



# Department of Education

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# Field Placement Handbook

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## Section I: Mission and Essential Premises

### The Mission for Concord University Educator Preparation Program (CUEPP), School 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 Teacher Education Program at Concord University. Today, Concord's Teacher Education Program includes both undergraduate and graduate degree programs, as well as multiple endorsements.

The Department 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 Educator Preparation Provider (EPP) is to prepare educators who are competent, intentional, reflective, culturally responsive, leading, and empathic 21st Century Professionals. The EPP 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.

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 Teacher Education 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 2014-2020. 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](#)

## **Core Dimensions of the Professional Education Curriculum**

### **The Professional Education Component**

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:

- **EDUC 210** Diversity, Culture, and Education in a Pluralistic Society (3 hours)
- **EDUC 301** Educational Technology (3 hours)\*
- **EDUC 305** Psychology of Teaching and Learning (3 hours)  
(EDUC 301 and EDUC 305 are taught concurrently and commonly referred to as EPaT {Educational Psychology and Technology})
- **EDUC 306** Classroom Management and Instructional Strategies (3 hours)
- **EDUC 416** Assessment and the Data Informed Teacher (3hours)
- **EDUC 418** Content Area Reading (3 hours) \*\*\*
- **EDSP 303** Introduction to Special Education (3 hours)
- **EDSP 415** Co-Teaching, Consultation, and Collaboration (3 hours) or EDSP 409 Strategies for the Secondary Classroom Inclusive Environment (3 hours)
- **EDUC 460** Student Teaching (6 hours, 6 hours)

\*Not required for Music PreK-Adult. Music Education majors must complete a computer competency test through the Department of Fine Arts. Verification of successful completion of this competency test must be on file in the Department of Education Office.

\*\*Not required for Physical Education majors. Physical Education majors must complete **P ED 307** Assessment in Health and Physical Education in place of **EDSP 409** Strategies for the Secondary Classroom Inclusive Environment .

\*\*\*Required for PreK-Adult and 5-Adult majors only.

### **Pathway to Teaching Transition Points**

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

1. Admission to Teacher Education Program
2. Admission to the Year-long Residency-Methods Block
3. Admission to the Year-long Residency-Student Teaching
4. Completion of Year-long Residency
5. Follow-up of Completers

## **Section II: Teacher Education Program (TEP)**

### **Admission to the Undergraduate Teacher Education Program**

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

Candidates must satisfy all admission requirements (see section “Educator Preparation Provider (EPP) Full Admission Requirements” below) in order to be fully admitted into the Teacher Education Program. 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 that have EDUC 306 as a pre-requisite or co-requisite.

Completers of a certified Educational Technology Program (i.e. Mercer County Teacher Cadet Program) do not need to complete all sections of the Professional Portfolio. These candidates will only be required to complete the Introduction section (see page 8 Department of Education Field Placement Handbook) 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. Completers of an Ed. Tech. Program are still required to satisfy Full Admission Requirements #1, and #3-#10 listed on the following page(s).

### **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. 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 Snapshot** – 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 (page 11 of Department of Education Field Placement handbook)
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** – at least 1 attempt for each exam must be completed prior to application with documentation included in portfolio, or waiver letter included in portfolio. Passing scores on all exams or waiver letter 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.

## Educator Preparation Provider (EPP) Full Admission Requirements

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

<u>Elementary Majors</u>	<u>Secondary Majors</u>	<u>Special Education Majors</u>
<p><b>Written Communication – 6 hrs</b> (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)</p> <p><b>Oral Communication- 3 hrs</b> <u>CART 101</u>, Fundamentals of Speech (3hr)</p> <p><b>Mathematics - 3 hrs</b> Elementary majors MUST complete <u>MATH 101</u> or <u>MATH 103</u></p> <p><b>Natural Sciences – 4 hours</b> One 4 hour Natural Science course. Elementary majors MUST select from: <u>BIOL101</u> or <u>PHSC104</u></p> <p><b>Social &amp; Behavioral Sciences - 3 hrs</b></p>	<p><b>Written Communication – 6 hrs</b> (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)</p> <p><b>Oral Communication- 3 hrs</b> <u>CART 101</u>, Fundamentals of Speech (3hr)</p> <p><b>Mathematics - 3 hrs</b> One MATH course</p> <p><b>Natural Sciences – 3/4 hours</b> One 3 hour or one 4 hour Natural Science course</p> <p><b>Social &amp; Behavioral Sciences - 3 hrs</b></p>	<p><b>Written Communication – 6 hrs</b> (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)</p> <p><b>Oral Communication- 3 hrs</b> <u>CART 101</u>, Fundamentals of Speech (3hr)</p> <p><b>Mathematics - 3 hrs</b> One MATH course</p> <p><b>Natural Sciences – 3/4 hours</b> One 3 hour or one 4 hour Natural Science course</p> <p><b>Social &amp; Behavioral Sciences - 3 hrs</b></p>

2. Complete EDUC 210: Diversity, Culture and Education in a Pluralistic Society, with a grade of “C” or better and successfully complete the required 25 hour field-based experience. Candidates transferring Diversity, Culture and Education in a Pluralistic Society (formerly Foundations of Education) from another institution must provide documentation of a completed 25 hour school-based field experience in the form of a course syllabi stating the hours of the field practicum, a copy of the signed field practicum time log(s), or other proof of your participation in a 25 hour field practicum.
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).  
\*Note: 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.
5. Successfully complete the Praxis Core Academic Skills for Educators Exams\*: Reading, Writing and Math. It is highly recommended that this test is taken within the first 24 credit hours of coursework in order for the candidate to make continuous progress in the Professional Education Core. Official passing scores must be sent to Concord University via ETS.
- Math Computer Delivered Test Code - 5732
  - Reading Computer Delivered Test Code - 5712
  - Writing Computer Delivered Test Code – 5722
- \*Note: A student may obtain a waiver (these waivers are accepted only in the state of WV) for the Praxis Core Academic Skills for Educators Exams by providing an official letter from the Registrar’s Office reflecting one or more of the following:
- an ACT test score of 26 (composite score) or higher
  - an SAT score of 1170 (math and verbal composite score) or higher (effective for exams taken March 2005-April 2016)
  - an SAT score of 1240 on the New SAT using the combined Evidence-Based Reading and Writing score and Math score (effective for exams taken May 2016-present)
  - by providing documentation that you have completed a master’s degree.
6. Declaration of a specific and accurate major and content specialization(s) through [www.concord.edu](http://www.concord.edu), Academics, Registrar, and Declaration of Degree/Major form.
7. Successful completion of all Pre-Admission to Teacher Education Program seminars. Students will receive a Certificate of Completion for each seminar. These must be included in the Professional Portfolio.

8. Pre-professional Snapshot-Candidates will complete a pre-professional snapshot before applying to TEP. The snapshot will be a part of the co-selection process which occurs prior to candidate placement in the public school. Schools will be provided the candidate snapshots and teachers will select the candidate for their classroom. The co-selection process enables all parties to be a part of the placement. The biographical snapshot will be a work in progress for the candidate. It will be updated periodically throughout the candidate's progress through the program.
9. Completion of an Educator Disposition Assessment (EDA) by a Department of Education faculty member. This is typically completed during EDUC210, EDSP303 or EPaT. For those students 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 (page 11 of Department of Education Field Placement Handbook) in their portfolio.
10. Completion of the "12-Item Grit Scale" by the candidate via LiveText. This is completed during EDUC210. For those students who did complete this during EDUC210, it will be made available to students via the 'Forms' tab in LiveText the first working day in October during the Fall semester, or the first working day in March during the Spring semester.
11. 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, library read-aloud, etc. The 75 hours of experience must be documented through signed letters on official letterhead from teachers, supervisors or 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.
12. Submit a professional portfolio via LiveText to the Department of Education (see below– How to Submit a Portfolio via LiveText). In some cases, applicants may have to complete an interview with faculty prior to admission. 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 posted to LiveText before 4:00 p.m. on the last working day of September in the fall semester and the last working day of February in the spring semester.**

1. Login LiveText at: [www.livetext.com](http://www.livetext.com)
2. On your main page, Dashboard, select the Documents tab
3. The Documents page will open, select the + New button. The Create a Document page will open
4. From Choose a folder dropdown list, select Admission to TEP Portfolio
5. From the Choose a template dropdown list, select Portfolio – Department of Education
6. Enter the Title for your portfolio as follows: Doe, John Portfolio (insert your name for Doe, John). **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
8. Click the Save as New Document button
9. You may copy and paste documents or click File Attachment to upload them. As you go through the sections of the portfolio, please remove any instructions/pre-existing template text.
  - Please copy and paste document text directly into the text box whenever possible instead of adding an attachment. This does not apply to documents in the Introduction section of the Portfolio template, or Volunteer Hour documentation!
  - When adding file attachments please title the attachment appropriately.
  - If one document is being submitted as separate pages, please include page numbers in the document titles.
  - 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.

