



Master of Education

Advanced Program

Policies and Procedures Handbook:

- Clinical Experience, Internship and Practicum
- Admission Requirements
- Program Requirements

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<https://www.concord.edu/Academics/Graduate-Programs.aspx>

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SECTION I: M.Ed. Program Overview

Forward

The following information is intended as a general statement of “Graduate School Policies and Procedures” to assist the Education Graduate Program Coordinator in academic advising of candidates in the advanced program. This information is not intended to be a substitute for the Concord University Academic Catalog which is the authoritative source of information for all graduate candidates. The official version of the Catalog is available at: <http://catalog.concord.edu>

Mission Statement

The mission of the Educator Preparation Program (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.

The advanced program strives to further develop and enhance the knowledge base of the practicing professional. As candidates progress through the graduate curriculum, the improvement, refinement, and practice of professional knowledge bases, skills, and dispositions are enhanced and refined.

The EPP 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 EPP 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.

Concord University was chartered as Concord State Normal School in 1872 for the purpose of preparing teachers for public schools. The name was changed to Concord State Teachers College in 1931. In 1943, the name was changed to Concord College to reflect a transformation of the institution to a liberal arts college. In the summer of 2002, Concord was granted approval for the offering of graduate courses on a limited basis. Full approval of the Master of Education Graduate Program was granted in August, 2003. The development of a graduate program was in alignment with the overall mission to serve southern West Virginia and to provide a quality program for the practicing professionals in the region. In 2004, the name was changed to Concord University. In spring 2012, Concord University was approved to offer the Master of Arts in Education that leads to initial certification for individuals holding a baccalaureate degree from a regionally accredited institution in an approved content area as indicated in West Virginia Policy 5100.

The preparation of teachers continues to play a significant role at Concord University as approximately twenty-five percent of the candidates who graduate each year earn degrees in education. This history of commitment to teacher education combined with a current mission statement that emphasizes innovative teaching and learning, intellectual and creative activities creates a context of high expectations for the teacher education programs at Concord University. In response to that challenge, the EPP began an extensive effort at program articulation and development. This effort included faculty, candidates, administration, and public school professionals who came together in a spirit of collaboration to read, discuss, and write about their vision of the ideal teacher education program for Concord University.

Program Description

The M.Ed. Program is a 36-hour program specifically designed for licensed or license eligible teachers. The program consists of a 15-hour Professional Education core and a 21-hour Content Specialization. It is recommended that students purchase and become familiar with an APA citation manual. APA formatting and referencing will be required in all courses. Decisions on applications for admission to the M.Ed. program shall be based upon GPA, GRE/MAT 50th percentile scores and Watermark’s Education Leadership Disposition Assessment (EDLDA).

SECTION II: Admission to the M.Ed. Program

Admission is based on a baccalaureate degree from a regionally accredited college or university, grade point average (overall and content area), transcript analyses, passing scores of required examinations, and other requirements found on the University website.

A candidate may apply to graduate school and may take up to nine hours of coursework before all admission requirements are met. However, an application, applicable fees, and a transcript analysis based on official transcripts from all colleges/universities previously attended must be completed and submitted for conditional admission to the programs. Failure to complete all admission requirements before the completion of nine hours of coursework may result in administrative withdrawal from additional coursework and/or credit may not be applied toward graduation in the degree program.

An official copy of the undergraduate transcript showing an earned degree and the date on which it was granted must be emailed directly from your undergraduate or graduate college or university to the Admissions Office at masters@concord.edu or be accessed directly from a secure online transcript service. Concord alumni do not need to submit a transcript. Alumni transcripts are located in the Registrar's office. However, if you have attended more than one college or university, an official transcript must be sent from that institution to the Office of Admissions in a sealed envelope or via a secure transcript service. A hand delivered transcript is not acceptable.

Admission Requirements

All requirements must be met before full acceptance into a program is granted as follows:

| M.Ed. Programs |
|--|
| <ol style="list-style-type: none">1. Submit a completed Graduate Application for the M.Ed. Program and the application fee2. Hold a baccalaureate degree with a minimum 2.5 GPA from a regionally accredited institution3. Be licensed or license eligible to teach4. Provide a copy of professional licensure5. Provide official transcripts for all undergraduate and graduate classes (with the exception of Concord University- already on file)6. Provide 2 letters of recommendation from individuals who have supervised, evaluated, or observed the applicant in a classroom setting7. Provide official Graduate Record Examination (GRE) general test or Miller Analogies Test (MAT) test scores. Note: The GRE/MAT scores should reflect the 50th percentile or above. GRE scores must be a combined scaled score for verbal (150) & quantitative (149) of at least 150, and an analytical writing score of 3.5 a score of 389 is required on the MAT8. Candidates must be employed in a K-12 public school system. |
| M.Ed. Certification Only Programs |
| <ol style="list-style-type: none">1. Hold a master's degree in an education related field from a regionally accredited institution2. Be licensed or license-eligible to teach3. Provide a copy of professional licensure4. Provide official transcripts for all undergraduate and graduate classes (with the exception of Concord University)5. Provide 2 letters of recommendation for program admission6. Submit a completed Graduate Application for the M.Ed. Program and the application fee7. Candidates must be employed in a K-12 public school system. |

SECTION III: M.Ed. Program Policies and Procedures

Academic dishonesty:

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties— including but not limited to failure of assignment, failure of course, loss of institutional privileges, and dismissal from the University. A failing course grade as a result of academic dishonesty will be recorded as an "F" on the grade sheet and the instructor will inform, in writing, the Education Graduate Program Coordinator and the Vice President and Academic Dean who notifies, in writing, the Registrar's Office and the candidate. Course grades affected by academic dishonesty do not enjoy the privilege of the forgiveness rule or the privilege of dropping the course with a grade of W (see <http://catalog.concord.edu/>). Any recommendation by the instructor beyond an "F" in the course must be submitted, in writing, to the candidate, to the Education Graduate Program Coordinator, and to the Vice President and Academic Dean for transmittal to the Judicial Steering Committee who will then initiate judicial procedure. Any failing course grade or dismissal that results solely from academic dishonesty will be identified as such on the candidate's transcript.

Academic probation:

Candidates falling below the required 3.0 GPA will be placed on academic probation during the next semester in which they are enrolled as an active student. If candidates fail to maintain a 3.0 GPA during the probationary semester, they will be permanently dismissed from the program. Under an extreme case, if a candidate would make a "D" in a course, the candidate would continue in the program on probationary basis until the course was completed with a "B" or higher. The candidate would be expected to take the course the next time it was offered in rotation. A grade of "C" or better is required in ALL graduate courses.

