Master of Arts in Teaching
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: MAT 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 MAT Program is a 36-39 hour program specifically designed to allow candidates with a background in a particular content area to obtain initial teacher certification at the master’s level and equip them with the knowledge, skills and dispositions to facilitate P-12 students’ learning. The MAT program provides candidates with a master’s degree that leads to initial teacher licensure and assists them in becoming “highly qualified teachers.” Decisions on applications for admission to the MAT program shall be based upon a careful consideration of the applicant’s total record including GPA, Praxis Core Academic Skills for Educators Test scores, Praxis II Content Test scores, transcript analysis depicting a strong background in a specified content area, letters of recommendation, and Watermark’s Educator Disposition Assessment (EDA)
SECTION II: Admission to the MAT Programs

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:

<table>
<thead>
<tr>
<th>MAT Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Submit a completed Application for Admission to the MAT program and application fee</td>
</tr>
<tr>
<td>2. Hold a baccalaureate degree with a minimum 2.75 GPA from a regionally accredited institution and a 2.75 GPA in all content areas</td>
</tr>
<tr>
<td>3. Provide official passing scores on PRAXIS II: Content Knowledge test for WV content endorsements as specified in Policy 5100</td>
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<tr>
<td>4. Provide official scores on the Praxis Core Academic Skills for Educators</td>
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<tr>
<td>5. Provide official transcripts from all undergraduate institutions (with the exception of Concord University- already on file). Content courses must have a grade of “C” or better</td>
</tr>
<tr>
<td>6. Provide two letters of recommendation. One recommendation letter must be from a professional who is knowledgeable of your content background</td>
</tr>
<tr>
<td>7. EDA assessment (completed by CU professor).</td>
</tr>
</tbody>
</table>

Required for Student Teaching acceptance

1. Successful completion of all coursework with at least a “C” or better and a 3.0 overall GPA, |
2. Provide official passing scores on the PRAXIS II: Principles of Learning and Teaching (PLT) exam.

SECTION III: MAT 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: The Praxis Core Academic Core Test and the Praxis II Content Test are required for full admission into the MAT program. These test scores are issued by ETS® and sent directly to approved institutions and organizations designated by the test takers. Go to https://www.ets.org/praxis to register for an exam, access a complete schedule of test dates, find a testing center near you, or access preparation materials.

Advising: The Education Graduate Program Coordinator is the acting advisor for all MAT 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 Educator Disposition Assessment (EDA) to assess graduate candidate’s dispositions to be effective administrators, leaders, and advocates. The EDA 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 MAT 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 MAT 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. 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 MAT 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 36-39 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 MAT 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 Arts in Teaching 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 MAT 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.

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.
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 MAT or 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: MAT Clinical Experiences, Internships & Practicums

**Guidelines for Early Clinical Experiences, Internships & Practicums**

- **Clinical Experience, Internship and Practicum Requests & Placement Requirements**
  - Concord University MAT candidates must submit a Clinical Experience Request or Verification Form at the beginning of each semester for all courses that require clinical experience, internship or practicum. The Department of Education will then contact schools on the candidate’s behalf if clinical experiences are not being completed in their own classroom/facility. Once placement is confirmed, and all additional country specific requirements have been met, the candidate will be notified of their placement via LiveText. MAT candidates are not permitted contact schools and/or mentors to arrange their own clinical experiences if they are not completing clinical experiences in their own classroom/facility.
  - MAT 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 (5 years for MAT student teaching experience). In addition, cooperating mentors/administrators must have at least one year of successful teaching experience at their current location.
  - Cooperating mentors/administrators work with only one candidate at any specific time. A cooperating mentor/administrator 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.
  - MAT candidates are not licensed teachers; therefore, they must at all times work under the direct supervision of the assigned cooperating mentor(s). 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. This policy does not apply to MAT candidates completing their experience in their own classroom. MAT candidates are required to complete a Background Check through Castle Branch
Cooperating Mentor/Administrator Responsibilities

- The cooperating mentor/administrator is to provide appropriate guidance, supervision and/or instructional activities at all times for the assigned MAT candidate.
- The cooperating mentor/administrator has a question, comment or concern in relation to the assigned candidate(s) or the early clinical placement process, they may contact Mrs. Robin White (Graduate Program Associate) at 304-384-6223, or rwhite@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 them 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. MAT candidates must complete the Early Clinical Experience via LiveText within 2 weeks of the first meeting. 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. Mrs. White 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 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

MAT 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.
CastleBranch Background Check

Concord University MAT candidates enrolled in early clinical experience coursework are required to complete yearly background checks through CastleBranch. Candidates who are currently employed by a public school system do not need to complete a background check 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. Candidate’s whose background check results are clear will be permitted to begin their clinical experience. 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 their clinical experience, or will be denied placement, resulting in possible course withdrawal.