1. **Introduction:** This section of the Portfolio allows the candidate to provide personal information about themselves in the form of a Pre-Professional Snapshot (required), Pre-Admission to TEP seminar certificates (required), signed EDA Statement (required), Praxis Core exam attempt documentation or waiver letter (required), TEP Application (required) 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:** The candidate has had diverse experiences working with children/youth. Please list the experiences (totaling 75 hours) you have had prior to your field experiences associated with teacher education coursework. Activities in which you have worked with children or youth (e.g. Sunday School teaching, coaching, day care center worker, Energy Express assistant, Teacher Cadet program, tutoring, etc.). Provide the following information: Type of Experience, Location/Setting, Dates, number of hours, and Responsibilities. Each experience must be documented with a signed letter from a supervisor on organizational letterhead.

## 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.

## 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 student teaching. 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 students 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 students 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 students advising record. Students will be provided with copies of all completed EDA, FIP and ORIR forms.

If a student/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 student/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 students' learning. The applicant knows that teachers who care about their students and are willing to exert the effort needed to ensure the classroom is a productive learning environment, possess the professional dispositions outlined in the EDA. 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:** \_\_\_\_\_

## 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)

\_\_\_\_\_  
\_\_\_\_\_  
Additional comments regarding Plan of Action selected above:

**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

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### 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: \_\_\_\_\_

# 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

Disposition	Associated Indicators		
1. Demonstrates Effective Oral Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Does not consistently demonstrate professional oral communication skills as evidenced by making <i>major</i> errors in language, grammar, and word choice  <input type="checkbox"/> Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation  <input type="checkbox"/> Choice of vocabulary is either too difficult or too simplistic	<input type="checkbox"/> 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  <input type="checkbox"/> Strives to vary oral communication as evidenced of some students demonstrating a lack of participation  <input type="checkbox"/> Occasionally uses vocabulary that is either too difficult or too simplistic	<input type="checkbox"/> Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment  <input type="checkbox"/> Varies oral communication as evidenced by encouraging participatory behaviors  <input type="checkbox"/> Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

Disposition	Associated Indicators		
2. Demonstrates Effective Written Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Communicates in tones that are harsh or negative as evidenced by fostering negative responses  <input type="checkbox"/> Demonstrates <i>major</i> spelling and grammar errors or demonstrates frequent common mistakes	<input type="checkbox"/> Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses  <input type="checkbox"/> Demonstrates <i>common</i> errors in spelling and grammar	<input type="checkbox"/> Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses  <input type="checkbox"/> Demonstrates precise spelling and grammar

Disposition	Associated Indicators		
3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Does not respond to <i>communications</i> and does not submit all assignments  <input type="checkbox"/> Fails to exhibit punctuality and/or attendance  <input type="checkbox"/> Crosses <i>major</i> boundaries of ethical standards of practice  <input type="checkbox"/> Divulges inappropriate <i>personal</i> life issues at the classroom/workplace as evidenced by uncomfortable responses from others  <input type="checkbox"/> Functions as a group member with no participation	<input type="checkbox"/> Delayed response to <i>communications</i> and late submission of assignments  <input type="checkbox"/> Not consistently punctual and/or has absences  <input type="checkbox"/> Crosses <i>minor</i> boundaries of ethical standards of practice  <input type="checkbox"/> Occasionally divulges <i>inappropriate</i> personal life issues into the classroom/workplace, but this is kept to a minimum  <input type="checkbox"/> Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation	<input type="checkbox"/> Responds promptly to <i>communications</i> and submits all assignments  <input type="checkbox"/> Consistently exhibits punctuality and attendance  <input type="checkbox"/> Maintains professional boundaries of ethical standards of practice  <input type="checkbox"/> Keeps <i>inappropriate</i> personal life issues out of classroom/workplace  <input type="checkbox"/> Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes

Disposition	Associated Indicators		
4. Demonstrates a positive and enthusiastic attitude Marzano: 29	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Often complains when encountering problems and rarely offers solutions <input type="checkbox"/> Resists change and appears offended when suggestions are made to try new ideas/activities <input type="checkbox"/> Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions	<input type="checkbox"/> Seeks solutions to problems with prompting <input type="checkbox"/> May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed <input type="checkbox"/> Overlooks opportunities to demonstrate positive affect	<input type="checkbox"/> Actively seeks solutions to problems without prompting or complaining <input type="checkbox"/> Tries new ideas/activities that are suggested <input type="checkbox"/> Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues

Disposition	Associated Indicators		
5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Rejects constructive feedback as evidenced by no implementation of feedback <input type="checkbox"/> Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve <input type="checkbox"/> Comes to class unplanned and without needed materials <input type="checkbox"/> Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed	<input type="checkbox"/> Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions <input type="checkbox"/> Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement <input type="checkbox"/> Comes to class with some plans and most needed materials <input type="checkbox"/> Aware that lesson is not working but does not know how to alter plans to adjust	<input type="checkbox"/> Accepts constructive feedback as evidenced by implementation of feedback as needed <input type="checkbox"/> Learns and adjusts from experience and reflection as evidenced by improvements in performance <input type="checkbox"/> Comes to class planned and with all needed materials <input type="checkbox"/> Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits

Disposition	Associated Indicators		
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
	<input type="checkbox"/> Demonstrates inequitable embracement of all <i>diversities</i> <input type="checkbox"/> Is challenged to create a <i>safe classroom</i> as evidenced by ignoring <i>negative</i> behaviors by students	<input type="checkbox"/> Goes through the <i>expected and superficial motions</i> to embrace all <i>diversities</i> <input type="checkbox"/> 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	<input type="checkbox"/> Embraces all <i>diversities</i> as evidenced by implementing <i>inclusive activities and behaviors</i> with goals of <i>transcendence</i> <input type="checkbox"/> Creates a <i>safe classroom</i> with zero tolerance of negativity to others as evidenced by correcting <i>negative</i> student behaviors

Disposition	Associated Indicators		
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
	<input type="checkbox"/> Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus <input type="checkbox"/> Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others <input type="checkbox"/> Rarely collaborates or shares strategies and ideas even when prompted	<input type="checkbox"/> Demonstrates some flexibility <input type="checkbox"/> Maintains a respectful tone in most circumstances but is not consistent <input type="checkbox"/> Shares teaching strategies as evidenced by some effort towards collaboration	<input type="checkbox"/> Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus <input type="checkbox"/> Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others <input type="checkbox"/> Proactively shares teaching strategies as evidenced by productive collaboration

Disposition	Associated Indicators		
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
	<input type="checkbox"/> Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support  <input type="checkbox"/> Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work	<input type="checkbox"/> Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth  <input type="checkbox"/> Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles	<input type="checkbox"/> Recognizes own weaknesses as evidenced by seeking solutions before asking for support  <input type="checkbox"/> Researches and implements most effective teaching styles as evidenced by citing works submitted

Disposition	Associated Indicators		
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
	<input type="checkbox"/> Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues  <input type="checkbox"/> Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily  <input type="checkbox"/> Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness	<input type="checkbox"/> Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues  <input type="checkbox"/> Demonstrates perseverance and resilience (grit) most of the time  <input type="checkbox"/> Demonstrates sensitivity to feelings of others most of the time	<input type="checkbox"/> Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues  <input type="checkbox"/> Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations  <input type="checkbox"/> Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness

**AVERAGE COMPOSITE SCORE ACROSS NINE DISPOSITIONS:**

**COMMENTS:**



## **Assistance for Candidates Who Do Not Meet 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 to student teaching;
- Student teaching placement meetings provide for discussion and questions;
- Exit interviews with student teachers identify program strengths and recommendations for program improvement.