Add/drop classes:

To add or drop a class, contact the Education Office of Graduate Studies with your request. If you are dropping all of your courses, a formal withdrawal from the University is required. If you are formally withdrawing from the University, you must contact the Academic Success Center at 304-384-6035 or complete the on-line withdrawal form at <https://apps.concord.edu/forms/view.php?id=264630>

Admissions Examinations:

Graduate Record Examination (GRE) general test or Miller Analogies Test (MAT) is required for full admission into the M.Ed. program. Go to <https://www.ets.org> on the GRE and <https://www.pearsonassessments.com> for the MAT test for more information to register for an exam, access a complete schedule of test dates, find a testing center near you, or access preparation materials.

on the GRE and <https://www.pearsonassessments.com> for the MAT test. These test scores are issued by ETS® and sent directly to approved institutions and organizations designated by the test takers.

Advising:

The Education Graduate Program Coordinator is the acting advisor for all M.Ed. graduate candidates. If any candidate wishes to enroll in a course-load of more than nine credit-hours, prior approval must be obtained by the Education Graduate Program Coordinator

Blackboard

The MAT Program uses the Blackboard e-Education platform. The username is the same as your MyCU account. Your password is defaulted to your CU ID number (starting with 774). If you do not know this information, it can be found securely online by going to https://elearn.concord.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=1_1. It is the responsibility of the candidate to keep up with assignments, assessments, and modules as designated within course instructor's syllabi. The blackboard platform can be accessed through your MyCU account.

Disclaimer:

Concord University admits students of any race, color, sex, religion, and national or Ethnic origin, and does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of its programs and activities, as specified in federal and state laws and regulations.

Promise for Teaching:

The Department of Education is using Watermark's Educational Leadership Disposition Assessment (EDLDA) to assess graduate candidate's dispositions to be effective administrators, leaders, and advocates. The EDLDA is aligned with the 10 INTASC standards as well as the ISTE< AECT, and CAEP standards. Candidate's professors assess the dispositions in one of the first nine credits a candidate completes in the M.Ed. program.

Disruptive Behavior:

Disruptive behavior in the classroom/online will not be tolerated. If student conduct makes it difficult to continue the class satisfactorily, the instructor may warn the candidate of this fact. If objectionable conduct continues, the instructor may dismiss the candidate from the course with written notification of this action to the Education Graduate Program Coordinator and the Vice President and Academic Dean.

Department of Education Graduate Committee:

The graduate committee for the M.Ed. is composed of the Education Graduate Coordinator and representatives from each content specialization in the Department of Education. Decisions made by this committee are submitted to the University Graduate Council for consideration.

E-mail:

All candidates are expected to access their MyCU e-mail accounts. E-mail accounts are set up by the Technology Services during the application/acceptance process. E-mail IDs typically include your last name, first initial of your first name, and date of birth (example: smithp31@mycu.concord.edu). Your initial password is your 774 #. You may change your password after the first access. Candidates having problems logging in may call the computer center help desk at 304-384-5291 or email cuhelpdesk@concord.edu .

Financial aid:

Financial aid is available for graduate candidates who enroll in a full-course-load of six/nine credit-hours. EDEL certificate programs are not eligible for aid. Information on financial aid and student loans can be found on the web at <https://www.concord.edu/Financial-Aid.aspx> . Direct all questions regarding financial aid and student loans to the financial aid office at 1-888-384-5249 or 304-384-6069. Fax: 1-304-384-3084

GPA:

Graduate candidates must maintain an overall GPA of 3.0 or better throughout the program. Any candidate with a GPA below 3.0 will be placed on academic probation. In order to graduate from the M.Ed. Program an overall 3.0 GPA is required. Candidates who are placed on academic probation for two consecutive semesters will be removed from the graduate program due to academic deficiency. In addition, candidates must earn the minimum grade of "C" to successfully complete a course.

Graduation:

Graduate candidates must apply for graduation by downloading and submitting a Graduation Application at <https://apps.concord.edu/forms/view.php?id=147474> . A graduation fee of \$50 must be paid to the business office, and the graduation gown is to be ordered at the Concord University bookstore. Once the business office and bookstore have signed the application for graduation, it is to be submitted to the Registrar's Office. A graduation audit will then be completed to ensure that all requirements for graduation have been met. Graduation requirements include completion of the 36- hour program with a 3.0 GPA within five years.

Hooding and Commencement:

All master's candidates will be expected to participate in the hooding ceremony during commencement. The graduating candidate will be hooded during the commencement ceremony.

Letters of acceptance:

After submission of an application and required materials, an applicant will be considered for admission to the M.Ed. program. Applicants will receive a letter of informing them of the admissions decision and/or identifying any additional admission requirements which need to be submitted in order to be unconditionally admitted to the program. Once all admission requirements are met, applicants will receive a letter of unconditional acceptance to the Master of Education program. Applicants who are conditionally admitted may take up-to nine credit-hours of course work before unconditional admission to the program is required.

Letters of recommendation:

Student candidates must submit two letters of recommendation for admission to the M.Ed. program. One recommendation letter must be from a professional who is knowledgeable of your content background.

Library Service:

The Library is centrally located between Marsh Hall and the student center. The facility has a seating capacity of 200 places, a total of 145,000+ volumes, and provides access to over 5,000 periodicals. The collection has been chosen with the University Community in mind but members of the public are permitted use of the library's resources. A library card is required to borrow books. The Library is a partial depository for United States government documents and maintains a significant special collection of West Virginia historical materials. The library's automated catalog uses Innovative "Millennium" software and aside from providing access to the book holdings of the University, provides information on the periodical holdings and information on the specific holdings of U.S. Government Documents. Wireless internet access is available within the library. Visit CU's library on the web [https://www.concord.edu/About/Important-Offices-Centers/Library-\(1\).aspx](https://www.concord.edu/About/Important-Offices-Centers/Library-(1).aspx).

MyCU

It is imperative that you login to your "MyCU" account to review information such as your email, blackboard, current class schedule, course grades, account and student loan information. Here you will find your user name and Concord ID; you will need this information to log on to your "MyCU" email and Blackboard accounts. You need to log into your accounts on the first day of classes. Candidates having problems logging in please call the computer center help desk at 304-384-5291 or email cuhelpdesk@concord.edu .

Online components:

Some courses require an online Blackboard component. The logon page can be accessed under the student tab at www.concord.edu . The username is typically your last name, first initial of your first name, and date of birth (example: smithp31@mycu.concord.edu). The initial password is your student ID number (774#). It is the responsibility of the candidate to keep up with assignments, assessments, and modules as designated within each course instructor's class and syllabus.

