

Teacher Education Program (TEP) Application & Admission Packet

Revised January 2025

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

1. Complete EDUC210: Diversity, Culture and Education in Society, with a grade of 'C' or better, and successfully complete the required 45-hour clinical experience. Candidates transferring EDUC210 from another institution must provide documentation of a completed 45-hour school-based clinical experience in the form of a course syllabi stating the hours of the clinical experience, a copy of the signed clinical time log(s), or other proof of participation in a 45-hour school-based clinical experience
2. Complete EDSP 303: Introduction to Special Education, with a grade of 'C' or better.
3. Completion of at least 24 earned credit hours
4. Completion of the specific coursework from General Studies Program listed below, with a 2.00 GPA for these specified courses:
 - a. Written & Oral Communication (C or better in each course):
 - i. ENGL101 Composition & Rhetoric I (3hr)
 - ii. ENGL102 Composition & Rhetoric II (3hr)
 - iii. COMM101 Fundamentals of Speech (3hr)
 - b. Mathematics (3hr): One MATH course 100 level or above (excludes MATH305)
 - c. Natural Sciences (3-4hr): One Natural Science course
 - d. Social & Behavioral Sciences (3hr): One Social & Behavioral Science course
5. Attain an overall GPA of at least 2.50 in all coursework attempted (including transfer credit). The Cohort Average Overall GPA of candidates during the semester of application must be at least 3.00. If the cohort average is not met, individual candidates with an overall GPA of less than 2.75 (beginning with the lowest applicant GPA) will be denied program admission, until the 3.00 cohort average has been met.
6. Completion of Pre-Admission to TEP seminar. Seminars are held in September during the fall semester, and February during the spring semester. Candidates will receive a 'Certificate of Completion' via email upon completion, which must be included in their Portfolio.
7. Completion of an Educator Disposition Assessment (EDA) by a Department of Education faculty member. EDA will be administered during EDUC210 or EDUC305 via LiveText. For candidates who have not have an EDA completed, one will be completed by an education faculty member prior to TEP Full Admission. Candidates must sign the 'EDA Acknowledgment Statement,' (page 4) and include it in the Introduction of their portfolio. Candidates do not need to include the completed EDA evaluation.
8. Completion of a Basic Skills Assessment in Reading, Writing and Math by the CU Department of Education (see page 3 for competency criteria). The Basic Skills Assessment will be included in candidate's TEP decision letter. Candidates who do not meet competency criteria at the time of TEP application will be eligible for TEP Provisional Admission, as long as all other TEP admission requirements have been met. Competency criteria must be met prior to residency admission, and for a candidate to transition to TEP Full Admission.

9. Submit a TEP portfolio via LiveText. Portfolios are due to the Department of Education via LiveText the last working day of September during the fall semester, or the last working day of February during the spring semester. Candidates whose portfolios are not approved will be given recommendations for improvement, or will be counseled concerning their admission into the TEP. Portfolio requirements will be reviewed in detail during the Pre-Admission to TEP Seminar. See pages 7-11 for portfolio requirements & submission instructions.
10. 75-hours of formal experience(s) working with children/youth (Preschool -12th grade) in organized/structured setting(s) prior to TEP application. Hours must be completed outside of clinical experiences associated with education coursework. Diverse experiences are preferred within an instructional setting. Appropriate experiences might include: Scouts, 4-H, Energy Express, tutoring in afterschool or summer programs, camp counselors, coaching, library read-aloud, art/music/theatre programs, involvement at a daycare center, etc. **Hours must be documented through letters on official letterhead** from teachers, supervisors or leaders. This documentation must provide a description of what the hours involved, the dates and/or time-frame in which the hours were completed, and the total number of hours completed. All documentation must be included in the candidate's TEP Portfolio. The 75 hours should be from within the last 3 years. Private tutoring, babysitting and clerical style work will not towards these hours.