A variety of support services are available including the Concord Child Development Center, Student Support Services and the Financial Aid Office.

## **Transfer Credit for Education Courses**

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

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

## **Academic Advisement**

The University expresses its concern for the academic development of each student through the program of academic advising which is coordinated by the Office of the Provost. Each student is assigned an adviser in his or her major field of interest. Students who have not decided upon a major or teaching option are assigned a temporary adviser until a choice of major is made. These students first work with their academic adviser for discussion of the programs at Concord University and what may or may not be appropriate for them. Testing can help determine a student's aptitude in different academic areas. When one or more programs are identified, students are encouraged to approach faculty in these areas for more information. Students expecting to complete program requirements in a timely fashion typically declare a major before they have completed 60 credit hours.

Provision is made for the change of adviser, if this is necessary, by consulting the department office in the student's major area. The adviser is the student's major contact point with the University. Questions concerning curriculum, regulations, course selection, change of major, and academic achievement should be taken to the adviser. Personal or social problems of a more general nature can be taken to the adviser for referral to the appropriate University or community service.

## **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 (Methods Block Semester)**

- a) Creating Lesson Plans – take prior Year-long Residency Methods Block semester
- b) Methods in Technology – take prior Year-long Residency Methods Block semester

### **Pre-Admission to Year-Long Residency (Student Teaching Semester)**

- a) Safe Schools, Trauma Sensitivity, and Addiction – take during Year-long Residency Methods Block semester

## **Livertext**

### **How to Purchase a LiveText Membership**

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, standards integration, and student assessment in CU's Teacher Education program. Each candidate will need to purchase a LiveText membership, which includes the Field Experience Module, as part of course and clinical experience requirements. LiveText must be purchased prior to the completion of EDUC210. Your LiveText subscription is good for five years from the date of purchase, or until one year following your graduation, whichever comes first.

Candidates in Concord University's Teacher Education Program are required to maintain an electronic portfolio for submission of standards-based assignments and to showcase their work. Concord University uses the LiveText Portfolio platform to give students maximum access and flexibility in designing the portfolio. LiveText is also used extensively in all field experiences. Each candidate will need to purchase a LiveText membership online to access and personalize his/her portfolio and to complete course and field experience assignments.

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.

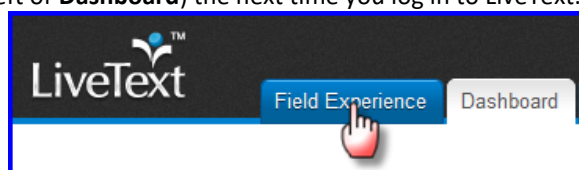
### **Purchasing a Membership:**

1. Go to [livetext.com](http://livetext.com)
2. Select the "Purchase/Register" tab
3. Select "Purchase Membership" option
4. Choose the "Field Experience Management" membership. If this is not done during initial account registration, it can be purchased later for an additional fee. As you enter your personal information, pay special attention to the following:
  - When giving the required school email address, use your Concord email address.
  - When entering your student ID#, check carefully for accuracy. Do not include dashes or spaces. Use your CONCORD student ID (774...) NOT your social security number. Having the correct Concord ID number associated with your account is critical.
5. Remember to check the box "I Agree to the Terms of Service."
6. Write down your username and password and keep it in a safe place.

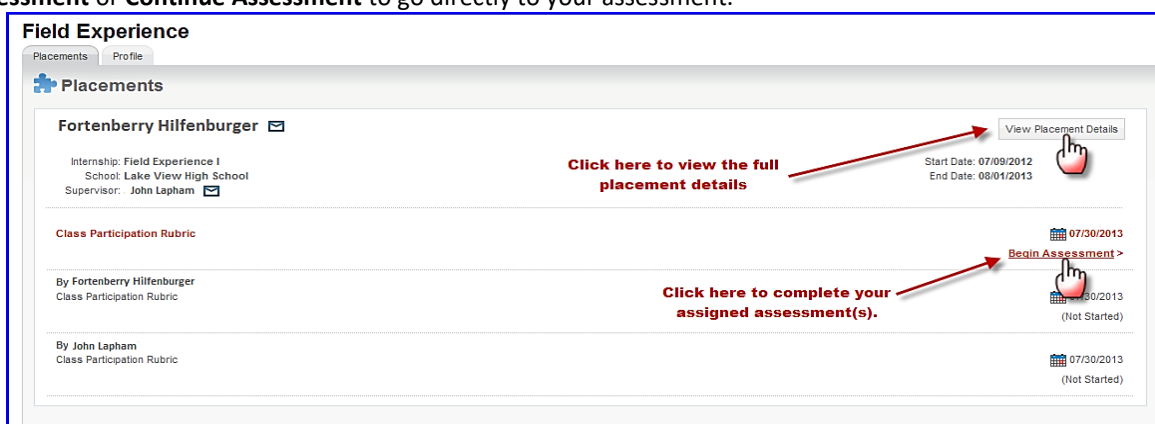
Note: If you have finished your education at CU, you will still have access to your account for use as a digital portfolio of your work, to use in your K-12 classroom as a teaching and learning tool, or to use in your pursuit of graduate work. After your initial subscription runs out, you will have the option of renewing directly from LiveText.

## LiveText Instructions for University Supervisors

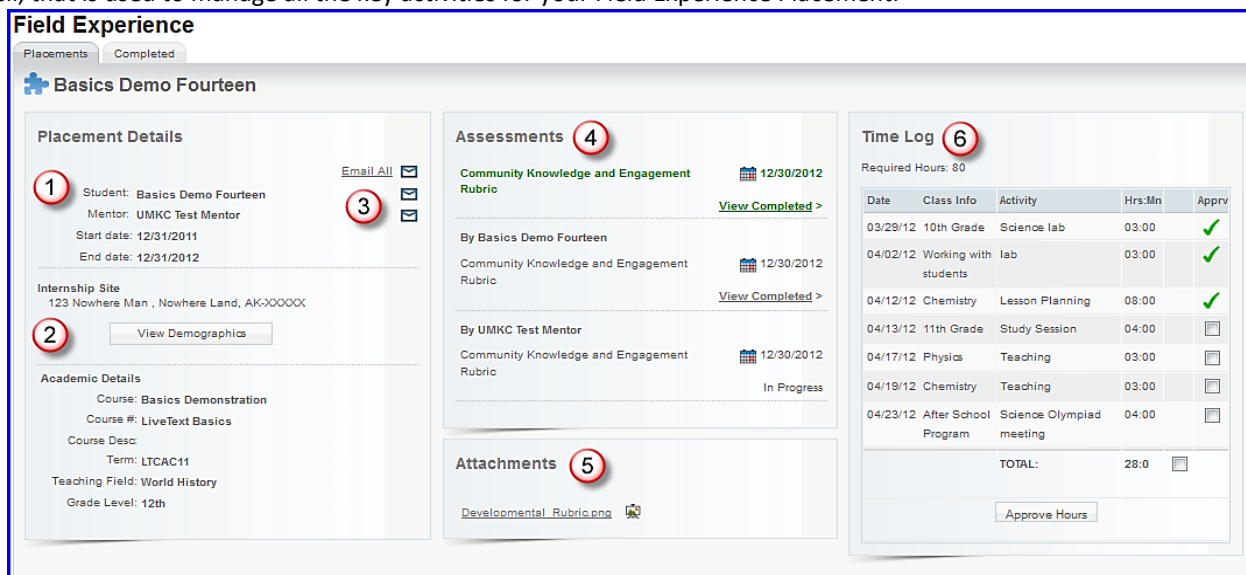
1. When you have been assigned the role of a Field Experience supervisor by an administrator, you will see a new **Field Experience** tab at the top of your account (to the left of **Dashboard**) the next time you log in to LiveText. Click this tab.



2. 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.



3. You will be directed to a page called **View Placement**. This page is a shared workspace, accessible to the student and mentor as well, that is used to manage all the key activities for your Field Experience Placement.