Readmission:

If the candidate has been admitted to candidacy, the five-year time limit continues in effect from the date of admission to candidacy. If this time has expired, the student must reapply for the program and file a written appeal with the Education Graduate Coordinator. The student will appear before a committee to explain his or her written plan for timely completion of the program. If a candidate is not enrolled for two or more consecutive semesters in an academic year, he/she must resubmit an application and \$30.00 application fee in order to be re-admitted to the University.

Registration:

It is strongly recommended that graduate candidates register for classes no later than two weeks prior to the beginning of each semester. Candidates can register by calling the education graduate office (304-384-6223) or emailing registration requests to rlwhite@concord.edu. Once the course registration has been made, you will receive a confirmation via your Concord email.

Removal from the program:

Candidates who are placed on academic probation for two consecutive semesters will be removed from the graduate program due to academic deficiency. The candidate will be notified in writing and given the opportunity to appeal to the University's Satisfactory Academic Progress (SAP) Committee in writing. If the appeal is denied, the candidate will be removed from the program. A hold will be placed on the candidate's ability to register for classes.

Scholarships:

THE UNDERWOOD-SMITH TEACHER SCHOLARSHIP PROGRAM. A new scholarship available to highly-qualified students interested in pursuing a career as a West Virginia math, science, elementary education or special education teacher. This scholarship is open to students to WV residents and non-WV residents. Recipients of the former Underwood-Smith Teacher Scholarship who need to complete employment or enrollment verification forms should visit <http://underwoodsmith.org/forms/>

The Hazel Ruby McQuain Graduate Scholarship is designed to financially support outstanding West Virginia residents to pursue and complete a graduate degree from a West Virginia institution of higher education or an accredited higher education institution outside of the State, but within the United States. Please visit either site for scholarship information.

<https://graduateeducation.wvu.edu/funding-and-cost/scholarships-and-internships/hazel-ruby-mcquain-graduate-scholarship>

<https://www.concord.edu/About/Advancement-and-Alumni/Alumni.aspx>

Student loans:

Student loans are available for graduate candidates who enroll in at least six credit-hours per semester in the M.Ed. program. Certificate programs are not eligible for loans. For information on financial aid and student loans go to <https://www.concord.edu/Financial-Aid.aspx> or call the financial aid office at 1-888-384-5249 or 304-384-6069 (Fax: 304-384-3084) or e-mail finaid@concord.edu.

Textbooks:

Textbooks can be purchased at the Concord University Bookstore during business hours, or you may order online at

<https://www.bkstr.com/concordstore/home>.

Transfer credit:

An approved six hours of transfer credit can be applied to the program of study. All courses must have been taken within the past 5-years and course syllabi are to be provided to the Education Graduate Program Coordinator for review. Complete and submit the transfer of credit form: https://www.concord.edu/ConcordUniversity/media/Academics/Registrar/PDF/Request-for-Graduate-Transfer-Credit_1.pdf.

Tuition / Billing:

Payment of tuition is due prior to the first day of class. Candidates who do not register at least two weeks prior to the beginning of the semester may not receive a tuition bill. If you have not received a bill, you can request one by calling the business office: 304-384-5234.

Payment may be made online at <https://www.concord.edu/About/Important-Offices-Centers/Business-Office.aspx>, via telephone with a credit card (MasterCard, Visa or Discover), or mailed directly to the business office. (Note: Late fees will be assessed if payment is not made by the due date.)

Tuition Rates:

Tuition rates & fees are subject to change. Current tuition and fees may be found at <https://www.concord.edu/FinancialAid/TuitionFees.aspx>

SECTION IV: M.Ed. Clinical Experiences, Internships & Practicums

Guidelines for Early Clinical Experiences, Internships & Practicums

Clinical Experience, Internship and Practicum Requests & Placement Requirements

- Concord University M.Ed. candidates must submit a Clinical Experience Verification Form at the beginning of each semester for all courses that require a clinical experience, internship or practicum. Candidates are responsible for securing their own clinical experiences, internships & practicums. Once placement is confirmed, and all additional country specific requirements have been met, the candidate will be notified of their placement via LiveText.
- M.Ed. candidates must complete their clinical experience, internship or practicum with a mentor/administrator licensed in the appropriate content specialization and programmatic level(s) for which the candidate is seeking licensure. The cooperating mentor/ administrator must have a total of at least three years of successful experience in their licensure field. In addition, cooperating mentors/administrators must have at least one year of successful experience in their field of licensure at their current location.
- Cooperating mentors/administrators work with only one candidate at any specific time. They may have more than one candidate as long as the candidates are not completing their clinical experience, internship or practicum hours at the same time.
- M.Ed. Reading Specialist candidates use their own classrooms for clinical experiences as long as clinical experience requirements needed for licensure are met.
- M.Ed. Educational Leadership & Supervision candidates must complete multiple early clinical experiences at the elementary, middle, and high school levels, as well as a placement in a central agency, such as a county board of education office or the Department of Health and Human Resources (DHHR) office. Candidates must be employed by a public school system prior to EDEL 550.
- 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.
- It is the policy of the Concord University Department of Education that 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, candidate, and the University.
- A candidate's placement may be suspended and/or terminated at any time by the cooperating mentor/administrator or the University if any aspect of their performance, professional behavior, or ethical behavior is deemed unsatisfactory, or if the candidate fails to abide by these guidelines in any way. Severe or repeated infractions may result in course failure and/or termination from the program.
- Once a placement is established in LiveText it is final and cannot be changed, with the exception of extenuating circumstances which will require approval from the M.Ed. Coordinator in order to be changed.

Cooperating Mentor/Administrator Responsibilities

- The cooperating mentor/administrator is to provide appropriate guidance, supervision and/or instructional activities at all times for the assigned M.Ed. candidate.
- The cooperating mentor/administrator has a question, comment or concern in relation to the assigned candidate(s) or the early clinical placement process, he/she may contact Mrs. Robin White (Graduate Program Associate) at 304-384-6223, or rlwhite@concord.edu.
- The cooperating mentor/administrator is to complete all required candidate evaluation(s) via LiveText. Cooperating mentor/administrator accounts are automatically generated by LiveText, and an email notification is sent to the cooperating mentor/administrator informing him or her of an active clinical experience, and LiveText account credentials.
- Candidates are instructed to contact their cooperating mentor/administrator 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 mentor/administrator needs to approve a mutually agreeable visitation schedule. If a candidate fails to contact the cooperating mentor/administrator within a reasonable amount of time, the cooperating mentor/administrator should contact Mrs. Robin White.
- The cooperating mentor/administrator is to monitor attendance and performance of the assigned candidate(s). Irregular attendance and inferior performance by candidates must be reported to Mrs. Robin White as soon as the problem becomes evident.

