers and clinical experience candidates must complete "Volunteer Training," an FBI background check (in addition to the CastleBranch background check, done at candidate's expense), and be approved by the Monroe County BOE. This only needs to be completed one time, and can be used throughout your time at Concord University.
Tazewell County	Candidates must complete a background check and drug test before a placement can be arranged with a school principal (in addition to the CastleBranch background check). This is done at the candidate's expense. Candidates will need to contact the Tazewell County BOE office to complete the necessary paperwork. Once this is complete, notify the Department of Education Office, so that we can request/arrange your placement. This must be completed every semester a placement is being requested for Tazewell County.
Wyoming County	Candidates must complete a background check and drug test before a placement can be arranged with a school principal (in addition to the CastleBranch background check). This is done at the candidate's expense. Candidates will need to contact the Personnel Director for Wyoming County Schools to complete all necessary paperwork. Once this is complete, notify the Department of Education Office, so that we can request/arrange your placement. This must be completed every semester a placement is being requested for Wyoming County.

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. 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.

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. Candidate's whose background check results are unsatisfactory will have their results reviewed by the ARD Committee. Pending review, candidates will be permitted to begin placement, or will be denied placement, resulting in possible course withdraw.

Description of Clinical Experiences

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 - candidates will observe and assist
- Clinical Experience II – EDUC305L - candidates will assist and teach
- Clinical Experience III – EDUC306L - candidates will assist and teach
- Clinical Experience IV - EDUC450 (1st semester of Year-Long Residency) - candidates will engage in all daily teaching activities
- Clinical Experience V – EDUC460 (2nd semester of Year-Long Residency) - candidates will engage in all daily teaching activities

Livertext

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.

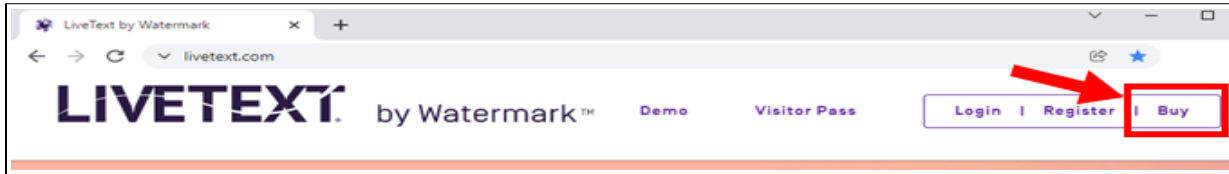
Each candidate will need to purchase a "LiveText with Field Experience Edition" membership (excluding the "Learn 365" add-on) as part of course and clinical experience requirements. When creating an account, candidates should use their @mycu email address. LiveText membership will be purchased during 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 good 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)

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.

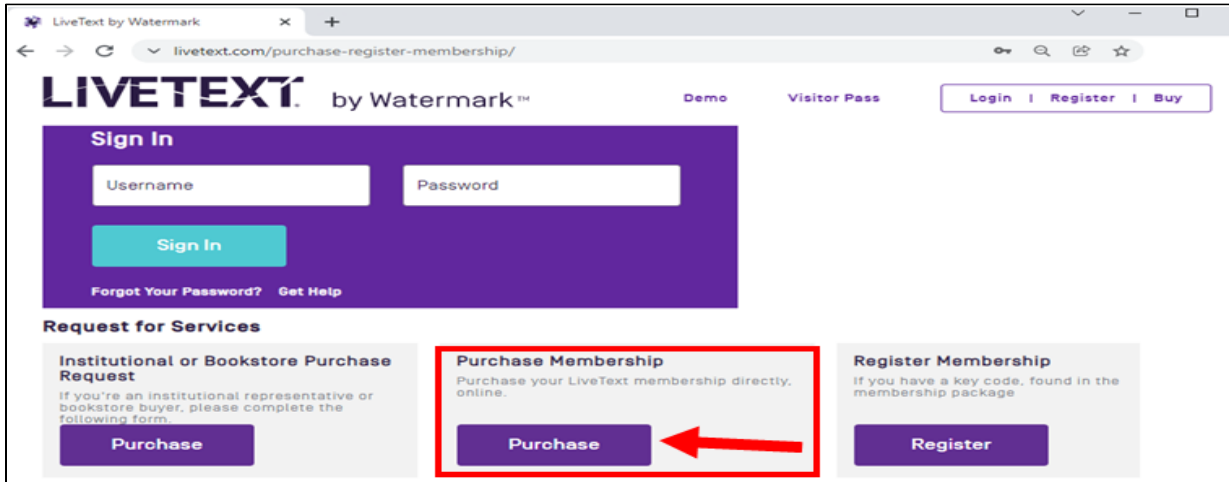
Instructions for how to purchase a LiveText membership, and how to navigate the field experience management platform, can be found on the [Department of Education: Resources & Information website](#), located under the 'LiveText' drop-down menu.