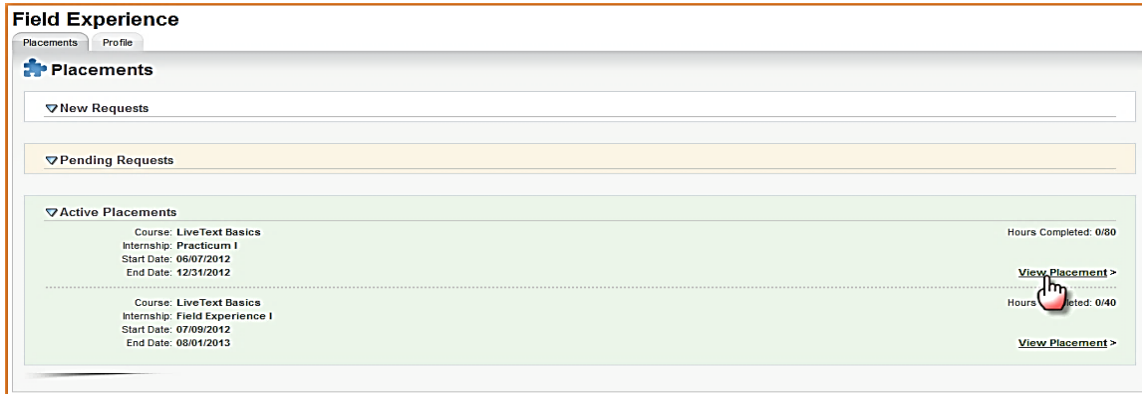
- 1) Basic details about the placement will display to the left.
- 2) To view demographic information about the school and classroom, click **View Demographics**.
- 3) To email the student, the mentor, or both click the corresponding **email icon or link**.
- 4) To fill out your assessment rubric(s), click on **the Begin Assessment or Continue Assessment link**. Click the cells to highlight the level of performance achieved in each area. Add comments to any row of the rubric by clicking the **Add Comment icon** and typing in the text box. Add comments for the *entire* assessment using the text box at the top of the rubric.
- 5) To open any attachment uploaded by the student, click its title in the Attachments area.
- 6) You may view the student's Time Log on the right of the screen. Hours are entered by the student & approved by the mentor.

## LiveText Instructions for Students

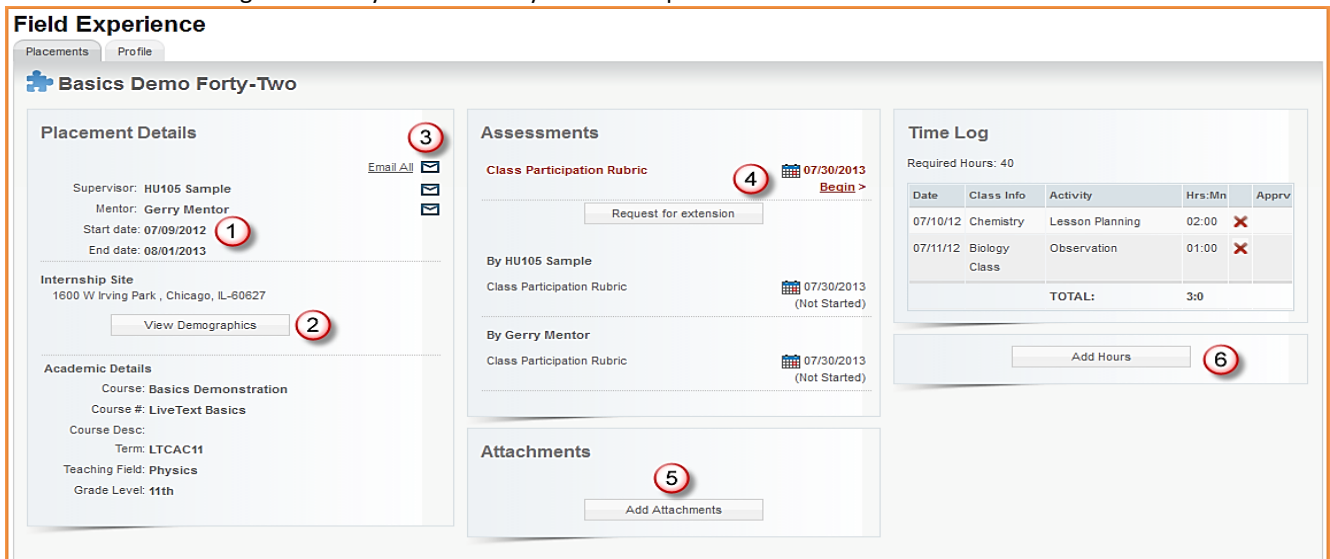
1. When you have logged in, you will see a **Field Experience** tab at the top of your account. Click this tab.



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. Click the cells to highlight the level of performance achieved in each area. Add comments to any row of the rubric by clicking the **Add Comment** icon and typing in the text box. Add comments for the *entire* assessment using the text box at the top of the rubric.
- 5) To upload attachments for your mentor or supervisor to access, click **Add Attachments**. Attachments can be LiveText documents or files.
- 6) To add an entry to your Time Log click **Add hours**. Select the date of the entry, the number of hours spent, and a description of the class and activity. ALL TIME LOG ENTRIES MUST HAVE A DESCRIPTION.

**Add Hour**

Date:

Number of Hours:

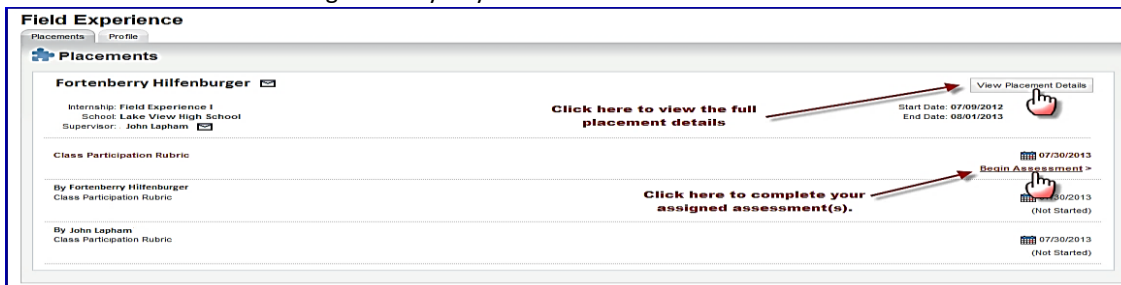
Class Information:

Activity:

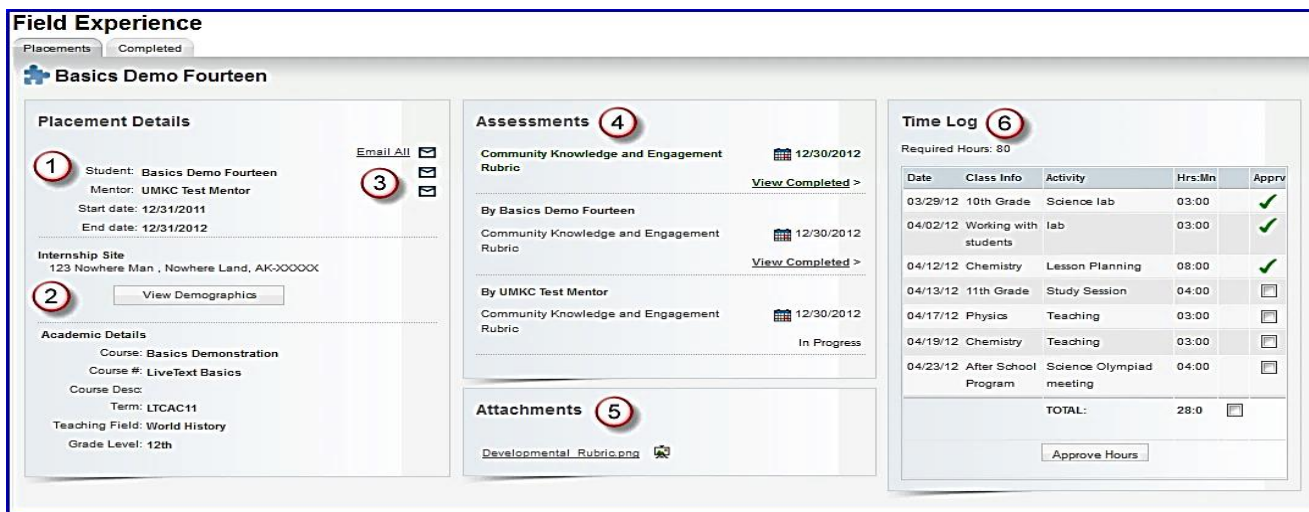
4. To return to your LiveText **Dashboard**, click the tab at the top of the screen.