Name (Last, First)

Student ID#

Phone #

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

@MyCU Email

Content Area

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

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

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

Signature

Date

Teacher Education Program (TEP) Admission Decision Levels

Admission to Concord University does not guarantee admission into the Teacher Education Program (TEP). Candidates must satisfy all admission requirements (page 1 of TEP Admission Packet) in order to be considered for admission into the TEP. Candidates will be emailed TEP admission status letters the first week of November during the fall semester, and the first week of April during the spring semester. Failure to satisfy all admission requirements by the last day of the semester in which application was made, will result in Teacher Education Program denial for the semester in which application was made. Candidates may reapply for TEP admission the following semester.

TEP Full Admission:

Candidate has satisfied all admission requirements, and Basic Skills competency criteria has been met.

TEP Provisional Admission:

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

TEP Admission Hold:

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

Professional Seminars

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

Pre-Admission to TEP Seminars

- Teacher Education Program Admission
- Professionalism and Ethics

Pre-Admission to Year-Long Residency I

- Creating Lesson Plans
- Methods in Technology

Pre-Admission to Year-Long Residency II

- Safe Schools, Trauma Sensitivity, & Addiction

Basic Skills Competency in Reading, Writing & Math

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

must be met prior to residency admission, and for the candidate to transition to TEP Full Admission. Failure to meet competency criteria prior to Residency I will result in the candidate being denied full TEP admission, and will not be permitted to progress into residency.

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

Reading & Writing Competency

Candidates must satisfy at least one of the following criteria:

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

Math Competency

Candidates must satisfy at least one of the following criteria:

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

Reading, Writing & Math Competency

Candidates must satisfy at least one of the following criteria:

- Obtain a grade of at least a 'B' in each of the following three courses* with each course being at least 3-credit hours: ENGL101, ENGL102 and MATH101 or above.
- Holds a passing score on the current Elementary Education Multiple Subject PRAXIS II Exams required for WV licensure
- Obtained a score that is two standard error of measurement (SEM+2) above the content exam cut score for which licensure is sought
 - English 5-Adult (exam 5038) - Required Score: 167 | SEM+2 Score: 177
 - General Science 5-Adult (exam 5436) - Required Score: 141 | SEM+2 Score: 155

- Music Pk-Adult (exam 5113) - Required Score 155 | SEM+2 Score:167
- Social Studies 5-Adult (exam 5081) - Required Score: 148 | SEM+2 Score: 158
- Wellness Pk-Adult (exam 5857) - Required Score: 160 | SEM+2 Score: 172
- Special Education (exam 5543, valid until 8/31/24) - Required Score: 153 | SEM+2 Score: 163
- Special Education (exam 5355) - Required Score: 145 | SEM+2 Score: 159
- Attained a composite score of 21 on the ACT (exams taken on or after November 1, 1989)
- Attained a score of 1035 on the SAT (exams taken prior to January 1, 1995)
- Attained a score of 1125 on re-centered SAT (exams taken April 1, 1995 to April 20, 2005)
- Attained a score of 1170 on revised SAT using Critical Reading & Math scores (exams taken March 1, 2005 to April 30, 2016)

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

Educator Disposition Assessment (EDA) Policy

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 (see pages 2-3). The dispositions identified in the EDA are categorized descriptions of teacher behavior that affect positive influence in the professional setting and promote gains in P-12 student learning. All are equally important. A strong correlation exists between the dispositions of teachers and the quality of their students' learning. Teachers who care about their students and are willing to exert the effort needed to ensure the classroom is a productive learning environment, possess the professional dispositions outlined in the EDA.

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

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

Intervention, Remediation & Dismissal

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

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

Interventions are intended to help the candidate achieve the expected targets and benchmarks required to successfully complete the education program.