Description of Early 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 the student progresses through the various levels

- Clinical Experience Level I - candidates will observe and assist
- Clinical Experience Level II - candidates will assist and teach
- Clinical Experience Level III - candidates will assist and teach

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Clinical Experience Hours</th>
<th>Course Credit Hours</th>
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<tbody>
<tr>
<td>EDUC 505</td>
<td>Advanced Teaching and Learning</td>
<td>25</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 516</td>
<td>Integrated Methods in Secondary Education</td>
<td>25</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 517</td>
<td>Integrated Methods in Elementary Education</td>
<td>25</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 555</td>
<td>Classroom Management</td>
<td>25</td>
<td>3</td>
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<tr>
<td>RDNG 520</td>
<td>Reading and Writing in Content Areas</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>SPED 501</td>
<td>Special Education in Contemporary Society</td>
<td>25</td>
<td>3</td>
</tr>
<tr>
<td>SPED 509</td>
<td>Strategies for the Inclusive Environment (SPED501 pre-requisite)</td>
<td>25</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 556</td>
<td>Supervised/Directed Teaching</td>
<td>16 weeks</td>
<td>6</td>
</tr>
</tbody>
</table>

Curriculum and Instruction/Pedagogy (18-21 credit hours)

Supervised Student Teaching (6 credit hours)

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 MAT Programs to the daily instructional practices that occur in P-12 schools. The Partner Schools serve as clinical sites for MAT 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

<table>
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<tr>
<th>County</th>
<th>Details</th>
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<tbody>
<tr>
<td>Mercer County</td>
<td>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.</td>
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<tr>
<td>Tazewell County</td>
<td>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.</td>
</tr>
<tr>
<td>Wyoming County</td>
<td>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.</td>
</tr>
</tbody>
</table>

Master of Arts in Teaching Student Teaching Internship

Student teaching (Supervised Directed 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. 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 PreK-Adult public school(s) located in counties in proximity to the University, as well as required seminars offered at the University.

Candidates apply for admission to student teaching by the end of the fourth week of the semester preceding the semester in which student teaching is planned, as well as submit a Student Teaching Placement Request Form. Candidates will be notified by letter of their eligibility. Additionally, all 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. All teacher education candidates are required to purchase LiveText Field Experience Module in order to successfully complete all evaluations, assessments and time-logs associated with Student Teaching.

Student Teaching Admission Requirements:
Candidates are required to meet the following Admission criteria by the end of the semester prior to student teaching:
1. Fully admitted to Concord University’s MAT Program
2. Successful completion of all coursework as outlined in the Academic Catalog
3. Completion of early clinical experiences at all certification levels (i.e. elementary, middle, high)
4. 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
5. Successfully obtained and Overall GPA for all coursework attempted, including transfer courses: 3.00
6. 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.
Guidelines for MAT Student Teaching Placements and Supervision

Concord University’s MAT Program has adopted 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
- Request for classroom
- 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. Research suggests that the cooperating teacher serves as a critical mentor who assumes responsibility for the supervision of the student teacher as to his or her professional responsibility for the tasks and activities undertaken with the supervision of the cooperating teacher, university supervisor or the school administrator who have close relatives enrolled in the school. The student teacher is expected to actively participate in classroom instruction and to be responsible for assigned responsibilities.

### 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 1-year teaching experience at the grade level and subject area of the student teaching assignment.

**The EPP 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 e.g. exhibit professional and ethical behavior.
- be an effective team member. The main goals of the cooperating teacher include modeling, mentoring, providing feedback, observing, and conferencing with the teacher candidate.

### 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 student 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 Program also believes that the university supervisor is a professional who:**

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

### Role of the Cooperating Principal

**The ultimate responsibility for what occurs within the school is born 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.
MAT Professional Commitments, Expectations and Dispositions for Student Teaching

The EPP is firmly committed to developing the knowledge, skills, and dispositions in 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). 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.

Commitment to Diversity
The EPP is committed to ensuring that 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 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. Candidates participating in student teaching experiences are expected to meet or exceed the P-12 schools’ expectations of appearance and behavior. Candidates should dress professionally at all times in schools. Meticulous personnel hygiene must be maintained. It is the candidate’s responsibility to become familiar with the school’s expectations for faculty appearance and dress immediately upon beginning the student teaching experience. Inappropriate Concord University candidate dress, behavior or interactions with P-12 students can adversely affect a candidate's placement or continuation in the MAT Program.

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

Background Checks
Before student teaching, 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. 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.