Candidate Responsibilities

- Candidates must contact their cooperating mentor/administrator within one week of their placement being activated in LiveText to arrange a day and time to report for their first visit. Candidates will receive email notification informing them of placement activation. If a candidate fails to contact the cooperating mentor/administrator within a reasonable amount of time, the cooperating mentor/administrator will contact Mrs. Robin White, who will then notify the candidate's professor of the situation and appropriate action will be taken.
- Candidates are to inform their cooperating mentor/administrator of all policies/rules of outlined in this handbook.
- If a candidate must be absent from his/her scheduled clinical experience, it is the candidate's responsibility to contact the host mentor/administrator and course professor immediately. Failure to do so may result in course penalties.
- Candidates must inform Mrs. Robin White if there is an expectation of the cooperating mentor/administrator being absent for an extended time period. If this is the case, the candidate may need to be re-assigned to a different cooperating mentor/administrator for the remainder of their placement.
- Candidates must take an active role in their early clinical experiences, internships and practicums.
- Candidates are 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
- Candidates are to 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.

- 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”). Hours accumulated from drive times to/from placement, and lunch period(s) do not count towards Early Clinical Experience hours
- It is the candidate’s responsibility to make sure all required evaluations and assessments are submitted by their cooperating mentor/administrator via LiveText, and that their Time-log has been approved by the cooperating mentor/administrator in LiveText

Expectations and Attendance for Early Field Experiences

M.Ed. candidates who are completing an early clinical experience, internship or practicum must adhere to the policies/procedures of their host school at all times. Candidates are required to:

- Wear identification badges
- Dress in modest, professional attire and maintain person hygiene
- Engage in classroom/administrative activities
- Check-in at office when arriving and leaving
- Park in permitted areas only
- Demonstrate safety procedures & common sense at all times
- Refrain from use of cell phones and other electronic devices which are not used for instructional purposes while in the school
- Communicate effectively (i.e. introduce yourself, greet mentor/administrator and students upon entering the room)
- Be respectful and courteous at all times in attitude, words, and actions
- Respond to students in an appropriate and professional manner

Partner 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 in 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 M.Ed. Programs to the daily instructional practices that occur in P-12 schools. The Partner Schools serve as clinical sites for M.Ed. candidates to complete clinical experiences, internships and practicums under the guidance of expert mentor teachers and administrators. The public schools benefit from the expertise of the University faculty and the significant contributions the 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 candidates often bring to the classroom as they prepare to become teachers and administrators. 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).

Additional County Requirements for Clinical Experiences, Internships and Practicums

| | |
|------------------------|--|
| Mercer County | All clinical experiences and internships must be approved by the Board of Education after they have been confirmed by a school principal. The Board of Education meets twice per month (2nd and 4th Tuesdays), and requires that all clinical experiences and internships be added to the agenda two weeks prior to the meeting date. This must be done every semester that a candidate is completing a clinical experience or internship in Mercer County. Students completing clinical experiences or internships in their own classroom/building are still required to be approved by the Board of Education due to privacy policies. |
| Monroe County | 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. Candidates 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 the Volunteer Training Coordinator. 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. Once Volunteer Training is completed and a clinical experience or internship has been confirmed by a public school principal, the clinical experience or internship must then be approved by the Monroe County Board of Education before the candidate can work in their school system. Candidate’s currently employed by the Monroe County school system do not need to complete this requirement. |
| Tazewell County | Candidates must complete a background check and drug test before a clinical experience or internship can be arranged with a school principal. This is done at the candidate’s expense. Candidates 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 clinical experience/internship. This must be completed every semester a placement is being requested for Tazewell County. Candidate’s currently employed by the Tazewell County school system do not need to complete this requirement. |
| Wyoming County | Candidates must complete a background check and drug test before a clinical experience or internship can be arranged with a school principal. This is done at the candidate’s expense. Candidates will need to contact the Wyoming 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 clinical experience/internship. This must be completed every semester a placement is being requested for Wyoming County. Candidate’s currently employed by the Wyoming County school system do not need to complete this requirement. |

M.Ed. Educational Leadership and Supervision

To afford candidates with real world administrative experiences, candidates will be required to successfully complete all field experiences and internships associated with coursework. WVDE Policy 5100 states that certificate candidates must have at least three years of teaching experience before certification will be awarded. All candidates seeking an endorsement from WVDE in Educational Leadership are required to pass Praxis II: Educational Leadership: Administration & Supervision Test #5412.

| COURSE | COURSE TITLE | CLINICAL HOURS | CREDIT HOURS |
|--|---|----------------|--------------|
| Curriculum and Instruction/Pedagogy (24 credit hours) | | | |
| EDEL 500 | Public School Administration (elementary school placement) | 20 | 3 |
| EDEL 550 | Action Research/Internship I (on-site) <i>Pre-Requisites:</i> <ul style="list-style-type: none"> • Must be <u>hired</u> in the public school system as a full-time licensed teacher to take this course) | 107 | 3 |
| EDEL 560 | Action Research/Internship II (elementary, middle, or secondary) <i>Pre-Requisites:</i> <ul style="list-style-type: none"> • Must have successfully completed EDUC 520 – Educational Research with a grade of “C” or better. • Must have successfully completed a minimum of 24 credit-hours of Master of Education coursework. • Must be <u>hired</u> in the public school system as a full-time licensed teacher. | 108 | 3 |
| EDEL 570 | Organization and Management of Public Schools (high school placement) | 20 | 3 |
| EDEL 580 | Public School Law (Board of Ed. Office) | 20 | 3 |
| EDEL 590 | School and Community (middle school placement) | 20 | 3 |

M.Ed. Educational Leadership and Supervision CERTIFICATION ONLY (18 credit hours)

To afford candidates with real world administrative experiences, candidates will be required to successfully complete all field experiences and internships associated with coursework. WVDE Policy 5100 states that certificate candidates must have at least three years of teaching experience before certification will be awarded. All candidates seeking an endorsement from WVDE in Educational Leadership are required to pass Praxis II: Educational Leadership: Administration & Supervision Test #5412.

| COURSE | COURSE TITLE | CLINICAL HOURS | CREDIT HOURS |
|--|---|----------------|--------------|
| Curriculum and Instruction/Pedagogy (18 credit hours) | | | |
| EDEL 500 | Public School Administration (elementary school placement) | 20 | 3 |
| EDEL 550 | Action Research/Internship I (on-site) <i>Pre-Requisites:</i> <ul style="list-style-type: none"> • Must be <u>hired</u> in the public school system as a full-time licensed teacher to take this course) | 107 | 3 |
| EDEL 560 | Action Research/Internship II (elementary, middle, or secondary) <i>Pre-Requisites:</i> <ul style="list-style-type: none"> • Must have successfully completed EDUC 520 – Educational Research with a grade of “C” or better. • Must have successfully completed a minimum of 24 credit-hours of Master of Education coursework. • Must be <u>hired</u> in the public school system as a full-time licensed teacher. | 108 | 3 |
| EDEL 570 | Organization and Management of Public Schools (high school placement) | 20 | 3 |
| EDEL 580 | Public School Law (Board of Ed. Office) | 20 | 3 |
| EDEL 590 | School and Community (middle school placement) | 20 | 3 |

M.Ed. Reading Specialist PreK-Adult

Candidates in the Reading Specialist Program will complete assignments in their own classroom and/or school.