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

Level I Intervention: Conference *without* Formal Improvement Plan (FIP) - This level of intervention is held with the course professor, director of clinical experiences or department chair. It involves working directly with the candidate by recommending specific actions the candidate must take in order to improve the disposition/s where an 'needs improvement' score was received. A follow-up conference will be held at the discretion of the EDA administrator to determine if the dispositional concern has improved. Should a candidate not agree to comply with the assigned interventions, or the disposition has not improved, the Level II process will be initiated.

Level II Intervention: Conference with Formal Improvement Plan (FIP) - This level of intervention is held with the ARD Committee within the Department of Education, and any other party deemed necessary. Depending upon the severity of the disposition in question, the ARD Committee will take action to initiate program/course/clinical removal, or an actionable FIP will be co-developed to remediate the concern. If a FIP is developed, follow up meetings will be conducted as deemed necessary along with an Outcomes, Results of Intervention, Remediation (ORIR) form. Upon ORIR review, final remediation action will be determined.

Appeal Process

In accordance with Concord University's 'Academic Policies & Procedures' outlined in the Academic Catalog, candidates have the right to appeal any decision made within the Department of Education and/or ARD Committee regarding EDA intervention/remediation through the [Administrative Appeal Process](#):

"A student has a right to appeal any administrative decision made by the Academic Administration, including decisions regarding academic exceptions, decisions made via processes within the Office of the Registrar, as well as any academic decisions made by Department Chairs, Deans, or the Associate Provost. These are separate from Grade Appeals [...] Administrative Appeals should be made in writing to the Office of the Provost, outlining the original request, the decision made, and the rationale for disputing the decision, along with any corroborating evidence. The Provost will investigate the claim, speaking to the student and the official who made the decision, and perhaps others, in an attempt to learn as much as possible prior to making a ruling in the matter. The Provost will submit his or her decision in writing to the student and the official who made the original decision. Decisions of the Provost in such matters is final."

EDA Acknowledgement Statement

Clinical experience participants and TEP applicants must sign the statement below, acknowledging they understand and accept the content and purpose of the EDA, this EDA Policy and all other statements made in this document. Candidates must submit this signed document with their clinical experience request form each semester in which they have a clinical experience, as well as in their TEP portfolio. The applicant acknowledges

that dispositions identified in the EDA apply to the university setting, courses and clinical experiences. The applicant is aware his/her professional dispositions will be assessed throughout the TEP and will have a bearing on decisions made regarding eligibility to complete the education program in a successful manner. The candidate recognizes that

Name _____

Date _____

Educator Disposition Assessment Rubric

Candidate Name: _____

Evaluator Name: _____

Date: _____

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

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

AVERAGE COMPOSITE SCORE ACROSS NINE DISPOSITIONS:

COMMENTS:

Disposition	0 - Needs Improvement	1 - Developing	2 - Meets Expectations
1. Demonstrates Effective Oral Communication Skills	<ul style="list-style-type: none"> <input type="checkbox"/> Does not consistently demonstrate professional oral communication skills as evidenced by making major errors in language, grammar, and word choice <input type="checkbox"/> Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation <input type="checkbox"/> Choice of vocabulary is either too difficult or too simplistic 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors <input type="checkbox"/> Strives to vary oral communication as evidenced of some students demonstrating a lack of participation <input type="checkbox"/> Occasionally uses vocabulary that is either too difficult or too simplistic 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment <input type="checkbox"/> Varies oral communication as evidenced by encouraging participatory behaviors <input type="checkbox"/> Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