**Attendance**

Attendance during student teaching is a fundamental requirement of successful completion of the teacher education program. Student teaching is a full-time, 16-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.

14
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.livetext.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.livetext.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.

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.
   1) Click the cells to highlight the level of performance achieved in each area.
   2) Add comments to any row of the rubric by clicking the Add Comment icon and typing in the text box.
   3) Add comments for the entire assessment using the text box at the top of the rubric.
   4) You may begin the assessment and save your work by clicking Save. This will allow you to return to the assessment and edit it. **Once you have completed the assessment, click Submit.** Once you have submitted the assessment, you may not return to edit it.

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.
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 IV: EDUCATOR DISPOSITION ASSESSMENT (EDA)

**Educator Disposition Assessment (EDA)**

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates Effective Oral Communication Skills</td>
<td>□ Does not consistently demonstrate professional oral communication skills as evidenced by making major errors in language, grammar, and word choice</td>
<td>□ 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</td>
<td>□ Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment</td>
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<tr>
<td></td>
<td>□ Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation</td>
<td>□ Strives to vary oral communication as evidenced of some students demonstrating a lack of participation</td>
<td>□ Varies oral communication as evidenced by encouraging participatory behaviors</td>
</tr>
<tr>
<td></td>
<td>□ Choice of vocabulary is either too difficult or too simplistic</td>
<td>□ Occasionally uses vocabulary that is either too difficult or too simplistic</td>
<td>□ Communicates at an age appropriate level as evidenced by explaining content specific vocabulary</td>
</tr>
<tr>
<td>2. Demonstrates Effective Written Communication Skills</td>
<td>□ Communicates in tones that are harsh or negative as evidenced by fostering negative responses</td>
<td>□ Communicates respectfully but with some detectable negative undertones, evidenced by unproductive responses</td>
<td>□ Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses</td>
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<tr>
<td></td>
<td>□ Demonstrates major spelling and grammar errors or demonstrates frequent common mistakes</td>
<td>□ Demonstrates common errors in spelling and grammar</td>
<td>□ Demonstrates precise spelling and grammar</td>
</tr>
<tr>
<td>3. Demonstrates Professionalism</td>
<td>□ Does not respond to communications and does not submit all assignments</td>
<td>□ Delayed response to communications and late submission of assignments</td>
<td>□ Responds promptly to communications and submits all assignments</td>
</tr>
<tr>
<td>Danielson: 4f; InTASC: 9(o)</td>
<td>□ Fails to exhibit punctuality and/or attendance</td>
<td>□ Not consistently punctual and/or has absences</td>
<td>□ Consistently exhibits punctuality and attendance</td>
</tr>
<tr>
<td></td>
<td>□ Crosses major boundaries of ethical standards of practice</td>
<td>□ Crosses minor boundaries of ethical standards of practice</td>
<td>□ Maintains professional boundaries of ethical standards of practice</td>
</tr>
<tr>
<td></td>
<td>□ Divulges inappropriate personal life issues at the classroom/workplace as evidenced by uncomfortable responses from others</td>
<td>□ Occasionally divulges inappropriate personal life issues into the classroom/workplace, but this is kept to a minimum</td>
<td>□ Keeps inappropriate personal life issues out of classroom/workplace</td>
</tr>
<tr>
<td></td>
<td>□ Functions as a group member with no participation</td>
<td>□ Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation</td>
<td>□ Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes</td>
</tr>
</tbody>
</table>

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### 4. Demonstrates a positive and enthusiastic attitude
**Marzano: 29**

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

- □ Often complains when encountering problems and rarely offers solutions
- □ Resists change and appears offended when suggestions are made to try new ideas/activities
- □ Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions
- □ Seeks solutions to problems with prompting
- □ May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed
- □ Overlooks opportunities to demonstrate positive affect
- □ Actively seeks solutions to problems without prompting or complaining
- □ Tries new ideas/activities that are suggested
- □ Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues

### 5. Demonstrates preparedness in teaching and learning
**Danielson: 1e, 3e, 4a; InTASC: 3(p)**

<table>
<thead>
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<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

- □ Rejects constructive feedback as evidenced by no implementation of feedback
- □ Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve
- □ Comes to class unplanned and without needed materials
- □ Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed
- □ Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions
- □ Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement
- □ Comes to class with some plans and most needed materials
- □ Aware that lesson is not working but does not know how to alter plans to adjust
- □ Accepts constructive feedback as evidenced by implementation of feedback as needed
- □ Learns and adjusts from experience and reflection as evidenced by improvements in performance
- □ Comes to class planned and with all needed materials
- □ Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits

### 6. Exhibits an appreciation of and value for cultural and academic diversity
**Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)**