Clinical/practicum experiences will be aligned with West Virginia Policy 5202 and the West Virginia Professional Teaching Standards (WVPTS). Clinical/practicum experience assessments are aligned with the Specialty Program Assessments (SPA). All appropriate clinical/practicum experiences must be successfully completed. All candidates seeking an endorsement from WVDE in Reading Specialist are required to pass Praxis II: Reading Specialist Test #5301.

To afford candidates with real world administrative experiences, candidates will be required to successfully complete all field experiences and internships associated with coursework. WVDE Policy 5100 states that certificate candidates must have at least three years of teaching experience before certification will be awarded. All candidates seeking an endorsement from WVDE in Educational Leadership are required to pass Praxis II: Educational Leadership: Administration & Supervision Test #5412.

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. 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 during the initial clinical experience course. Your LiveText subscription is good for five years from the date of purchase, or until one year following your graduation, whichever comes first.

If you are a transfer candidate 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
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.

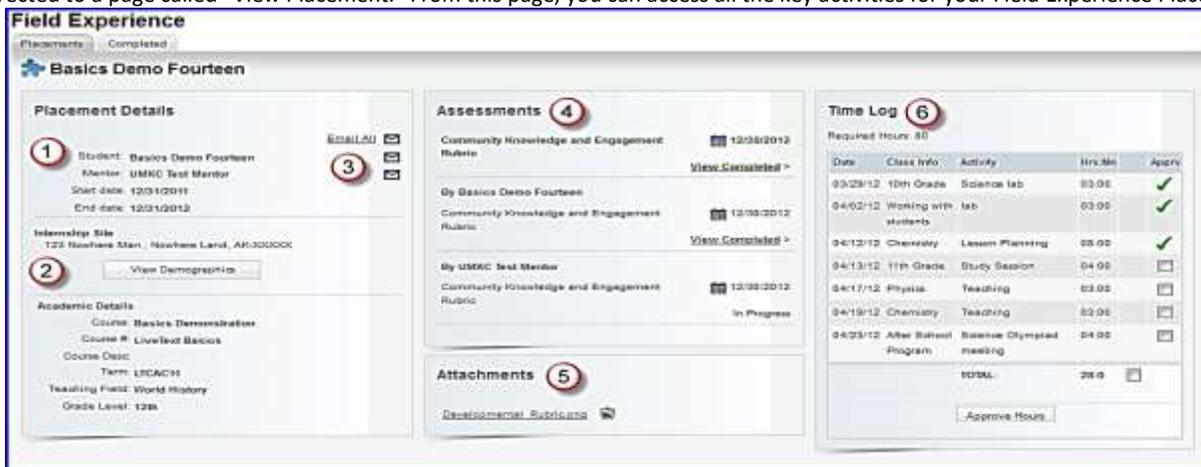
Note: If you have finished your education at CU, you will still have access to your account for use as a digital portfolio of your work, to use in your K-12 classroom as a teaching and learning tool, or to use in your pursuit of additional graduate work. After your initial subscription runs out, you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

LiveText Instructions for Mentor Teachers

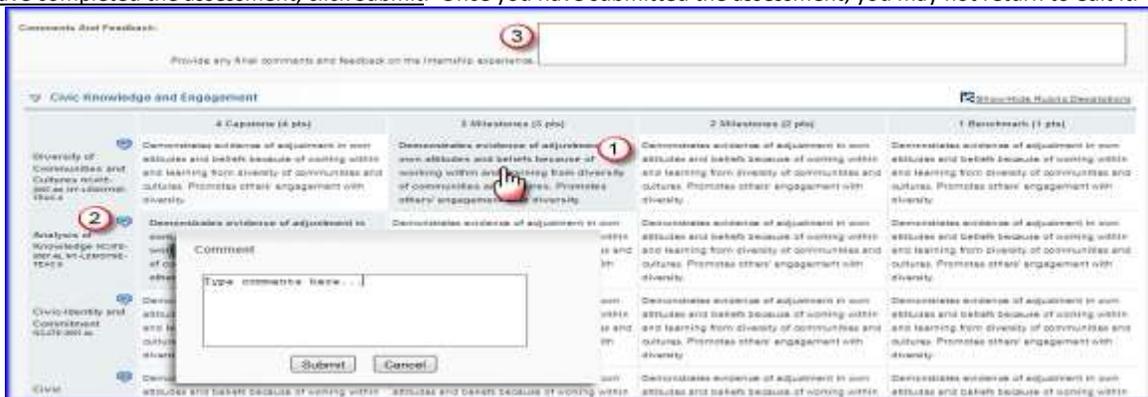
- To access your Field Experience activities in LiveText, you will first need to retrieve the message sent to your school/district email address, which contains your username and password. **If you do not receive the message, please go to www.livertext.com and select the link entitled *Forgot?*, which is located beside the Login button. Enter your school email address and click *Continue*.** An email will be sent to you containing your login credentials; it may end up in spam/junk.
- Visit the website www.livertext.com and log in with the username and password provided to you. 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 by clicking “My Account” in the upper right corner, and then clicking “Change Password.” You will be asked to enter the old password first, then to enter and confirm the new password.
- 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.



- 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.