<p>2. Demonstrates Effective Written Communication Skills</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates in tones that are harsh or negative as evidenced by fostering negative responses <input type="checkbox"/> Demonstrates major spelling and grammar errors or demonstrates frequent common mistakes 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses <input type="checkbox"/> Demonstrates common errors in spelling and grammar 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses <input type="checkbox"/> Demonstrates precise spelling and grammar
<p>3. Demonstrates Professionalism Danielson: 4f; InTASC: 9(o)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Does not respond to <i>communications</i> and does not submit all assignments <input type="checkbox"/> Fails to exhibit punctuality and/or attendance <input type="checkbox"/> Crosses major boundaries of ethical standards of practice <input type="checkbox"/> Divulges inappropriate personal life issues at the classroom/workplace as evidenced by uncomfortable responses from others <input type="checkbox"/> Functions as a group member with no participation 	<ul style="list-style-type: none"> <input type="checkbox"/> Delayed response to communications and late submission of assignments <input type="checkbox"/> Not consistently punctual and/or has absences <input type="checkbox"/> Crosses minor boundaries of ethical standards of practice <input type="checkbox"/> Occasionally divulges inappropriate personal life issues into the classroom/workplace, but this is kept to a minimum <input type="checkbox"/> Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation 	<ul style="list-style-type: none"> <input type="checkbox"/> Responds promptly to communications and submits all assignments <input type="checkbox"/> Consistently exhibits punctuality and attendance <input type="checkbox"/> Maintains professional boundaries of ethical standards of practice <input type="checkbox"/> Keeps inappropriate personal life issues out of classroom/workplace <input type="checkbox"/> Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes
<p>4. Demonstrates a positive and enthusiastic attitude Marzano: 29</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Often complains when encountering problems and rarely offers solutions <input type="checkbox"/> Resists change and appears offended when suggestions are made to try new ideas/activities <input type="checkbox"/> Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions 	<ul style="list-style-type: none"> <input type="checkbox"/> Seeks solutions to problems with prompting <input type="checkbox"/> May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed <input type="checkbox"/> Overlooks opportunities to demonstrate positive affect 	<ul style="list-style-type: none"> <input type="checkbox"/> Actively seeks solutions to problems without prompting or complaining <input type="checkbox"/> Tries new ideas/activities that are suggested <input type="checkbox"/> Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues

<p>5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rejects constructive feedback as evidenced by no implementation of feedback <input type="checkbox"/> Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve <input type="checkbox"/> Comes to class unplanned and without needed materials <input type="checkbox"/> Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed 	<ul style="list-style-type: none"> <input type="checkbox"/> Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions <input type="checkbox"/> Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement <input type="checkbox"/> Comes to class with some plans and most needed materials <input type="checkbox"/> Aware that lesson is not working but does not know how to alter plans to adjust 	<ul style="list-style-type: none"> <input type="checkbox"/> Accepts constructive feedback as evidenced by implementation of feedback as needed <input type="checkbox"/> Learns and adjusts from experience and reflection as evidenced by improvements in performance <input type="checkbox"/> Comes to class planned and with all needed materials <input type="checkbox"/> Alters lessons in progress when needed as evidenced by ability to change plan midlesson to overcome the deficits
<p>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)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates inequitable embracement of all diversities <input type="checkbox"/> Is challenged to create a safe classroom as evidenced by ignoring negative behaviors by students 	<ul style="list-style-type: none"> <input type="checkbox"/> Goes through the expected and superficial motions to embrace all diversities <input type="checkbox"/> Strives to build a safe classroom with zero tolerance of negative behaviors towards other but needs further development in accomplishing this task 	<ul style="list-style-type: none"> <input type="checkbox"/> Embraces all diversities as evidenced by implementing inclusive activities and behaviors with goals of transcendence <input type="checkbox"/> Creates a safe classroom with zero tolerance of negativity to others as evidenced by correcting negative student behaviors
<p>7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus <input type="checkbox"/> Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others <input type="checkbox"/> Rarely collaborates or shares strategies and ideas even when prompted 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates some flexibility <input type="checkbox"/> Maintains a respectful tone in most circumstances but is not consistent <input type="checkbox"/> Shares teaching strategies as evidenced by some effort towards collaboration 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus <input type="checkbox"/> Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others <input type="checkbox"/> Proactively shares teaching strategies as evidenced by productive collaboration