## LiveText Instructions for Mentor Teachers

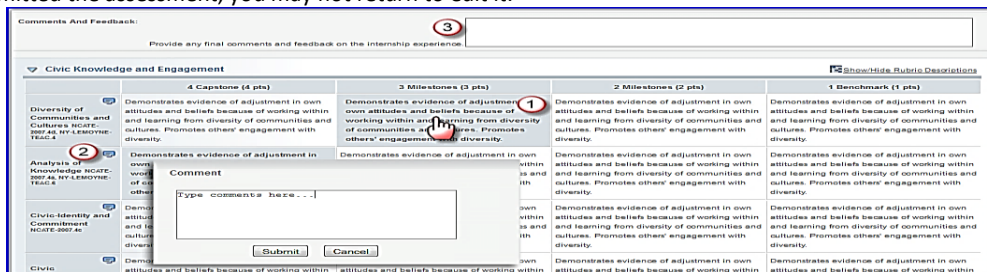
1. To access your Field Experience activities in LiveText, you will first need to retrieve the message sent to your school/district email address, which contains your username and password. If you do not receive the message, please go to [www.livetext.com](http://www.livetext.com) and select the link 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](http://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
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 **View Placement Details** to see all activities associated with this placement. You may also click **Begin Assessment** or **Continue Assessment** to go directly to your assessment.



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



- 1) Basic details about the placement will display to the left.
- 2) Optional - to view and enter demographic information about the school and classroom, click View Demographics.
- 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. Click the cells to highlight the level of performance achieved in each area. Add comments to any row of the rubric by clicking the Add Comment icon and typing in the text box. Add comments for the *entire* assessment using the text box at the top of the rubric. You may begin the assessment and save your work by clicking Save. This will allow you to return to the assessment and edit it. Once you have completed the assessment, click Submit. Once you have submitted the assessment, you may not return to edit it.



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

## **Section III: Early Clinical Experiences, Year-long Residency and Student Teaching**

### **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 teacher education program 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 mentor teachers. 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.

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).

### **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 first working day in September during the Fall semester, and the first working day in February during the Spring semester. Official results will be provided directly from CastleBranch to the Department of Education Office. Results must be received by the last working day in September during the Fall semester, or the last working day in February during the Spring semester. The Admission, Retention and Dismissal (ARD) Committee will review unsatisfactory background check results with guidance and council from Concord's Service Area Superintendents, and the WV Department of Education Certification Office.

Students who have already participated in an early clinical experience through Concord University's Department of Education will be permitted to begin their clinical experience(s) as long as they have applied for a background check, with the understanding that if results are not received by the last working day in September/February that they will be removed from their clinical experience, resulting in ARD Committee review and possible course failure. Candidate's whose background check results are unsatisfactory will have their placement immediately suspended and/or terminated following background check result review by the ARD Committee.

Students who have not yet participated in an early clinical experience through Concord University's Department of Education 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 being 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 for analysis of growth as students progress through the various levels. Courses that have a field/clinical experience will also have a 0 credit hour lab course for the experience. Students will be required register for the regular course, and the clinical experience lab (i.e. EDUC305 & EDUC305L) listed below.

- Clinical Experience Level I – EDUC210 - candidates will observe and assist
- Clinical Experience Level II – EDUC305 - candidates will assist and teach
- Clinical Experience Level III – EDUC306, EDSP415 (elementary majors) - candidates will assist and teach
- Methods Block (1<sup>st</sup> semester of the year-long residency) - candidates will engage in all daily teaching activities
- Student Teaching (2<sup>nd</sup> semester of the year-long residency) - candidates will engage in all daily teaching activities

Courses outside of the Professional Education Core (i.e. EDUC304, EDUC315, EDSP courses, etc.) will designate the appropriate Clinical Experience Level as needed, or design course specific field experience evaluations. Professors will send a letter to mentor teachers describing the field experience requirements of the course.

## **Guidelines for Early Clinical Experiences**

If at any time there is an infraction of these procedures, Concord Education Department reserves the right to suspend or terminate the candidate's placement. 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 for all courses that require a clinical experience. 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 (see page 27 of Department of Education Field Placement Handbook), the student will be notified of their placement via LiveText. Teacher Candidates are not permitted contact schools and/or mentors to arrange their own clinical experiences!
- Concord University teacher candidates must be placed in a classroom with a teacher licensed in the content specialization (exception, Education 210) and grade level for which the teacher candidate is seeking licensure. The cooperating teacher must have a total of at least three years of successful teaching experience (5 years for Year-long Residency placements). In addition, cooperating teachers must have at least one year of successful teaching experience at their current location as follows:
  1. in the grade level for preschool through sixth grade;
  2. in the content specialization and developmental level for grades 5-12; and
  3. in the elementary or secondary level and content specialization for K-12 programs.
- Cooperating teachers work with only one teacher candidate at any specific time. A cooperating teacher may have more than one candidate as long as the candidates are not assigned at the same time within the classroom.
- 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. However, candidates may participate for one full school day to experience the scope of any entire day's schedule.
- Concord teacher candidates are required to complete a Background Check through Castle Branch yearly. Candidates not enrolled in their first Concord Education course are permitted to begin placement with the understanding that their placement will be immediately suspended and/or terminated following unsatisfactory background check results reviewed by the Admission, Retention and Dismissal (ARD) Committee. CU students who are enrolled in their first Concord Education course are not permitted to begin placement until results are received, and reviewed by the ARD Committee if necessary.

### **Cooperating Teacher Responsibilities**

- The cooperating teacher is to provide appropriate instructional activities and direct supervision at all times for the assigned teacher candidate.
- The cooperating teacher is to monitor attendance and performance of the assigned candidate(s). If the cooperating teacher has a question, comment or concern in relation to the assigned candidate(s) or the early clinical placement process, the teacher may contact Mrs. Alison Conner (Department of Education Operations Coordinator) at 304-384-5252, or amconner@concord.edu.
- The cooperating teacher is to complete the required candidate evaluation(s). Cooperating Teachers use LiveText for reviewing and completing early clinical experience evaluations. Cooperating Teacher accounts are automatically generated by LiveText, and an email notification is sent containing to the cooperating teacher informing them of an active early clinical experience, and LiveText account credentials.
- Teaching candidates are instructed to contact their cooperating teacher 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 and mentor must complete the Early Clinical Experience Contract (provided by candidate) within 2 weeks of the first meeting. If a candidate fails to contact the cooperating teacher within a reasonable amount of time, the cooperating teacher should contact Mrs. Conner.
- Irregular attendance and inferior performance by candidates must be reported to Mrs. Conner as soon as the problem becomes evident

### **Student Responsibilities**

- Candidates must contact their cooperating teacher within one week of their placement being activate in LiveText to arrange a day and time to report for their first visit. Candidates will receive email notification informing them of placement activation. The candidate must complete the Early Clinical Experience Contract within 3 weeks of placement activation, and attach it to their field experience in LiveText. If a candidate fails to contact the cooperating teacher within a reasonable amount of time, the cooperating teacher will contact Mrs. Alison Conner. Mrs. Conner will then notify the candidate's professor of the situation and appropriate action will be taken.
- Candidates must present the early clinical experience material listed below to the cooperating teacher upon their first visit to the teacher's classroom and discuss their clinical requirements.. Candidates are to inform their cooperating teacher of all policies/rules of Early Clinical Experiences outlined in the Department of Education Field Placement Handbook.
  1. Early Clinical Experience Contract (page 24 Department of Education Field Placement Handbook)
  2. Guidelines for Clinical Experience (page 23 Department of Education Field Placement Handbook)
  3. LiveText Instructions for Mentor Teachers (page 121 Department of Education Field Placement Handbook)
- If a candidate must be absent from their scheduled field placement, it is their responsibility to contact their host teacher and college professor immediately. Failure to do so may result in course penalties.
- Candidates must take an active role in their Early Clinical Experience(s); this includes Clinical Experience I (observation).
- Candidates are to follow visitor rules and report to the school's office before going to their assigned locations. Candidates are to sign-in/out for every visit to their placement school. Candidates are responsible for following this procedure.
- Candidates must inform Mrs. Conner if there is an expectation of the cooperating teacher being absent for an extended time period. If this is the case, the candidate may need to be re-assigned to a different cooperating teacher for the remainder of their placement.