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Meets Expectations</th>
</tr>
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- □ Demonstrates inequitable embracement of all diversities
- □ Is challenged to create a safe classroom as evidenced by ignoring negative behaviors by students
- □ Goes through the expected and superficial motions to embrace all diversities
- □ Strives to build a safe classroom with zero tolerance of negative behaviors towards others but needs further development in accomplishing this task
- □ Embraces all diversities as evidenced by implementing inclusive activities and behaviors with goals of transcendence
- □ Creates a safe classroom with zero tolerance of negativity to others as evidenced by correcting negative student behaviors

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### Disposition: Collaborates effectively with stakeholders

**Danielson:** 4c, 4d; **Marzano:** 55, 56; **InTASC:** 1(k), 3(n), 3(q), 7(o)

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<tr>
<td>□ Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus</td>
<td>□ Demonstrates some flexibility</td>
<td>□ Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus</td>
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<tr>
<td>□ Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others</td>
<td>□ Maintains a respectful tone in most circumstances but is not consistent</td>
<td>□ Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others</td>
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<tr>
<td>□ Rarely collaborates or shares strategies and ideas even when prompted</td>
<td>□ Shares teaching strategies as evidenced by some effort towards collaboration</td>
<td>□ Proactively shares teaching strategies as evidenced by productive collaboration</td>
<td></td>
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### Disposition: Demonstrates self-regulated learner behaviors/takes initiative

**Danielson:** 4e; **Marzano:** 57; **InTASC:** 9(l), 9(n), 10(r), 10(t)

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<tr>
<td>□ Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support</td>
<td>□ Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth</td>
<td>□ Recognizes own weaknesses as evidenced by seeking solutions before asking for support</td>
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<tr>
<td>□ Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work</td>
<td>□ Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles</td>
<td>□ Researches and implements most effective teaching styles as evidenced by citing works submitted</td>
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### Disposition: Exhibits the social and emotional intelligence to promote personal and educational goal/stability

**Marzano:** 37, 38

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<tbody>
<tr>
<td>□ Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues</td>
<td>□ Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues</td>
<td>□ Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues</td>
<td></td>
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<tr>
<td>□ Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily</td>
<td>□ Demonstrates perseverance and resilience (grit) most of the time</td>
<td>□ Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations</td>
<td></td>
</tr>
<tr>
<td>□ Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness</td>
<td>□ Demonstrates sensitivity to feelings of others most of the time</td>
<td>□ Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness</td>
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**AVERAGE COMPOSITE SCORE ACROSS NINE DISPOSITIONS:**

**COMMENTS:**
EDA Policy & Procedures for Initial Licensure Programs

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. An MAT candidate will be assessed a minimum of three times using the EDA: admission to the program, the semester prior to student teaching, and at the end of student teaching.

Concord University Department of Education – EDA Policy

MAT Candidates are informed of the use and purpose of the EDA in coursework prior to admission into the program, in the 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), prior to student teaching, 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 compromised of the Director of the Teacher Education Program, the Coordinator of Clinical Experiences, the course professor (if applicable), and additional individuals as deemed appropriate. The committee along with the teacher candidate will develop a FIP which is an actionable plan to remediate the concern. Follow up meetings will be conducted as deemed necessary by the committee. After a recommended amount of time an Outcomes, Results of Intervention, Remediation Plan (ORIR) form will be completed to monitor progress.

EDA Candidate Intervention/Remediation

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

1) Conference without Formal Improvement Plan (FIP):
This level of intervention is handled by the course professor, Director of Clinical Experiences, or Graduate Program Coordinator 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 Graduate Program Coordinator, Department of Education 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 candidate’s advising record. Students will be provided with copies of all completed EDA, FIP and ORIR forms.

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

MAT Program Acknowledgement and Acceptance Statement

Making application into the Master of Arts in Teaching Program indicates a candidate’s understanding and acceptance of the content and purpose of the EDA, Concord’s EDA Policy, and all other policies/statements made above. The applicant acknowledges that dispositions identified in The Educator Disposition Assessment (EDA) apply to the university setting, courses, clinical 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.

EDA 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: ______________

EDA Candidate Outcomes, Results of Intervention, Remediation Plan (ORIR)
Outcomes, Results of Intervention, Remediation (select all that apply)

_____ Candidate met requirements of the plan at an acceptable level:

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

_____ Other (please explain below

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

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

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

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

Candidate’s Signature: ____________________________________________________________________________ Date: ____________

Faculty Issuing Rating Leading to Remediation Signature: ____________________________________________________________________________ Date: ____________

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

Department Chair: ____________________________________________________________________________ Date: ____________

Director of Clinical Experiences: ____________________________________________________________________________ Date: ____________

Faculty Member: ____________________________________________________________________________ Date: ____________