How to Purchase a Membership from LiveText

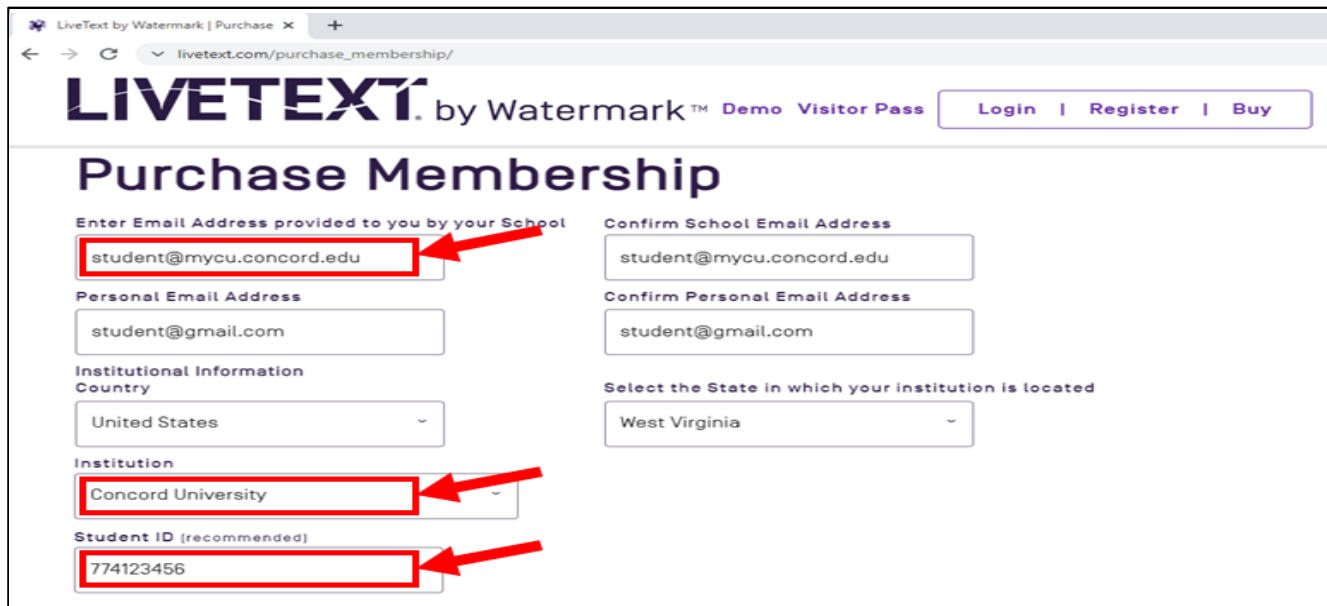
1. Go to www.livetext.com and click on 'Buy'



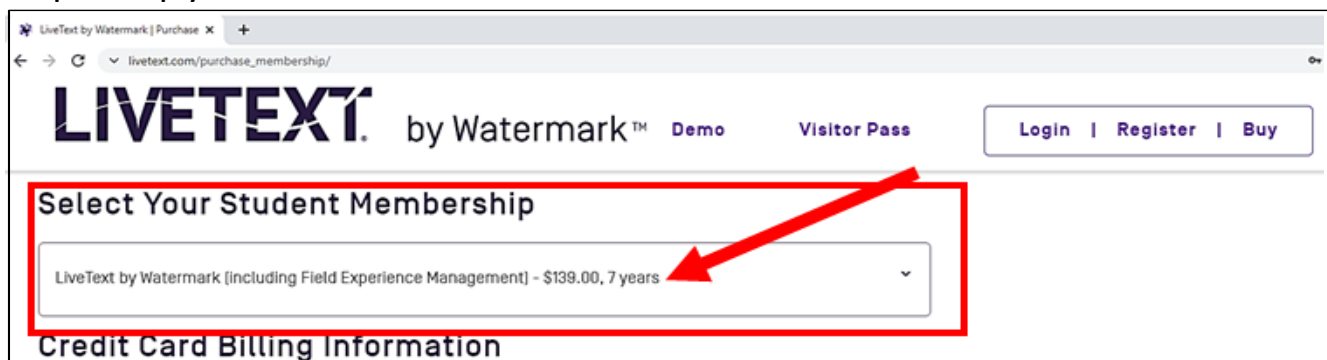
2. On the next screen, select 'Purchase' in the Purchase Membership box



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.

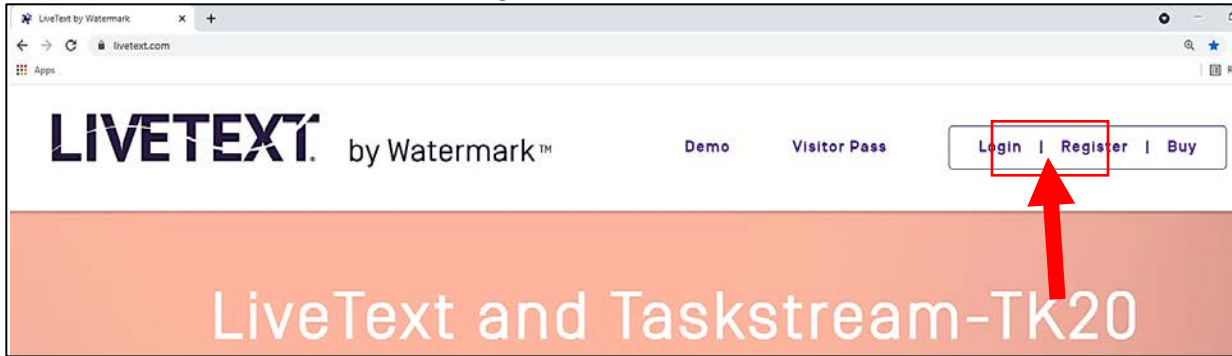


4. On the following screen, select "LiveText by Watermark [Including Field Experience Management]" as your membership. Complete the payment information sections. Click continue.