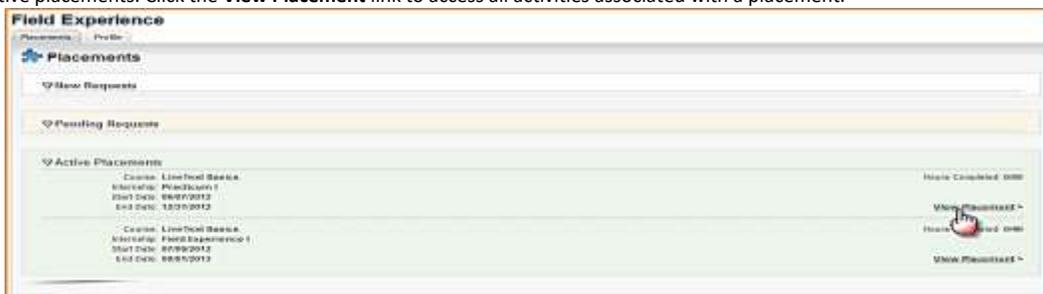
- Basic details about the placement will display to the left.
- Optional - to view and enter demographic information about the school and classroom, click View Demographics.
- To write an email to the student, supervisor, or both click the corresponding email icon or link.
- To fill out your assessment 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.



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

LiveText Instructions for Students

- I) When you have logged in, you will see a new **Field Experience** tab at the top of your account (to the left of **Dashboard**). Click this tab.
- II) You will see all your active placements. Click the **View Placement** link to access all activities associated with a placement.



- III) 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), click on the **Begin Assessment** or **Continue Assessment** link. NOTE: If you missed the deadline for this assessment, you must first request an extension
 - 1) Click the cells to highlight the level of performance achieved in each area.
 - 2) Add comments to any row of the rubric by clicking the **Add Comment** icon and typing in the text box.
 - 3) Add comments for the *entire* assessment using the text box at the top of the rubric.



- 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.

SECTION V: Educational Leadership Disposition Assessment (EDLDA)

Educational Leadership Disposition Assessment (EDLDA)

Name: _____ Date: _____

Evaluator: _____

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 fifteen 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. Confidence | Needs Improvement 0 | Developing 1 | Meets Expectations 2 |
| | <input type="checkbox"/> Demonstrates indecisiveness. <input type="checkbox"/> Lacks self-assurance as a leader. <input type="checkbox"/> Demonstrates arrogance. | <input type="checkbox"/> Is sometimes successful in decision making. <input type="checkbox"/> Attempts to lead others and develop loyal, informed followers. <input type="checkbox"/> Occasionally demonstrates the positive psychological states of confidence, high self-esteem, and resilience in themselves and strives to promote equivalent behaviors in others | <input type="checkbox"/> Demonstrates self-assurance as evidenced by decisiveness in decision making. <input type="checkbox"/> Demonstrates the ability to lead others by being supportive in efforts to develop followers who act in the best interest of the school and students. <input type="checkbox"/> Shows consistency between their values, beliefs, and actions by developing the positive psychological states of confidence, high self-esteem, and resilience in themselves and others. |
| 2. Determination/ Perseverance NELP 2.1 | Needs Improvement 0 | Developing 1 | Meets Expectations 2 |
| | <input type="checkbox"/> Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily during difficult situations. <input type="checkbox"/> Demonstrates inconsistent commitment and follow through on tasks and responsibilities. | <input type="checkbox"/> Demonstrates perseverance and resilience (grit) most of the time yet has some difficulty managing unexpected adversity. <input type="checkbox"/> Demonstrates some commitment and consistency by following through on tasks and responsibilities. | <input type="checkbox"/> Demonstrates persistence (grit) and does not give up easily even when confronted with challenging situations. <input type="checkbox"/> Demonstrates strong commitment and consistent follow through on tasks and responsibilities. |
| 3. Vision NELP 1.1 | Needs Improvement 0 | Developing 1 | Meets Expectations 2 |
| | <input type="checkbox"/> Unable to work with stakeholders to develop and communicate a school vision. <input type="checkbox"/> Unable to see the big picture when making key decisions. <input type="checkbox"/> Does not embed the vision in all decisions. <input type="checkbox"/> Unable to communicate a clear vision openly. | <input type="checkbox"/> Strives to share a vision of what is possible with stakeholders. <input type="checkbox"/> Sometimes has difficulty seeing the big picture when making key decisions. <input type="checkbox"/> Attempts to embed the vision in all decisions, expectations, and daily practice. <input type="checkbox"/> Attempts to communicate a clear vision openly. | <input type="checkbox"/> Collaboratively leads, develops, and communicates a school vision that reflects a core set of values and principles. <input type="checkbox"/> Ability to see the big picture when making key decisions. <input type="checkbox"/> Embeds the vision in all decisions, expectations, and daily practice. <input type="checkbox"/> Communicates a clear vision openly with a voice characterized by purpose. |

| Disposition | Associated Indicators | | |
|------------------------------------|--|--|---|
| 4. Driven to Learn NELP 2.1 | Needs Improvement 0 | Developing 1 | Meets Expectations 2 |
| | <input type="checkbox"/> Does not accept constructive feedback for continuous improvement of professional behaviors. <input type="checkbox"/> Demonstrates little to no evidence of life-long learning for self and others. <input type="checkbox"/> Demonstrates little to no reflection on learning and professional practice. | <input type="checkbox"/> Occasionally accepts constructive feedback for continuous improvement of professional behaviors. <input type="checkbox"/> Demonstrates some evidence of life-long learning for self and others <input type="checkbox"/> Sometimes reflects on learning and professional practice. | <input type="checkbox"/> Accepts constructive feedback for continuous improvement of professional behaviors. <input type="checkbox"/> Proactively demonstrates life-long learning for self and others <input type="checkbox"/> Consistently reflects on learning and professional practice. |

| Disposition | Associated Indicators | | |
|--|---|---|---|
| 5. Conflict Resolution NELP 2.1, 2.2, 2.3 | Needs Improvement 0 | Developing 1 | Meets Expectations 2 |
| | <input type="checkbox"/> Avoids difficult conversations by appearing to feel fearful of conflict or expecting a bad outcome. <input type="checkbox"/> Does not resolve conflict or does so in a destructive manner resulting in lose-lose solutions that are demoralizing or humiliating. <input type="checkbox"/> Reluctant to listen or take into consideration each person's/group's point of view before acting or offering a resolution. | <input type="checkbox"/> Willing to have difficult conversations but not always successful. <input type="checkbox"/> Sometimes resolves conflict resulting in win-lose solutions. <input type="checkbox"/> Attempts to listen before acting or offering a resolution. | <input type="checkbox"/> Effectively has difficult conversations demonstrating the idea that dealing with conflict directly is the best thing for both sides. <input type="checkbox"/> Proactively resolves disagreements with a calm, non-defensive, and respectful reaction and identifies win-win solutions in a timely manner. <input type="checkbox"/> Respectfully listens to understand conflict and each person's/group's point of view before acting or offering a resolution. |