### **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 and students upon entering the room)
- Be respectful and courteous at all times in attitude, words, and actions
- Demonstrate safety procedures & common sense at all times
- Respond to students in an appropriate and professional manner

## Early Clinical Experience Contract

Concord University Department of Education

Teacher Candidate is required to add completed contract as attachment in LiveText to their Clinical Experience within 3 weeks of placement verification

Teacher Candidate Name (please print)	Teacher Candidate ID 774 _____	Semester 20 _____ Circle One: Fall   Spring   Summer
Course Title (i.e. Educational Psychology)	Course Number (i.e. EDUC305)	Course Professor Name
Early Clinical Experience Placement School	Placement Content & Grade Level(s) (i.e. 6 <sup>th</sup> Grade English)	Cooperating Mentor Name (please print)

<b>Time of Cooperating Teacher Planning Period:</b>
<b>Established Schedule for Early Clinical Experience:</b>

### CONTRACT

1. The teacher candidate agrees to participate in this clinical experience according to the established schedule. The teacher candidate will notify their course professor, appropriate school personnel and cooperating teacher prior to any foreseen absence, or if they are to be late.
2. The candidate has provided the cooperating teacher with the “Guidelines for Early Clinical Experiences” and the “LiveText Instructions for Mentors.” The candidate has informed the cooperating mentor that any questions/concerns should be directed to the Department of Education Director of Clinical Experience (Dr. Kathy Hawks), or to the Operations Coordinator (Mrs. Conner).
3. The candidate is responsible for keeping an accurate and up-to-date time-log via LiveText’s time-log management system for all courses (PDF attachments of hard-copy time-logs will not be accepted). Hours for one course cannot be used to satisfy the clinical experience hours of another course (no “double-dipping”), and cannot be used towards the Teacher Education Program 75 Volunteer Hour requirement. Hours accumulated from drive-times to/from placement, and lunch period(s) do not count towards Early Clinical Experience hours.
4. The candidate has informed the cooperating teacher that all assessments, evaluations and time-logs entry approvals are to be completed by the cooperating via LiveText by the designated due date. It is the candidate’s responsibility to make sure all required evaluations and assessments are submitted by their cooperating teacher via LiveText, and that their Time-log has been approved by their cooperating teacher in LiveText.
5. Candidates must report to the school’s office first before going to their assigned locations each time they visit the school, and complete the visitor sign-in/out log for each visit. The Department of Education Office will check this log if there is a discrepancy in the candidate’s time-log in LiveText, or if there is an issue with placement attendance.
6. Candidates are required to complete a Background Check through Castle Branch yearly. Candidates not enrolled in their first Concord Education course are permitted to begin placement with the understanding that their placement will be immediately suspended and/or terminated following unsatisfactory background check results reviewed by the Admission, Retention and Dismissal (ARD) Committee. Candidates who are enrolled in their first Concord Education course are not permitted to begin placement until results are received, and reviewed by the ARD Committee if necessary.
7. The teacher candidate is subject to all policies, rules, and regulations of the county school system, placement school and placement classroom. This includes, but is not limited to, following all visitor rules, faculty rules/professional standards, and following the faculty/school dress code.
8. The teacher candidate is to inform the Department of Education Office if there is an expectation of the cooperating teacher bring absent for more than one week. This could result in the teacher candidate being assigned to a different cooperating teacher for the remainder of their Early Clinical Experience.
9. It is the policy of the Concord University Department of Education that teacher candidates engaged in program-related activities will not transport any minor and/or public school students to any activity or event. This is for the protection of the minors, teacher candidate, and the University.
10. A candidate’s placement may be suspended and/or terminated at any time by the school principal, cooperating teacher or the University if any aspect of their performance, professional behavior, or ethical behavior is deemed unsatisfactory, or if the candidate fails the abide by this contract in any way. Severe or repeated infractions may result in course failure and/or termination from the program. The EDA process will be followed when a concern occurs.

**The signatures below verify that the above information is correct, and has been read an understood by the Teacher Candidate and Cooperating Mentor.**

Cooperating Teacher Signature	Teacher Candidate Signature:
Date:	Date:



## Early Clinical Experience Placement Request Form

This form must be completed and returned to the Department of Education Office (Marsh Hall 101). Students are not permitted to arrange their own clinical placements. Each clinical placement must be approved by the Coordinator of Clinical Experience at Concord University.

### TEACHER CANDIDATE INFORMATION (all information is required)

Name (please print):	Student ID#:	CU Email Address:
Current Address:	Contact Phone Number:	Content Specialization(s) <input type="checkbox"/> Elementary K-6 <input type="checkbox"/> English 5-A <input type="checkbox"/> Wellness PK-A <input type="checkbox"/> Social Studies 5-A <input type="checkbox"/> Music PK-A <input type="checkbox"/> General Science 5-A <input type="checkbox"/> Special Education K-A <input type="checkbox"/> Early Childhood SPED PK (elective)

### REQUESTED PLACEMENT INFORMATION

<b>Select all courses that you are requesting an early clinical experience for:</b> <input type="checkbox"/> EDUC210 (25 hrs) <input type="checkbox"/> EDUC304 (25 hrs) <input type="checkbox"/> EDUC305 (25 hrs) <input type="checkbox"/> EDUC306 (25 hrs) <input type="checkbox"/> EDSP317 (25 hrs) <input type="checkbox"/> EDSP365 (25 hrs) <input type="checkbox"/> EDSP370(25 hrs) <input type="checkbox"/> EDUC315 (15 hrs)	<b>Select the Year-Long Residency Methods Block you are requesting a clinical experience for:</b> <input type="checkbox"/> Elementary <input type="checkbox"/> Secondary <input type="checkbox"/> Special Education
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**Concord University's Service Area includes the following counties:** Fayette, Greenbrier, McDowell, Mercer, Monroe, Raleigh, Summers, Wyoming, Tazewell, Bland, Giles

- Mercer County requires all field placements be approved by the Mercer County Board of Education
- Monroe County requires completion of the county's Volunteer Training Program, and be approved by the Monroe County Board of Education observation can begin
- Tazewell County requires a background check and drug test for all field placement candidates before observation can begin
- Wyoming County requires a background check and drug test for all field placement candidates before observation can begin

<b>Select at least 2 counties you are requesting for placement.</b> Please number in order of choice importance. (i.e. <u>1</u> Mercer County <u>2</u> Summers County)  <input type="checkbox"/> Fayette <input type="checkbox"/> Greenbrier <input type="checkbox"/> McDowell <input type="checkbox"/> Mercer <input type="checkbox"/> Monroe <input type="checkbox"/> Raleigh <input type="checkbox"/> Summers <input type="checkbox"/> Wyoming <input type="checkbox"/> Bland <input type="checkbox"/> Giles <input type="checkbox"/> Tazewell	<b>List at least 2 public school requests in your 1<sup>st</sup> choice county and 1 public school request in your 2<sup>nd</sup> choice county. Requests will be sent in numerical order.</b>  Request 1:  Request 2:  Request 3:  Request 4:
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Please list any relatives (siblings, children, parents, spouse, aunt/uncle) located in your requested schools/counties. You will not be permitted to observe in the same classroom as immediate relatives. *Please provide name, relation, grade level and location*

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### PRIOR FIELD EXPERIENCES

Course #	School	County	Grade Level(s) / Content Area(s)
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

### OTHER COMMENTS

Please list any additional comments, requests, or concerns.

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The signature/digital signature below verifies that the above information is correct.