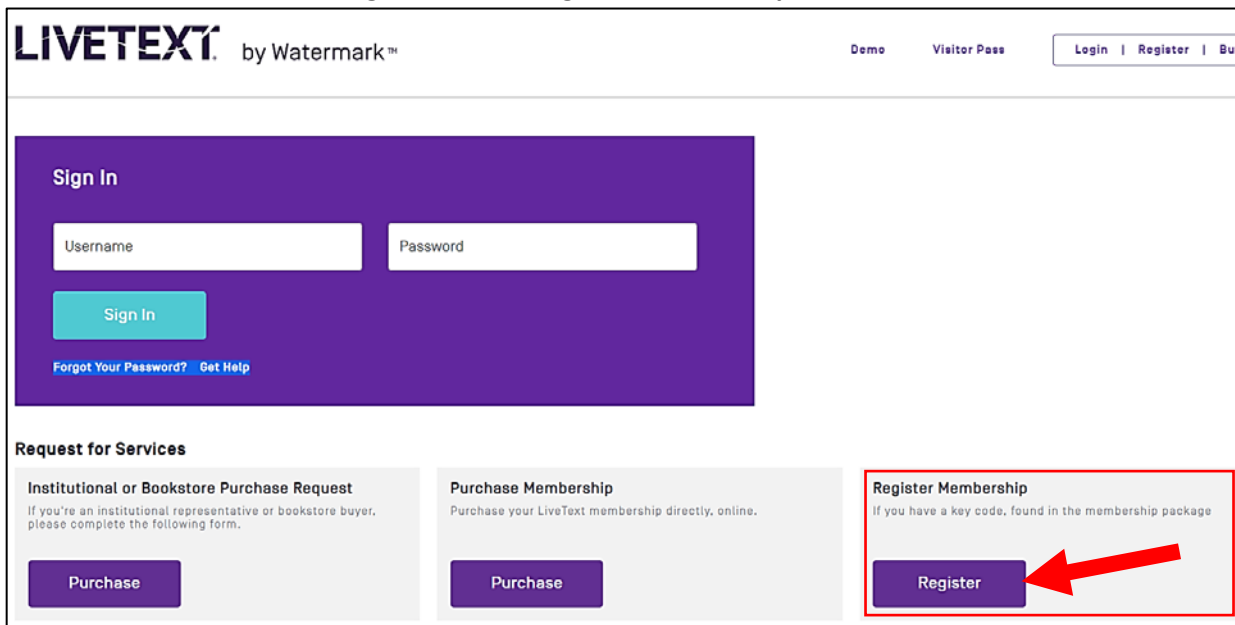


How to Register a LiveText Code Purchased from CU Bookstore

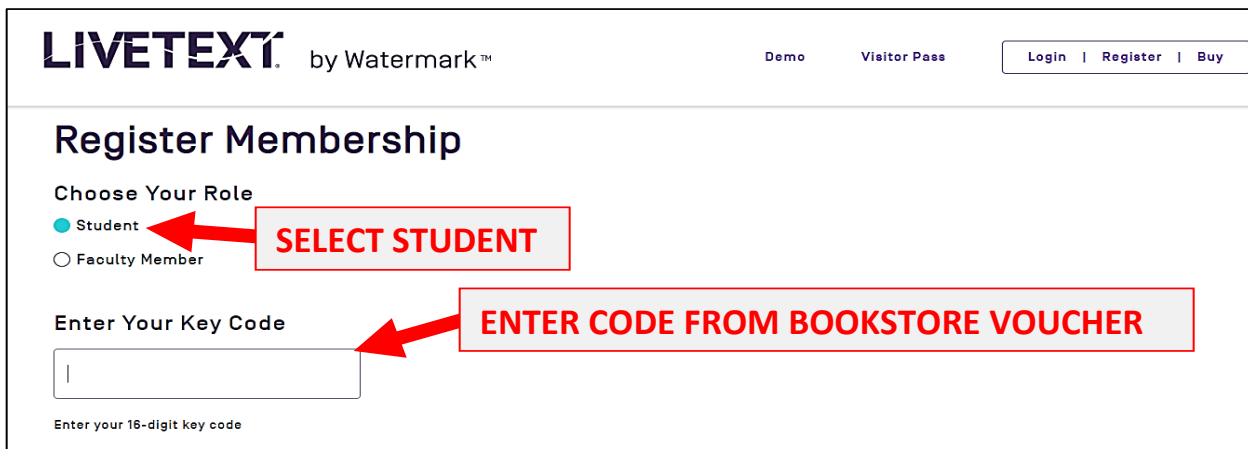
1. Go to www.livetext.com and click on 'Register'