| Disposition | Associated Indicators | | |
|--|--|---|---|
| 6. Embraces Diversity and Equity NELP 3.1, 3.3, 5.1 | Needs Improvement 0 | Developing 1 | Meets Expectations 2 |
| | <input type="checkbox"/> Demonstrates behaviors that hinder an inclusive school culture as evidenced by a lack of acceptance of others. <input type="checkbox"/> Does not have a clear understanding about culture and race as evidence by a disregard for the diverse needs, interests, and strengths of students, staff, and the larger community. <input type="checkbox"/> Lacks cultural responsiveness as evidenced by missed opportunities to respond to the cultural and diverse needs of others. | <input type="checkbox"/> Attempts to promote an inclusive school culture with little to no partiality towards others. <input type="checkbox"/> Demonstrates some gaps in understanding about culture and race and the importance in embracing the diverse needs, interests, and strengths of students, staff, and the larger community. <input type="checkbox"/> Has an awareness of cultural responsiveness and attempts to support others in being culturally responsive. | <input type="checkbox"/> Promotes a climate that makes the school welcoming, inclusive, and accepting of all students by treating others fairly and by not showing partiality to any persons or groups. <input type="checkbox"/> Demonstrates critical consciousness of culture and race by embracing the diverse needs, interests, and strengths of all students, staff, and the larger community. <input type="checkbox"/> Demonstrates cultural responsiveness and promotes such responsiveness among the school at large. |

| Disposition | Associated Indicators | | |
|---|--|--|--|
| 7. Relationship Skills NELP 2.3, 5.1, 5.2, 5.3 | Needs Improvement 0 | Developing 1 | Meets Expectations 2 |
| | <ul style="list-style-type: none"> <input type="checkbox"/> Fails to create positive and professional relationships with faculty, staff, and students. <input type="checkbox"/> Does not demonstrate a commitment towards building positive relationships with community stakeholders. <input type="checkbox"/> Demonstrates little to no effort in creating a respectful climate among faculty, staff, and students as noted by insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness. <input type="checkbox"/> Attempts to model ethical behaviors yet fails to build positive relationships with others. | <ul style="list-style-type: none"> <input type="checkbox"/> Attempts to create positive and professional relationships with faculty, staff, and students. <input type="checkbox"/> Dedication towards building positive relationship with community stakeholders is inconsistent. <input type="checkbox"/> Makes efforts to create a respectful climate among faculty, staff, and students by demonstrating sensitivity to feelings of others most of the time. <input type="checkbox"/> Is ethical in manner and makes attempts to build positive relationships with stakeholders but is not always successful. | <ul style="list-style-type: none"> <input type="checkbox"/> Possesses an ability to create positive and professional relationships with faculty, staff, and students by supporting others within and outside of their presence. <input type="checkbox"/> Demonstrates dedication towards collaboratively building positive relationships with community stakeholders for the benefit of school improvement and P-12 student growth. <input type="checkbox"/> Creates a climate of respect and rapport among faculty, staff, and students by demonstrating sensitivity to feelings of others at all times. <input type="checkbox"/> Conducts self in an ethical manner and conducts relationships in a way that cultivates ethical actions in others. |

| 8. High Expectations for All | Needs Improvement 0 | Developing 1 | Meets Expectations 2 |
|------------------------------|---|---|--|
| | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates little to no commitment to high expectations, high quality instruction, and collective accountability. <input type="checkbox"/> Does not attempt to inspire others to accomplish challenging work. <input type="checkbox"/> Rarely demonstrates personal accountability for one's self as evidenced by modeling behaviors of high expectations. | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates some commitment to high expectations, high quality instruction, and collective accountability. <input type="checkbox"/> Attempts to inspire others to accomplish challenging work. <input type="checkbox"/> Occasionally demonstrates personal accountability for one's self as evidenced by modeling behaviors of high expectations. | <ul style="list-style-type: none"> <input type="checkbox"/> Committed to high expectations, high quality instruction, and collective accountability. <input type="checkbox"/> Inspires others to accomplish challenging work. <input type="checkbox"/> Demonstrates personal accountability for one's self as evidenced by modeling behaviors of high expectations. |

| 9. Positive Attitude | Needs Improvement 0 | Developing 1 | Meets Expectations 2 |
|----------------------|---|---|--|
| | <ul style="list-style-type: none"> <input type="checkbox"/> Does not serve as an advocate and spokesperson for all stakeholders. <input type="checkbox"/> Does not demonstrate a growth mindset towards challenging tasks. <input type="checkbox"/> Does not respond in a positive or constructive manner to a variety of situations. <input type="checkbox"/> Lacks the ability to remain positive in dealing with others and their feelings as evidenced by appearing to be impatient or aggravated by the situation at hand. | <ul style="list-style-type: none"> <input type="checkbox"/> Attempts to be an advocate and spokesperson for the school to all stakeholders. <input type="checkbox"/> Occasionally demonstrates a growth mindset towards challenging tasks. <input type="checkbox"/> Sometimes anticipates and responds in a positive or constructive manner. <input type="checkbox"/> Tries to remain positive in dealing with others and their feelings but sometimes is challenged to effectively handle delicate situations. | <ul style="list-style-type: none"> <input type="checkbox"/> Is an advocate and spokesperson for the school to all stakeholders. <input type="checkbox"/> Demonstrates a growth mindset towards challenging tasks. <input type="checkbox"/> Anticipates and responds in a positive or constructive manner at all times. <input type="checkbox"/> Displays a sense of what is appropriate and considerate in dealing with others as evidenced by being thoughtful of others' feelings and skilled at handling difficult and delicate situations. |

| 10. Effective Communication NELP 5.3 | Needs Improvement 0 | Developing 1 | Meets Expectations 2 |
|---|--|--|---|
| | <ul style="list-style-type: none"> <input type="checkbox"/> Communication and at times loses composure. <input type="checkbox"/> Does not create open communication with others that includes multiple forms of communication (e.g., oral, written, digital). <input type="checkbox"/> Lacks the ability to articulate a clear point of view in an accurate and concise manner. <input type="checkbox"/> Seems distracted when listening and clearly does not possess the ability to engage in effective communication skills in engendering good relationships, trust, or mutual respect. | <ul style="list-style-type: none"> <input type="checkbox"/> Makes attempts to communicate openly, honestly, and purposefully while exhibiting poise and professionalism, but is not always effective. <input type="checkbox"/> Sometimes creates open communication channels with others that includes multiple forms of communication (e.g., oral, written, digital). <input type="checkbox"/> Attempts to articulate a clear point of view in an accurate and concise manner. <input type="checkbox"/> Listens to others and attempts to build bridges between stakeholders to promote good relationships, establish trust and develop mutual respect. | <ul style="list-style-type: none"> <input type="checkbox"/> Communicates openly, honestly, and purposefully while exhibiting poise and professionalism, even when it is uncomfortable or unpopular. <input type="checkbox"/> Creates open communication channels with others that includes multiple forms of communication (e.g., oral, written, digital). <input type="checkbox"/> Articulates a clear point of view in an accurate and concise manner. <input type="checkbox"/> Actively listens to diverse perspectives and uses the process of communication to link individuals, groups, and the school to build relationships, establish trust, and earn respect for self and others. |