<p>8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support <input type="checkbox"/> Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work 	<ul style="list-style-type: none"> <input type="checkbox"/> Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth <input type="checkbox"/> Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes own weaknesses as evidenced by seeking solutions before asking for support <input type="checkbox"/> Researches and implements most effective teaching styles as evidenced by citing works submitted
<p>9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues <input type="checkbox"/> Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily <input type="checkbox"/> Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues <input type="checkbox"/> Demonstrates perseverance and resilience (grit) most of the time <input type="checkbox"/> Demonstrates sensitivity to feelings of others most of the time 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues <input type="checkbox"/> Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations <input type="checkbox"/> Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness

Admission to the Teacher Education Program: Portfolio Review Technical Guide & Portfolio Review Rubric

Candidates are encouraged to begin working on the Admission to Teacher Education Program Portfolio Review (ATEPR) following completion of Clinical Experience Level I. The ATEPR can be completed very early during Clinical Experience Level II or the semester prior to candidates enrolling in Clinical Experience Level III. Candidates are encouraged to review the 4-year plan of study as a guide for determining when they should plan to enroll in courses with Clinical Experience requirements. ATEPR is due by close of business the last working day of September during fall semesters and last working day of February during spring semesters. Once a Teacher Education Program candidate has submitted their Admission to Teacher Education Program Portfolio to “concordadmin” via LiveText, it will be distributed to Department of Education faculty for review. Department of Education faculty will review each section of submitted Portfolios utilizing the following rubric of standards, provide an overall evaluation and leave comments (if applicable), which will be provided to candidates in their admission decision letter.

Directions to Candidates for Completion of the Admission to Teacher Education Portfolio

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

Portfolio Introduction:

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

DISPOSITION 1: Candidate is committed to the belief that all students can learn:

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

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

DISPOSITION 2: Candidate takes on leadership roles and opportunities to take responsibility:

The candidate is a teacher leader. Danielson (2006) stated that "teacher leaders don't gain their authority through an assigned role or position; rather they earn it through their work with both their students and their colleagues" (p.1). Danielson presented dispositions that teacher leaders share which include:

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

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

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

The candidate demonstrates a willingness to accept change and new ideas. There is an old saying that the only thing constant in life is change. Teaching is filled with change and a need to be ready for anything at any

time. Good teaching requires the ability to be flexible, to be able to adapt to new situations, to be open to new ideas, and to accept and respond positively to tough situations. Christenbury (2010) stated that effective teaching is variable and contextual. Teachers use a variety of methods and strategies, changing them and refining them over time. Teachers also respond to students, school and community events, and societal needs. In essence, change and new ideas are the constants of teaching.

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

DISPOSITION 4: Candidate is committed to professional practices:

The Council of Chief State School Officers (CCSS) Interstate Teacher Assessment and Support Consortium (InTASC) developed Model Teaching Standards and Learning Progressions for Teachers. The Teacher Education Program at Concord is aligned to these standards. The InTASC professionalism standard states, "The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, *particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community)*, and adapts practice to meet the needs of each learner. Additionally, candidates' disposition regarding professionalism is evaluated by Education faculty using the Educators Dispositional Assessment. Components of this assessment include whether candidates respond promptly to communications and submits all assignment, consistently exhibit punctuality and attendance, maintain professional boundaries of ethical standards of practice, keep inappropriate personal life issues out of classroom/workplace, function as a collaborative group member as evidenced by high levels of participation towards positive outcomes.

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

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

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

of teaching and learning. Your description should come from either your volunteer experience and/or clinical experience.

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

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

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

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

DISPOSITION 7: Candidate uses effective oral communication skills:

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

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

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

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

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

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

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

PORTFOLIO DIRECTIONS: Provide documentation of 75-hours of formal experience(s) working with school aged children (PreK -12th grade) in organized/structured setting(s) prior to Teacher Education Program (TEP) admission. Hours must be completed outside of clinical experiences associated with Education coursework. Diverse experiences are preferred within an instructional setting. Appropriate experiences might include Scouts, 4-H, Energy Express, tutoring in afterschool or summer programs, camp counselors, coaching, library read-aloud, art/music/ theatre programs, involvement at a daycare center, etc. ***Hours must be documented***

through letters on official agency/organization from teachers, supervisors, or leaders within the organization. This documentation must provide a description of the hours involved, the dates and/or timeframe in which the hours were completed, and the total number of hours completed. All documentation must be included in the candidate's TEP Portfolio. The 75 hours should be from within the last 3 years. Private tutoring, babysitting and clerical style work will not count towards these hours.