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 you 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 Field Experience Module

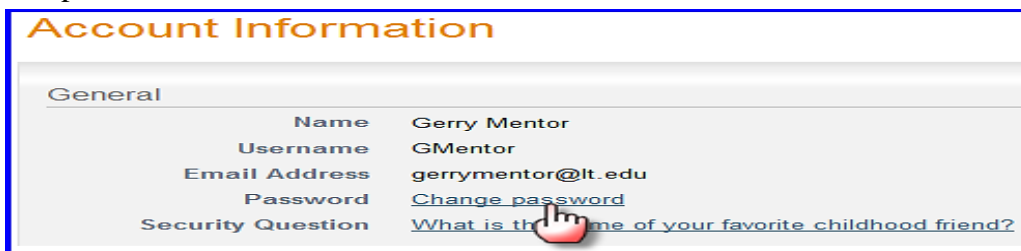
Instructions for Mentors

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:
 1. Clicking My Account in the upper right corner
 2. 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.

The screenshot shows the 'Field Experience' interface with the 'Placements' tab active. It displays a list of placements for 'Fortenberry Hilfenburger'. Annotations with red arrows point to specific buttons:

- An arrow points to the 'View Placement Details' button with the text: **Click here to view the full placement details**
- Another arrow points to the 'Begin Assessment' button with the text: **Click here to complete your assigned assessment(s).**

Additional details visible in the screenshot include:

- Start Date: 07/09/2012, End Date: 08/01/2013
- Class Participation Rubric by Fortenberry Hilfenburger (Not Started)
- Class Participation Rubric by John Lapham (Not Started)

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

The screenshot shows the 'Field Experience' interface with the following sections:

- Placement Details:** Includes student and mentor information (circled 1), a 'View Demographics' button (circled 2), and email icons (circled 3).
- Assessments:** Lists rubric categories like 'Community Knowledge and Engagement' with 'View Completed' links (circled 4).
- Attachments:** Shows a link for 'Developmental_Rubric.png' (circled 5).
- Time Log:** A table of activities with columns for Date, Class Info, Activity, Hrs:Mn, and a checkbox for 'Apprv' (circled 6). A total of 28:0 hours is shown.

- 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.
 - 1) Click the cells to highlight the level of performance achieved in each area.
 - 2) Add comments to any row of the rubric by clicking the Add Comment icon and typing in the text box.
 - 3) Add comments for the *entire* assessment using the text box at the top of the rubric.
 - 4) 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.

The screenshot shows the 'Civic Knowledge and Engagement' rubric with a table of performance levels and a comment box (circled 2) for adding feedback. A 'Comments And Feedback' section at the top has a text box (circled 3) for final comments.

	4 Capstone (4 pts)	3 Milestones (3 pts)	2 Milestones (2 pts)	1 Benchmark (1 pts)
Diversity of Communities and Cultures NCATE-2007.4d, NY-LEMOYNE-TEAC.4	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
Analysis of Knowledge NCATE-2007.4a, NY-LEMOYNE-TEAC.6	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
Civic-Identity and Commitment NCATE-2007.4c	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
Civic	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.

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.