Candidate's Name (please print)	Candidate's Signature	Date
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**Candidates must adhere to the following clinical experience requirements. Failure to do so will result in the cancellation of assigned clinical experience(s) which may result in course failure.**

- **Candidates must submit this form to the Department of Education Office**
- Candidates are responsible for reading and following all policies within the Guidelines for Early Clinical Experience (page 23 of the Department of Education Field Placement Handbook)
- Candidates are responsible for meeting any special requirements (i.e. background checks, drug tests, etc.) of the school and/or county where they will complete their field experience prior to the start of placement. Candidates will be required to provide the Department of Education Office documentation upon completion of any 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 on page 24 of the Department of Education Field Placement Handbook.
- All candidates must purchase LiveText in order to successfully complete their early field experiences. All assessments, evaluations and time-logs completed by the mentor and/or candidate must be done in LiveText.
- 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).
- Once a field 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 the mentor teacher to establish a visitation schedule within one week of the confirmation date. Candidates must complete the Early Clinical Experience Contract within three weeks of placement confirmation. Failure to do so will result in cancelation of the field placement.
- Candidates must present the following clinical experience documents to their mentor teacher upon their first visit to the teacher’s classroom, and discuss their clinical experience requirements.
  1. Guidelines for Early Clinical Experience (page 23 of the Department of Education Field Placement Handbook)
  2. LiveText Instructions for Mentor Teachers (page 21 of the Department of Education Field Placement Handbook)
  3. Early Clinical Experience Contract (page 24 of the Department of Education Field Placement Handbook)
- At the end of each semester, candidates are responsible for ensuring that all required evaluations and assessments are submitted by the mentor teacher via LiveText, and that their Time-log has been approved by the mentor teacher in LiveText for all courses that have a clinical experience requirement.
- Candidates must report to the school’s office first before 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 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 take an active and professional role in their early clinical experiences. This includes experiences that are categorized as “observation only.”
- The teacher candidate is 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 inform Mrs. Conner, in the Department of Education Office, if there is an expectation of the mentor teacher being absent for more than one week.

**The signature/digital signature below verifies that the above information has been read and understood.**

Candidate’s Name (please print)	Candidate’s Signature	Date

### Courses that require an Early Clinical Experience

NOTE: Course Descriptions, number of hours and early clinical experience description subject to change

Course Number and Title	Number of Hours	Early Clinical Experience Description
<b>Early Clinical Experiences</b>		
EDSP 317 Reading Strategies for Special Education	25	Special Education setting
EDSP 326 Development of Communication Systems	10	CU Childcare Center
EDSP 365 Understanding Difficult Behavior	25	Special Education setting
EDSP 370 Planning & Implementation of Individualized Plans for Special Education	25	Special Education setting
EDSP 380 Trends & Issues in Special Education	10	summer camp
EDSP 415 Co-Teaching, Consultation & Collaboration	25	Tutoring program (elementary only)
EDUC 210 Diversity, Culture, and Education in a Pluralistic Society	25	Content level (i.e. 5-Adult, K-6, PreK) & Content area when available
EDUC 304 Developmentally Appropriate Practices	25	Kindergarten-2 <sup>nd</sup> grade class
EDUC 305 Psychology of Teaching & Learning	25	Content specialization
EDUC 306 Instructional Processes & Strategies	25	Content specialization
EDUC 315 Understanding Reading Problems: Assessment & Instruction	15	Title1 class or during reading time
PED 402 Curriculum & Instruction for Elementary Physical Education	15	Elementary PE class
PED 403 Curriculum & Instruction for Middle & Adolescent Physical Education	15	Secondary PE class
PED 407 Adapted Physical Education	15	Kindergarten thru 12th PE class
<b>Elementary Education Methods Block (1<sup>st</sup> semester of Year-long Residency) - 400 hours</b>		
EDUC 412 Elementary Methods in the Teaching of Science & Social Studies	BLOCK	Elementary Methods Block
EDUC 413 Elementary Methods in the Teaching of Mathematics	BLOCK	Elementary Methods Block
EDUC 414 Elementary Methods in the Teaching of Literacy	BLOCK	Elementary Methods Block
EDUC 416 Assessment & the Data Informed Teacher	BLOCK	Elementary Methods Block
<b>Special Education Methods Block (1<sup>st</sup> semester of Year-long Residency) - 400 hours</b>		
EDSP 412 Science & Social Studies Methods for Special Education	BLOCK	Special Education Methods Block
EDSP 413 Reading Language Arts Methods for Special education	BLOCK	Special Education Methods Block
EDSP 414 Mathematics Methods for Special Education	BLOCK	Special Education Methods Block
EDSP 415 Co-Teaching, Consultation & Collaboration	BLOCK	Special Education Methods Block
<b>Secondary Education Methods Block (1<sup>st</sup> semester of Year-long Residency) - 400 hours</b>		
EDSP 409 Strategies for the Secondary Classroom Inclusive Environment	BLOCK	Secondary Methods Block
EDUC 410 Secondary Content Methods	BLOCK	Secondary Methods Block
EDUC 416 Assessment & the Data Informed Teacher	BLOCK	Secondary Methods Block
EDUC 418 Content Area Reading	BLOCK	Secondary Methods Block

### Additional County Requirements for Early Clinical Experiences

<b>Mercer County</b>	All early field 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 (2 <sup>nd</sup> and 4 <sup>th</sup> Tuesdays), and requires that all placements be added to the agenda two weeks prior to the meeting date. This must be done every semester that a student is completing a placement in Mercer County.
<b>Monroe County</b>	<p>All faculty, staff, student teachers and field placement candidates must complete the Volunteer Training Program before being able to work with students in their school system. The coordinator responsible for this training is Toby McMahan, a parent resource based out of Mountain View Elementary. Contact Mrs. McMahan at <a href="mailto:tmcmahan@k12.wv.us">tmcmahan@k12.wv.us</a> informing her of your requested field experience for Concord University in order to coordinate the necessary training. Students have the option to read the information packet in advance by requesting a copy from the Department of Education Office. The contract within this packet must be completed with Mrs. McMahan.</p> <p>Documentation of completed Volunteer Training (i.e. letter from trainer stating completion) will need to be provided to the Department of Education office before placements can begin. This only needs to be completed one time, and can be used throughout your time at Concord University</p> <p>Once Volunteer Training is completed and a placement has been confirmed by a public school principal, the placement must then be approved by the Monroe County Board of Education before the student can work in their school system. This must be done every semester that a student is completing a placement in Monroe County.</p>
<b>Tazewell County</b>	Students must complete a background check and drug test before a placement can be arranged with a school principal. This is done at the student's expense. Students will need to contact the Tazewell County Board of Education 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.
<b>Wyoming County</b>	Students must complete a background check and drug test before a placement can be arranged with a school principal. This is done at the student's expense. Students will need to contact Stacy Butcher (304-732-6262 ext. 1121), 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.

## **The Year-long Residency and Student Teaching**

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 teacher 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 teacher 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 teachers, 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 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 student teaching experience are to provide teacher candidates with opportunities:

- 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.
- 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.
- 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.
- To integrate effective management and motivation strategies into the daily teaching process
- To strengthen skills required for creating, selecting, and using formal and informal assessment strategies to evaluate student progress and to improve teaching and learning.
- To communicate, collaborate, and consult with teachers, students, administrators, and parents clearly and effectively in the educational process.
- To reflect on strategies for enhancing personal areas of strength and weakness identified during the student teaching experience and to seek opportunities for professional growth and development.
- 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 (page 16 of the Department of Education Field Placement Handbook)

### **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 student teaching, 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 student teaching.

- 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 student teaching 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" (page 25 of the Department of Education Field Placement Handbook), 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. [Local Fingerprinting Locations](#)

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.

### 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 student teacher 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 student teaching. Candidates are encouraged to refrain from working outside the student teaching program to the greatest extent possible. While the University does not penalize students who need money to stay in school, it does discourage students from engaging in any activity which will jeopardize their teaching performance or the education of P-12 students. Student teachers are not permitted to take additional elective coursework during times that conflict with the regular school day during student teaching. 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 beginning during the Methods Block semester of the Year-Long Residency. 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 teacher 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 teachers 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 teacher.

### 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.

### Personally 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 Clinical Placements and Supervision**

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 (<http://wvde.state.wv.us/policies/p5100.html>) 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 student teaching 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 student teachers 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 student teaching placements.