Directions for submission of ATEPR in LIVETEXT

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

Admission to the Teacher Education Review Rubric

Disposition	Distinguished-4	Accomplished-3	Emerging-2	Unsatisfactory-1
<p>1. The teacher candidate is committed to the belief that all students can learn.</p> <ul style="list-style-type: none"> • CAEP R1.1 • InTasc 2l, 2m, 1e, 9n • Danielson 1b 	<p>The candidate demonstrates their belief that students from differing personal and family backgrounds and with differing skills, abilities, perspectives, talents, and interests can learn. The artifact demonstrates how the candidate incorporates this knowledge into teaching and learning to maximize learning for each student in the class. The candidate has referenced/cited multiple research/evidence to support his/her beliefs.</p>	<p>The candidate demonstrates their belief that students from differing family backgrounds and with differing personal skills and abilities can learn. The artifact demonstrates how the candidate has applied this belief to maximize learning for individual learners. The candidate has referenced/cited research/evidence to support his/her beliefs.</p>	<p>The candidate demonstrates their belief that all students can learn by providing an example or description that supports the candidate's belief that all students can learn. The candidate's artifact does not address students with differing family backgrounds and with different personal skills and abilities.</p>	<p>Through the artifact the candidate is unable to demonstrate the belief that all students can learn through an example or description of his/her belief.</p>
<p>2. Leadership roles and opportunities to take responsibility</p> <ul style="list-style-type: none"> • InTasc 10p, 10q • Danielson 4f 	<p>The candidate identifies and describes multiple examples of behaviors that they have engaged in that provide specific evidence that teacher leadership has been modeled within a P-12 setting</p>	<p>The candidate identifies and describes examples of behaviors that they have engaged in that provide evidence of teacher leadership</p>	<p>The candidate describes and provides an example of behaviors that they could engage in that would be evidence of the potential for teacher leadership.</p>	<p>Description and/or example does not provide evidence that potential for teacher leadership has been modeled.</p>

<p>3.The candidate demonstrates a willingness to accept change and persist through tough situations</p> <ul style="list-style-type: none"> • InTASC 8s 	<p>The candidate demonstrates multiple aspects of a flexible mindset and ability to persist through tough situations within the P-12 setting.</p>	<p>The candidate demonstrates multiple aspects of a flexible mindset and willingness to persist through tough situations or demonstrates one aspect in structured/organized settings or within the P-12 classroom setting.</p>	<p>The candidate demonstrates one aspect of a flexible mindset and willingness to persist through tough situations.</p>	<p>The candidate is unable to demonstrate with an artifact or through a narrative that he/she values flexibility and is willing to persist through tough situations.</p>
<p>4.The candidate develops professional practices</p> <ul style="list-style-type: none"> • InTASC 9o • Danielson 4e 	<p>The candidate describes and provides examples of his/her professional practices regarding communication (oral and written), punctuality, and attendance in P - 12 classroom setting. The candidate references appropriate codes of ethics, professional standards of practice, and/or relevant law and policy.</p>	<p>The candidate describes and provides examples of his/her professional practices regarding communication (oral and written), punctuality, and attendance in structured/organized settings or within the P-12 classroom setting.</p>	<p>The candidate describes and provides examples of his/her professional practices regarding oral communication, written communication, punctuality, and attendance in general life experiences. Candidate does not describe these practices within a P-12 setting.</p>	<p>Candidate does not provide examples of his/her professional practices regarding oral communication, written communication, punctuality, and attendance.</p>
<p>5.Candidate engages in reflective practice of P-12 experiences</p> <ul style="list-style-type: none"> • InTASC 3r • Danielson 4a 	<p>While maintaining confidentiality, candidate provides a description of the P-12 learning/observational experience that includes details of the school and classroom setting, the context of the experience and the characteristics of the class, groups, and individuals as learners.</p>	<p>While maintaining confidentiality, candidate provides a description of the P-12 learning/observational experience that includes details of the setting and the context, and includes relevant characteristics of the class, groups, or individuals as learners</p>	<p>While maintaining confidentiality, candidate provides a description of the P-12 learning/observational experience that includes basic general details of the classroom setting and context but lacks relevant characteristics of groups or individual learners.</p>	<p>Candidate's description of the P-12 observation/learning experience fails to maintain confidentiality, is incomplete or lacks details associated with the setting and/or context.</p>