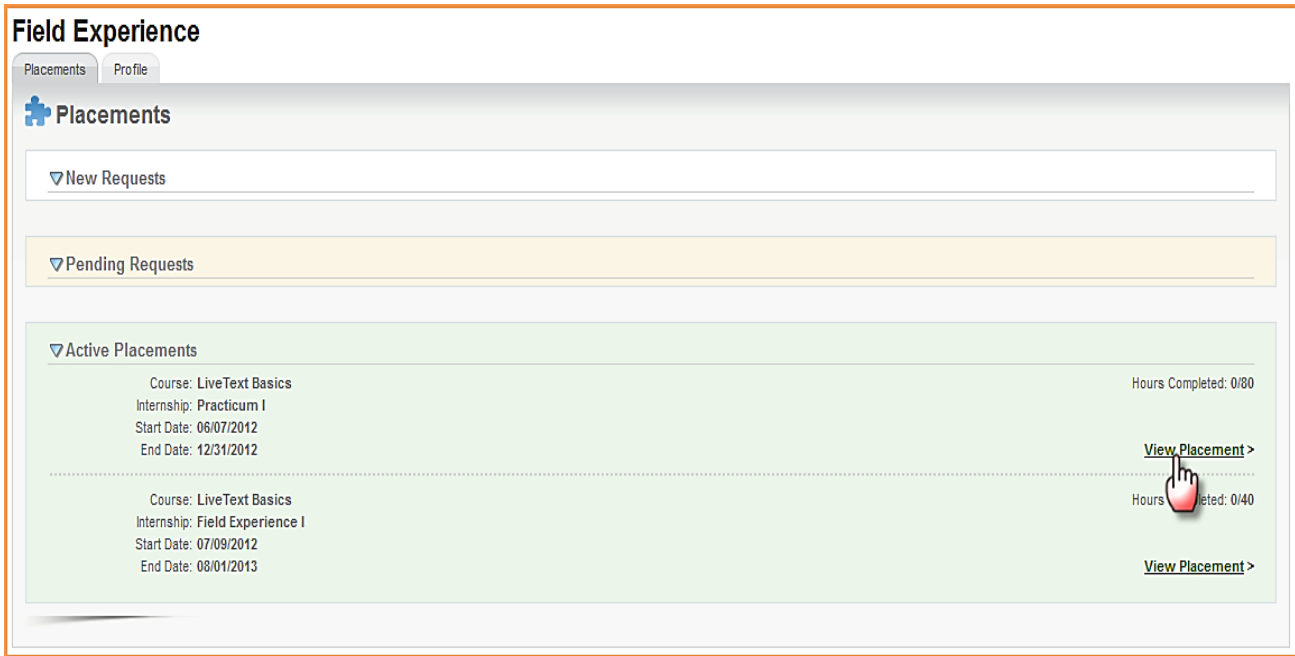
LiveText Field Experience Module

Instructions for Students

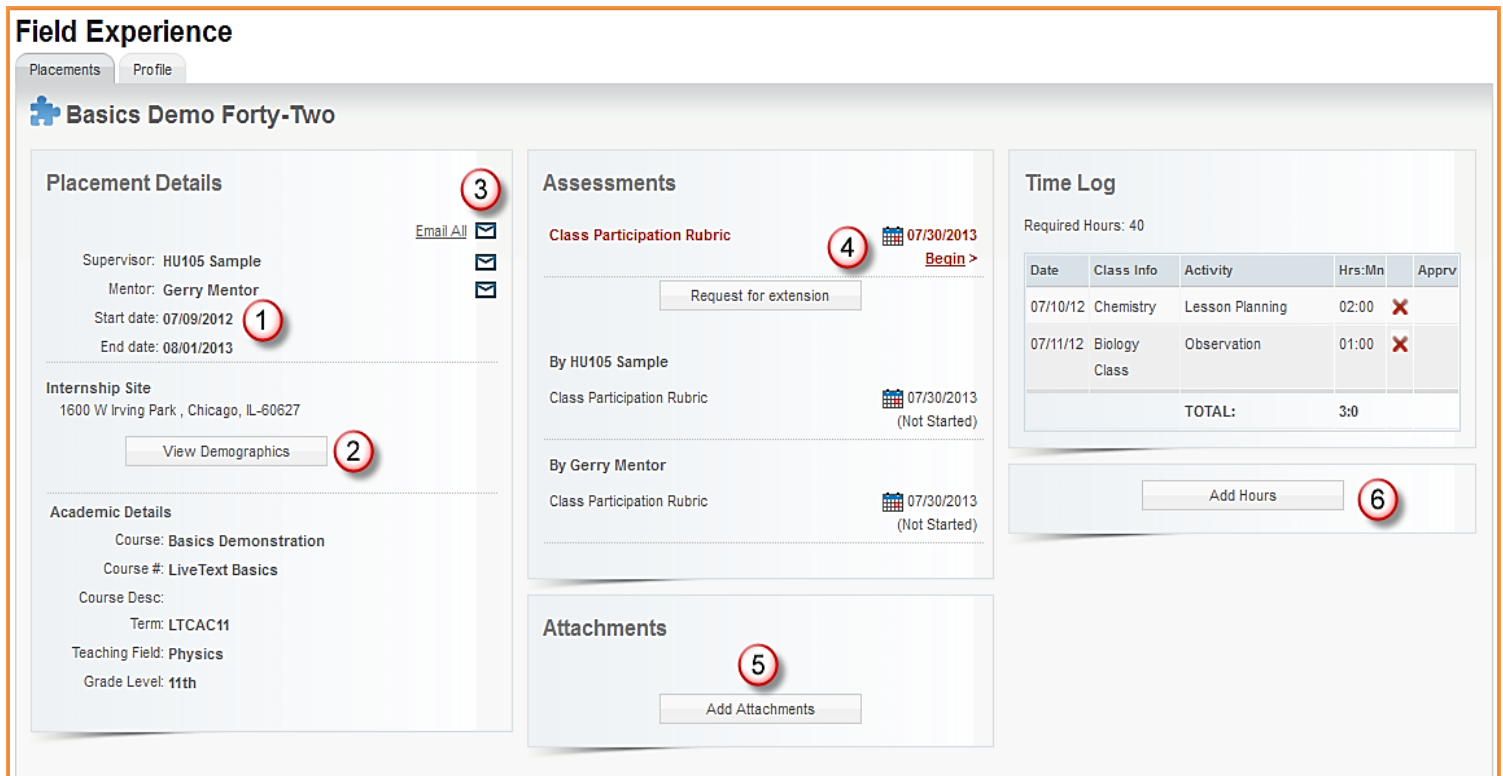
1. When you have logged in, you will see a **Field Experience** tab at the top of your account (to the left of **Dashboard**). Click this tab.



2. You will see all your active placements. Click the **View Placement** link to access all activities associated with a placement.



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 Field Experience Placement.



- 1) Basic details about the placement will display to the left.
- 2) To view demographic information about the school and classroom, click **View Demographics**.
- 3) To write an email to your mentor, supervisor, or both click the corresponding email icon or link.
- 4) To fill out your assessment rubric(s) (if one has been assigned to you instead of your mentor or supervisor), click on the **Begin Assessment** or **Continue Assessment** link. NOTE: If you missed the deadline for this assessment, you must request an extension from the Department of Education Office.
 - 1) Click the cells to highlight the level of performance achieved in each area.
 - 2) Add comments to any row of the rubric by clicking the **Add Comment** icon and typing in the text box.
 - 3) Add comments for the *entire* assessment using the text box at the top of the rubric.

Comments And Feedback: 3

Provide any final comments and feedback on the internship experience.

▼ **Civic Knowledge and Engagement** Show/Hide Rubric Descriptions

	4 Capstone (4 pts)	3 Milestones (3 pts)	2 Milestones (2 pts)	1 Benchmark (1 pts)
Diversity of Communities and Cultures NCATE-2007.44, NY-LEMOYNE-TEAC 4	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
Analysis of Knowledge NCATE-2007.44, NY-LEMOYNE-TEAC 6	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.

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

Add Attachment

[LiveText Document](#) **Select attachment type** [Add Attachments](#)

Browse your computer to upload:

Choose your attachment

(* we allow up to 1 GB in size)

- 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.**

Add Hour

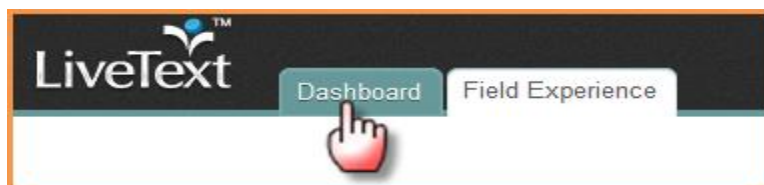
Date:

Number of Hours:

Class Information:

Activity:

4. To return to your LiveText **Dashboard**, click the tab at the top of the screen.



Guidelines for Early Clinical Experiences

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 Requests & Placement Requirements

- Concord University teacher candidates must submit an 'Early Field Experience Request form' at the beginning of each semester. The Department of Education will then contact schools on the candidate's behalf. Once placement is confirmed, and all additional country specific requirements have been met, the candidate will be notified of their placement via LiveText.
- 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 (5 years for Year-Long Residency experiences). 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
- 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 and other electronic devices which are not used for instructional purposes while in the school
- Communicate effectively while in the classroom (i.e. introduce yourself, greet teacher & students upon entering room)
- Be respectful and courteous at all times in attitude, words, and actions
- Demonstrate safety procedures & common sense
- Respond to students in an appropriate and professional manner

Student Responsibilities

- 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.
- 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. Once received, the candidate will be placed.
- Candidates are required to complete yearly background checks through CastleBranch. The Admission, Retention and Dismissal (ARD) Committee will review 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 February during the Spring semester, or by the last day of September 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.
- Once the 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 personal and Concord email accounts for the email from LiveText (this email may end up in spam/ junk). Our department must manually create placements in LiveText, it's not an automated process. Meaning, just because a student purchased their LiveText account, doesn't mean that their placement will instantly appear when they login.
- Once a placement is established in LiveText it is final and cannot be changed, with the exception of extenuating circumstances, which will require approval from the Coordinator of Clinical Experiences in order to be changed.
- After receiving confirmation from LiveText that a placement has been confirmed, candidates are responsible for contacting their mentor to establish a visitation schedule within *one week* of the placement confirmation email from LiveText. Candidates must complete the Early Clinical Experience Contract within 2 weeks of placement confirmation. Failure to do so will result in cancelation of the early clinical experience.
- 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 field 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 principal 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.
- Candidates must present the "Guidelines for Clinical Experience" and "LiveText Instructions for Mentor Teachers" to the cooperating teacher upon their first visit to the teacher's classroom and discuss their clinical requirements.

EARLY CLINICAL EXPERIENCE REQUEST FORM

This form must be returned to the Department of Education Office by 4pm on the second Friday of the semester

Name (Last, First)

ID 774xxxxxx

Secondary & Special Ed. majors only:
high school you graduated from

MyCU Email

Phone Number

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

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

Counties below have additional requirements that must be met prior start of to clinical experience.

- 1) Mercer: Clinical Experiences must be approved by the county Board of Education (BOE).
- 2) Monroe: Completion of volunteer training (contact BOE Office for information), FBI background check & approval by BOE
- 3) Tazewell: Federal background check (in addition to CastleBranch Background Check) & drug test.
- 4) Wyoming: Federal background check (in addition to CastleBranch Background Check) & drug test.
- 5) Giles: VA State Police background check (in addition to CastleBranch Background Check)

List 2 public schools you would like to request for placement. List any special requests/comments:

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

Note: Athens Elementary does not allow EDUC210L Clinical Experience Level I candidates. Princeton High does not allow graduates/alumni. Candidates in need of transportation to/from placement in Mercer County can utilize Bluefield Area Transit (BAT). BAT is free for CU students; shuttles make multiple stops in Princeton & Bluefield.