- Teacher candidates will usually not be placed in schools from which they graduated
- Teacher candidates will usually not be placed in schools where close relatives are enrolled or working
- Endorsement area sought by candidate
- Licensure requirements
- Candidate residence during student teaching
- Diversity of setting
- Requests from schools
- Establishment of student teacher cluster group
- Experience/training of cooperating teacher
- Availability of sites
- Partnerships with specific schools
- Candidate requests for out-of-area student teaching

Occasionally, circumstances may arise that necessitate consideration of a change in a placement for a candidate. In such situations, the candidate, cooperating teacher, 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 Teachers**

#### **Classroom teachers who serve as cooperating teachers 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 student teaching assignment.
- have a minimum of one year teaching experience at the grade level and subject area of the student teaching assignment.

#### **The PEU also agrees that the cooperating teacher 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 teacher.
- be a good role model who consistently demonstrates high quality teaching performance.
- possess knowledge of the basic principles of supervising student teachers 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 student teaching 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 teacher include modeling, mentoring, providing feedback, observing, and conferencing with the teacher candidate.

Research suggests that the cooperating teacher 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 teacher forms the triad of support throughout the student teaching

### **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 teacher or an administrator with supervisory experience.

#### **The Professional Education Unit 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 school principal or his or her designee will:
  - provide for the student teacher a general orientation to the school.
  - provide information concerning pertinent administrative policy and procedures expected to be followed by faculty members.
  - advise the student teacher as to his or her professional responsibility for the tasks and activities undertaken with the supervision of the cooperating teacher.
  - assist in providing for the development of a cooperative and professional attitude toward the teaching profession.



## **The Methods Block (First Semester of Year-long Residency)**

The first semester of the year-long residency is known as the “Methods Block” semester. During this semester the candidate is placed in the school where he/she will be completing the year-long residency. The candidate will complete 400 hours of teaching time in the classroom; thus, integrating coursework and practical teaching. The full year residency model provides opportunities for co-teaching and earlier mentoring from classroom teachers. During the block semester the teacher candidate will follow Concord University’s academic calendar.

The teacher candidate will complete a mini-Teacher Performance Assessment (TPA) during this semester. The directions and rubric for the mini-TPA will be discussed and addressed during the methods block semester. The instrument used to evaluate candidates during the methods block is the Student Teacher Observation Tool (STOT), including a plan of action for professional growth in the upcoming semester.

Teacher Candidates are required to must meet the following requirements prior to beginning the Year-Long Residency Methods Block semester:

1. Fully admitted to Concord University’s Teacher Education Program (TEP)
2. Successfully completed all Pre-Admission to Teacher Education Program and Pre-Admission to Year-Long Residency Methods Block Semester professional seminars
3. Completion of ProEthica Course (administered in EDUC306)
4. Submission of Professional Snapshot to the Coordinator of Clinical Experience
5. Completion of early clinical experiences at all certification levels (i.e. elementary, middle, high)
6. Successful completion of all content specialization coursework as outlined in the Academic Catalog
7. Successfully obtained all of the following GPAs
  - (1) Overall GPA for all coursework attempted, including transfer courses: 2.75
  - (2) Professional Education Core GPA with a ‘C’ or better in all coursework (excluding Methods Block & Student teaching coursework): 2.75
  - (3) Specific Content Area GPA and minimum course grades as outlined in the Academic Catalog
  - (4) General Studies Program GPA: 2.00
8. Candidates placed in West Virginia public schools must complete the West Virginia Department of Education Form 24 – Clinical Experience Permit application prior to student teaching. Verification of an approved permit must be on record prior to student teaching. Form 24 requires electronic fingerprinting, State and FBI criminal background check. Forms will be distributed during the placement meeting. (THIS WILL BE DISTRIBUTED DURING THE METHODS BLOCK ORIENTATION DURING THE METHODS BLOCK SEMESTER. IT DOES NOT GET COMPLETED PRIOR TO BLOCK)

## **Student Teaching (Second Semester of Year-long Residency)**

The second semester of the year-long residency is known as student teaching. During student teaching, teacher candidates work as full-time teaching interns, assuming all responsibilities and duties of the cooperating teacher, under the direction of a university supervisor. The student teaching 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.

Student teaching 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. Student teaching is a full time professional experience. Teacher candidates should not enroll in extra coursework, or engage in extra-curricular activities which interfere with student teaching. Exceptions to this must be approved by the Coordinator of Clinical Experiences. Candidates complete student teaching assignments in P-12 public school(s) located in Concord Universities service area, as well as required seminars offered at the University. Candidates must attend a mandatory placement meeting held the semester prior to student teaching. Placement meetings are held on the last Wednesday in September and the last Wednesday in February. During student teaching 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 student teacher seminars. The instrument used to evaluate candidates during the student teaching semester is the Student Teacher Observation Tool (STOT).

Teacher candidates must apply for admission into student teaching through the Department of Education Office by the end of the fourth week of the semester preceding the semester in which student teaching is planned (see page 36 of Department of Education Field Placement Handbook for Student Teaching Application). All applicants must attend a placement meeting during the semester prior to student teaching. Teacher Candidates will be required to submit a Placement Request for Student Teaching during the placement meeting planned (see page 37 of Department of Education Field Placement Handbook for Placement Request for Student Teaching). Teacher Candidates are required to must meet the following Admission criteria by the end of the semester prior to student teaching, prior to beginning the Year-Long Residency Student Teaching 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 student teaching 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 student teaching. Verification of an approved permit must be on record prior to student teaching. Form 24 requires electronic fingerprinting, State and FBI criminal background check. Forms will be distributed during the placement meeting.
8. Successfully completed all Pre-Admission to Teacher Education Program, Pre-Admission to Year-Long Residency Methods Block Semester and Pre- Admission to Year-Long Residency Student Teaching semester 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 student teaching 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 student teaching eligibility deadline

### **Student Teaching Expectations**

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 teachers. Any deviation from this general rule must be approved in advance by the student teacher's cooperating teacher 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 teacher, 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 teacher 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 teacher.

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 teachers. 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 teacher, 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 teacher 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 teachers 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.

# Student Teaching

## Application

### Contact Information:

Name	
Student ID Number	
Campus Box Number	
Home Mailing Address	
City ST ZIP Code	
Home Phone Number	
Cell Phone Number	
Concord E-Mail Address	

### Please Select Your Content Specialization(s):

<input type="checkbox"/>	Art PreK-Adult
<input type="checkbox"/>	Biology 9-Adult
<input type="checkbox"/>	Chemistry 9-Adult
<input type="checkbox"/>	Elementary K-6
<input type="checkbox"/>	English 5-Adult
<input type="checkbox"/>	General Science 5-Adult
<input type="checkbox"/>	Mathematics 5-Adult
<input type="checkbox"/>	Multi-categorical Special Education K-12
<input type="checkbox"/>	Music PreK-Adult
<input type="checkbox"/>	Social Studies 5-Adult
<input type="checkbox"/>	Wellness PreK-Adult

### I plan to student teach during:

<input type="checkbox"/>	FALL
<input type="checkbox"/>	SPRING
<input type="checkbox"/>	YEAR

My advisor(s) is: \_\_\_\_\_

<input type="checkbox"/>	<i>I am aware of the requirements that must be met for admission into Student Teaching.</i>
--------------------------	---

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Placement Request for Student Teaching

## Contact Information:

Name	
Student ID Number	
Campus Box Number	
Home Mailing Address	
City ST ZIP Code	
Home Phone Number	
Cell Phone Number	
Concord E-Mail Address	

## Content Specialization(s):

Content / Grade-level:
Second Content / Grade-level (if applicable):

## Placement County:

In which **county** would you prefer to student teach? Concord's service area consists of **Fayette, Greenbrier, McDowell, Mercer, Monroe, Raleigh, Summers, and Wyoming WV. Virginia counties include Bland, Giles, and Tazewell.**

First Choice:
Second Choice (if applicable):

If you have relatives in public schools in the counties listed above, please provide their name(s) and relationship to you.

Name:	Relation:	School:
Name:	Relation:	School:

## Placement School:

If you request to be placed in a specific school we will attempt to secure the specified placement, ***however, this cannot be guaranteed.***

First Choice:
Second Choice (if applicable):

## Agreement and Signature

By submitting this application, I understand that my placement involves a contract between the University and the public school system. I will not request a change after the placement has been confirmed.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **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 \(FERPA\)](#)