<p>6. The candidate is receptive to feedback/takes initiative</p> <ul style="list-style-type: none"> • Danielson 4e • InTASC 9i, 9n, 10r, 10t 	<p>Candidate describes and provides examples of actions the teacher candidate has taken to seek out, reflect, and act upon feedback and how the feedback led to greater learning.</p>	<p>Candidate describes and provides examples of how the teacher candidate responded favorably to feedback and how the feedback led to greater learning.</p>	<p>Candidate describes and provides examples of how the teacher candidate responded favorably to feedback, although the candidate does not describe how that the feedback led to greater learning.</p>	<p>Candidate lacks a description and/or examples of how the teacher candidate responded to feedback</p>
<p>7. Effective oral communication skills</p> <ul style="list-style-type: none"> • WV Professional Teaching Standards 3b • EDA 	<p>Through video introduction and statement of why I want to become a teacher, candidate is engaging with pacing, tone, and eye contact, and uses professional, appropriate language and grammar, advanced vocabulary related to the teaching field is evident.</p>	<p>Through video introduction and statement of why I want to become a teacher, consistently uses professional, appropriate language, and grammar.</p>	<p>Through video introduction and statement of why I want to become a teacher, uses mostly professional, appropriate language, and grammar but few common errors are noticed.</p>	<p>Through video introduction and statement of why I want to become a teacher, several errors are noticed in use of language and grammar, or video introduction was not provided.</p>
<p>8. Effective written communication skills</p> <ul style="list-style-type: none"> • InTASC 3q • WV Professional Teaching Standards 3b • EDA 	<p>Strong professional, appropriate, language and grammar are consistent throughout the portfolio to clearly communicate ideas. Advanced vocabulary is also evident.</p>	<p>Strong professional, appropriate, language and grammar are consistent throughout the portfolio to clearly communicate ideas.</p>	<p>Few common errors in spelling, grammar, and writing are noticed throughout the portfolio.</p>	<p>Major errors in spelling, grammar, and writing are noticed throughout the portfolio.</p>

<p>9. 75 hours of work or volunteer experience with school aged children/youth</p> <ul style="list-style-type: none"> • <i>InTASC 3n</i> 	<p>Teacher candidate demonstrates a commitment to working with learners by providing evidence of extensive experience/s working with children/ youth. A minimum of 75 hours is in an instructional setting and/or evidence includes supervisory responsibilities, and documented on agency/ organization letterhead</p>	<p>Teacher candidate demonstrates a commitment to working with learners by providing evidence of experience/s (totaling 75 hours) working with children/youth. Experiences include some time in an instructional setting, and documented on agency/organization letterhead</p>	<p>Teacher candidate demonstrates a commitment to working with learners by providing evidence of experience/s (minimum of 75 hours) working with children/youth. Experience/s are in a structured setting, and documented on agency/ organization letterhead</p>	<p>Teacher candidate is unable to provide appropriate evidence (documented on agency/organization letterhead) of 75 hours of experience working with children/youth in a structured setting.</p>
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