- 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.
- Candidates are responsible for reading and following all policies within the 'Guidelines for Early Clinical Experience' outlined in the Department of Education Handbook, available online at <http://www.concord.edu/education>.
- Candidates are responsible for meeting any special requirements (i.e. background checks, drug tests, COVID-19 safety precautions/vaccinations, 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 special requirements.
- Candidates are required to complete yearly background checks through CastleBranch. The Admission, Retention and Dismissal (ARD) Committee will review 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 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 February during the Spring semester, or by the last day of September 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.
- 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.
- Once a placement is established in LiveText it is final and cannot be changed, with the exception of extenuating circumstances, which will require approval from the Coordinator of Clinical Experiences in order to be changed.
- After receiving confirmation 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. Failure to do so will result in cancellation of the early clinical experience.
- Candidates are responsible for ensuring that all required evaluations are submitted by their mentor via LiveText, and that their time-log has been approved by their mentor.
- 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 cancellation of the clinical experience.
- Candidates must inform Mrs. Conner, in the Department of Education Office, 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 clinical experience for a maximum of 4 hours per day. Candidates are allowed to attend their clinical experience 5 days per week. Candidates are permitted to attend 1 full day (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.
- 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 must take an active and professional role in their early clinical experiences. This includes experiences that are categorized as "observation only."
- Candidates will be required to complete clinical experiences as all levels prior to their Year Long Residency. Elementary majors must complete a K-2 & 3-5 placement. Secondary & Special Education majors must complete an elementary & secondary (middle or high) placement. 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 clinical experience requirements & expectations above. Violation of the above listed items will result in an Educator Disposition Assessment, and possible dismissal from the education program.

Digital Signature

Today's Date

Section IV: Year-Long Residency

Year-Long Residency

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.

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 policies outlined in the "Guidelines for Clinical Experience", the following policies will guide the teacher candidate during the Year-Long Residency experience.

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.

Local Fingerprinting Locations

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.

Substitute Teaching

West Virginia school policy states that teacher candidates may be used as substitute teachers during Residency II. The student teacher permit enables candidates to substitute onsite at the school where they are completing their residency. The candidates are not required to substitute. Concord EPP reserves the right to deny a candidate permission to substitute if the situation warrants such action.

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-12 students or to videotape teaching episodes, the P-12 Student Information Consent and Release Agreement must be used each time information is collected.

Guidelines for Year Long Residency Experiences

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 in public schools must be done with the cooperation of school principals, school faculty and the Coordinator of Clinical Experiences.

Teacher candidates will usually not be placed in schools from which they graduated or in schools where close relatives are enrolled or working. The following list, although not exhaustive, provides some examples of factors considered in arranging year long residency placements.

- 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
- Establishment of candidate cluster group
- Endorsement area sought by candidate
- Teacher candidates will usually not be placed in schools where close relatives are enrolled or working
- Teacher candidates will usually not be placed in schools from which they graduate

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.

Criteria for the Selection of Cooperating Mentors

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 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 evidence of continuous professional growth.
- demonstrate personal professional attitudes desirable for one in a leadership role in teacher education g. exhibit professional and ethical behavior. h. be an effective team member. The main goals of the cooperating mentor include modeling, mentoring, providing feedback, observing, and conferencing with the teacher candidate.

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
- 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 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.

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 one-campus coursework 1 day per week. The full year residency model provides opportunities for co-teaching and earlier mentoring from classroom teachers. During Year Long Residency Part1, the teacher candidate will follow Concord University's academic calendar.

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 and addressed during Residency Part1 orientation, and will also be covered in EDUC416. Candidates are evaluated by their University Supervisor using the "Student Teacher Observation Tool" (STOT) instrument. Candidates are evaluated by their cooperating mentor using the "WV Evaluation Rubric for Teachers" (WVERT). Candidates' professional dispositions are evaluated by their course professor 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 and Clinical Request Form 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. Fully admitted to Concord University's Teacher Education Program (TEP)
3. Successfully complete Praxis Core Reading, Writing & Math
4. Successfully completed all Pre-Admission to Teacher Education Program and Pre-Admission to Year-Long Residency professional seminars
5. Submission of Professional Profile to the Coordinator of Clinical Experience
6. Completion of early clinical experiences at all certification levels (i.e. elementary, middle, high)
7. Successful completion of all content specialization coursework as outlined in the Academic Catalog
8. Successfully obtained all of the following GPAs
 - Overall GPA for all coursework attempted, including transfer courses: 2.75
 - Professional Education Core GPA with a 'C' or better in all coursework (excluding residency coursework): 2.75
 - Specific Content Area GPA and minimum course grades as outlined in the Academic Catalog
 - General Studies Program GPA: 2.00
9. Earn a minimum 96 credit hours
10. Candidates placed in West Virginia public schools must complete the West Virginia Department of Education "Form 24 – Clinical Experience Permit Application" prior to Residency Part I. 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. Forms will be distributed during the Pre-Admission to Residency Part I seminars.

Application for Admission: Year Long Residency

To be considered for acceptance into the Year Long Residency (YLR), this application and an updated "Pre-Professional Profile" are due the last Friday of October during the fall semester, or the last Friday of March during the spring semester. Failure to satisfy all requirements listed below by the last day of the semester of application will result in application denial.

1. Admission into the Teacher Education Program, including successful completion of all Praxis Core Academic Skills for Educators Exams
2. Application for Year Long Residency - submit to Alison Conner (amconner@concord.edu) in the CU Department of Education
3. Pre-Professional Profile - submit with application to Alison Conner (amconner@concord.edu) in the CU Department of Education
4. Successfully obtain all of the required GPAs listed below
 - Overall GPA for all coursework attempted: 2.75
 - General Studies GPA: 2.00
 - Professional Education component GPA (excluding YLR courses): 2.75
 - Content area GPA required as noted on Progression Sheet
4. Participation in Pre-Admission to YLR Part I Seminars 3&4: Creating Lesson Plans / Methods in Technology
5. Successfully complete all other coursework for all declared majors and/or minors (excluding YLR1 and YLR2 coursework). Candidates will not be permitted to take any other coursework during Year Long 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. Successfully 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.

Name (First Last)	Student ID#	Content Specialization(s): Elementary English 5-Adult General Sciece 5-Adult Music PreK-Adult (Choral) Music PreK-Adult (Band) Social Studies 5-Adult SPED K-6 & 5-Adult Wellness PreK-Adult
MyCU Email Address	Campus Box#	
Mailing Address Include: house#, street, city, state & zip	Academic Catalog Year 20xx-20xx	
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 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 public schools you would like to request for placement. List any special requests/comments:

1. State immediate family members in #1 requested school. Include name, grade level during YLR1 semester, position and relation
2. State immediate family members in #2 requested school. Include name, grade level during YLR1 semester, position and relation

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

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. During Residency II the candidate will follow the county schools' academic calendar

The candidate will complete a Teacher Performance Assessment (TPA) 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 is the Student Teacher Observation Tool (STOT).

Teacher Candidates are required to meet the following Admission criteria by the end Residency I, prior to beginning the Year-Long Residency II semester

1. Fully admitted to Concord University's Teacher Education Program (TEP)
2. Successful completion of all content specialization coursework as outlined in the Academic Catalog
3. Earned a minimum of 12 credit hours at Concord, including 6 credit hours of upper division work in each content area.
4. Completion of early clinical experiences at all certification levels (i.e. elementary, middle, high)
5. Passing scores on PRAXIS II: Subject Assessments and Principles of Learning and Teaching (PLT) must be attained. Official verification from the testing service must be received in the Department of Education Office prior to the residency part II eligibility deadline
6. Successfully obtained all of the following GPAs
 - a) Overall GPA for all coursework attempted, including transfer courses: 2.75
 - b) Professional Education Core GPA with a 'C' or better in all coursework (excluding Student teaching): 2.75
 - c) Specific Content Area GPA and minimum course grades as outlined in the Academic Catalog
 - d) General Studies Program GPA: 2.00
7. Candidates placed in West Virginia public schools must complete the West Virginia Department of Education "Form 24 – Clinical Experience Permit application" prior to residency part II. Verification of an approved permit must be on record prior to residency part II. Form 24 requires electronic fingerprinting, State and FBI criminal background check.
8. Successfully completed all Pre-Admission to Teacher Education Program, Pre-Admission to Year-Long Residency Part I and Pre- Admission to Year-Long Residency Part II professional seminars
9. 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.
10. 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.

Residency Part II Expectations & Guidelines

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 student teaching. For additional information regarding the student teaching timeline, and the evaluation and assessment process/policies please refer to the Student Teaching Handbook.

Attendance

Attendance during student teaching is a fundamental requirement of successful completion of the teacher education program. Student teaching is a full-time, sixteen-week clinical experience, where teacher candidates maintain the same schedule as their cooperating mentors. Any deviation from this general rule must be approved in advance by the student teacher's cooperating mentor and the university supervisor. 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. In cases of absence during student teaching, 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. 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. Attendance at meetings, workshops, etc. at other school sites will require the permission of all schools involved.

Absences

During the student teaching experience, the teacher candidate is allowed four personal days, two per placement, which are intended to be used only for specific needs, (illness, emergencies, job interviews, university requirements ...). Any absence beyond the two 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 student teaching time log.

Calendars

School system calendars do not coincide with the University calendar. During student teaching, teacher candidates will follow the Student Teaching Calendar provided at the opening seminar and the school system calendar. Teacher candidates will follow the same holiday and break schedule as the public schools. Candidates will not take the University's Fall Break or Spring Break. In cases of inclement weather and school closings, teacher candidates follow the inclement weather policy of the school system.

Punctuality

Dedication to punctuality is extremely important during the student teaching experience. Teacher candidates are both fulfilling requirements for student teaching 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.

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 student teaching, but must be identified as such on the student teaching time log.

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.

Seminars

University sponsored seminars listed on the student teaching 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.

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.

Section V: 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 Teacher Licensure

- <http://wvde.state.wv.us/certification/forms/>
- [Family Educational Rights and Privacy Act](#)
- [Application for West Virginia Certification](#)
- [Test Required for West Virginia Licensure](#)
- [Application for graduation](#)
- [Family Educational Rights and Privacy Act \(FERPA\)](#)