| 11. Integrity NELP 2.1 | Needs Improvement 0 | Developing 1 | Meets Expectations 2 |
|---------------------------|---|---|--|
| | <ul style="list-style-type: none"> <input type="checkbox"/> Often makes decisions without regard to fairness, transparency, and collaboration. <input type="checkbox"/> Fails to accept personal and professional accountability for own behavior and the educational processes of the school, tends to make excuses and cast blame on others or circumstances. <input type="checkbox"/> Is inconsistent in words, actions, and deeds with large gaps between what he/she says and what he/she does. Leader is not dependable; rarely follows through on promises, often fails to keep his/her word. | <ul style="list-style-type: none"> <input type="checkbox"/> Weighs consequences of decisions and deliberates before making the final call modeling some level of integrity, trust, fairness, transparency, and collaboration. <input type="checkbox"/> Accepts some personal and professional accountability for own behavior and the educational processes of the school. <input type="checkbox"/> Strives to be consistent in words, actions, and deeds. Occasionally exhibits gaps between what he/she says and what he/she does. Leader is dependable most of the time and tends to keep his/her word. | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates strength when making decisions that are ethical and in the best interest of the students and school at large as evidenced by the ability to reflect on, communicate, cultivate, and model integrity, trust, fairness, transparency, and collaboration. <input type="checkbox"/> Accepts full personal and professional accountability for own behavior and the educational processes of the school. <input type="checkbox"/> Is consistent in words, actions, and deeds with no gaps between what he/she says and what he/she does. Leader is dependable; follows through on promises, keeps his/her word. |

| 12. Creates a Positive Culture NELP 3.1, 7.2, 7.3 | Needs Improvement 0 | Developing 1 | Meets Expectations 2 |
|--|--|---|--|
| | <ul style="list-style-type: none"> <input type="checkbox"/> Lacks shared beliefs and does not foster a sense of community and cooperation. <input type="checkbox"/> Tends to take full ownership and does not delegate. <input type="checkbox"/> Misses opportunities to recognize and praise others. <input type="checkbox"/> The culture of the school is embroiled with dysfunction and mistrust. | <ul style="list-style-type: none"> <input type="checkbox"/> Attempts to foster shared beliefs and a sense of community and cooperation by promoting positive morale. <input type="checkbox"/> Attempts to delegate but demonstrates missed opportunities. <input type="checkbox"/> Occasionally recognizes and praise others. <input type="checkbox"/> Works to develop trusting relationships among members of the school community. | <ul style="list-style-type: none"> <input type="checkbox"/> Fosters shared beliefs and a sense of community and cooperation by promoting positive morale. <input type="checkbox"/> Delegates work/tasks appropriately as evidenced by distributed leadership. <input type="checkbox"/> Recognizes and celebrates efforts of others in a timely and consistent manner. <input type="checkbox"/> Successfully generates an environment of trust and authentic relationships. |

| Disposition | Associated Indicators | | |
|--|---|---|--|
| 13. Possesses Professional Beliefs Commitment, and Work Ethic NELP 2.1, 7.3. | Needs Improvement 0 | Developing 1 | Meets Expectations 2 |
| | <input type="checkbox"/> Lacks the commitment needed to ensure the school will make a difference in the academic, social and emotional lives of students. <input type="checkbox"/> Demonstrates a lack of commitment towards the school and professional responsibilities as evidenced by an inability to produce acceptable work. | <input type="checkbox"/> Demonstrates an understanding of the importance of promoting the collective belief that the school can positively impact students academically, socially and emotionally, yet needs to further clarify how this can be accomplished. <input type="checkbox"/> Demonstrates an individual commitment to their school as evidenced by completing tasks. | <input type="checkbox"/> Fosters a collective belief that the school will make a difference in the academic, social and emotional lives of students. <input type="checkbox"/> Demonstrates an unwavering commitment towards the school and professional responsibilities as evidenced by a consistent producing high quality work. |
| 14. Adaptable in Working with Staff and Stakeholders NELP 5.1, 5.2, 5. | Needs Improvement 0 | Developing 1 | Meets Expectations 2 |
| | <input type="checkbox"/> Leads in an autocratic style as evidenced by not being receptive to diverse perspectives. <input type="checkbox"/> Does not seek input from stakeholders to help inform decisions. <input type="checkbox"/> Leadership approach is inflexible and does not meet the needs of those being led. | <input type="checkbox"/> Often makes decisions based on what is popular rather than what is best. <input type="checkbox"/> Sometimes seeks input from stakeholders to make informed decisions. <input type="checkbox"/> Leadership approach does not always meet the needs of those being led. | <input type="checkbox"/> Collaboratively engages staff and stakeholders to seek and consider diverse perspectives. <input type="checkbox"/> Actively cultivates relationships and solicits stakeholder input to make informed decisions. <input type="checkbox"/> Differentiates leadership approach based on the different needs of those individuals being led. |
| 15. Self-Aware of Strengths and Weaknesses NELP 2.1, 2.3 | Needs Improvement 0 | Developing 1 | Meets Expectations 2 |
| | <input type="checkbox"/> Is reactive as opposed to being proactive and demonstrates lack of self-regulation as evidenced by overreacting to challenging situations or sensitive issues. <input type="checkbox"/> Does not demonstrate awareness of their disposition, and fails to self-reflect on how their behaviors influence the people with whom they work and serve, and is challenged to recognize any behavior that they need to change in order to lead more effectively. | <input type="checkbox"/> Occasionally responds more emotionally or forcibly than is justified in challenging situations, but attempts to self-reflect after initial response is one of overreaction. <input type="checkbox"/> Demonstrates some awareness of their disposition, and can self-reflect to determine how their behaviors influence the people with whom they work and serve, and recognize any behavior that they need to change in order to lead more effectively. | <input type="checkbox"/> Demonstrates the social emotional competence needed to maintain composure in challenging situations by being proactive rather than reactive. <input type="checkbox"/> Demonstrates full awareness of their disposition, and can self-reflect to determine how their behaviors influence the people with whom they work and serve, and recognize any behavior that they need to change in order to lead more effectively. |

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AVERAGE COMPOSITE SCORE ACROSS NINE DISPOSITIONS:

COMMENTS: