

Teacher Education Program Application & Admission Packet
Revised Spring 2022

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

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

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

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

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

Name (First Last)	Mailing Address Include house number, street, city, state and zip									
MyCU Email Address										
Student ID#										
Content Specialization(s)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Elementary K-6</td> <td style="width: 20%;">Music PK-Adult-Choral</td> <td style="width: 20%;">Social Studies 5-Adult</td> <td style="width: 20%;">Wellness PK-Adult</td> </tr> <tr> <td>English 5-Adult</td> <td>Music PK-Adult-Band</td> <td>Special Ed.K-6 & 5-Adult</td> <td>General Science 5-Adult</td> </tr> </table>	Elementary K-6	Music PK-Adult-Choral	Social Studies 5-Adult	Wellness PK-Adult	English 5-Adult	Music PK-Adult-Band	Special Ed.K-6 & 5-Adult	General Science 5-Adult	
Elementary K-6	Music PK-Adult-Choral	Social Studies 5-Adult	Wellness PK-Adult							
English 5-Adult	Music PK-Adult-Band	Special Ed.K-6 & 5-Adult	General Science 5-Adult							
I completed a WV Careers in Education Program within the last 2 years	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">YES</td> <td style="width: 60%;">I qualify for an exemption from the following Praxis Core Exam(s) based upon my ACT and/or SAT scores (see pg.4 for list of valid exemptions)</td> <td style="width: 30%;">Praxis Core Reading</td> </tr> <tr> <td style="text-align: center;">NO</td> <td></td> <td>Praxis Core Writing</td> </tr> <tr> <td></td> <td></td> <td>Praxis Core Math</td> </tr> </table>	YES	I qualify for an exemption from the following Praxis Core Exam(s) based upon my ACT and/or SAT scores (see pg.4 for list of valid exemptions)	Praxis Core Reading	NO		Praxis Core Writing			Praxis Core Math
YES	I qualify for an exemption from the following Praxis Core Exam(s) based upon my ACT and/or SAT scores (see pg.4 for list of valid exemptions)	Praxis Core Reading								
NO		Praxis Core Writing								
		Praxis Core Math								

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

Digital Signature

Today's Date

Concord University Department of Education

Teacher Education Program (TEP) Admission Packet

Admission to Concord University does not guarantee admission into the Teacher Education Program (TEP). Rather, there are specific steps you must successfully complete before you can be considered for admission into the program. Candidates must satisfy all admission requirements (page 3 of TEP Admission Packet) in order to be fully admitted into the Teacher Education Program. Failure to satisfy all requirements by the deadline provided in admission status letters will result in Teacher Education Program denial for the semester in which application was made. Candidates may re-apply for admission the following semester.

Completers of a certified WV Careers in Education Program do not need to complete all sections of the Professional Portfolio. These candidates will only be required to complete the Introduction section (see page 5 of the TEP Admission Information Packet) of the Portfolio template in LiveText. In addition to the Introduction materials listed, candidates will be required to include documentation of passing NOCTI exam scores in this section of the Portfolio template. Completers of a WV Careers in Education Program are still required to satisfy Full Admission Requirements #2-#10 (page 3 of the TEP Admission Packet), excluding the volunteer hours.

Professional Seminars

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

Pre-Admission to TEP Seminars

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

Pre-Admission to Year-Long Residency Part1

- a) Creating Lesson Plans
- b) Methods in Technology

Pre-Admission to Year-Long Residency Part2

- a). Safe Schools, Trauma Sensitivity, & Addiction

How to Submit a Portfolio via 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
6. Enter the Title for your portfolio as follows: Doe, John Portfolio (insert your name for Doe, John).
If your portfolio is not titled this way, the Department of Education will not be able to locate it, resulting in Teacher Education Program denial!
7. Select the Layout and Style you prefer
8. Click the Save as New Document button
9. You may copy and paste document text, or click 'File Attachment' to upload them. As you go through the sections of the portfolio, please remove any instructions/pre-existing template text.
 - Please copy and paste document text directly into the text box whenever possible instead of adding an attachment. This does not apply to documents in the Introduction section of the Portfolio template, or Volunteer Hour documentation!
 - When adding file attachments please title the attachment appropriately.
 - If one document is being submitted as separate pages, please include page numbers in the document titles.
 - Please be sure that all attachments are the correct direction (i.e. a paper shouldn't be upside down when attachment is opened).
10. To submit your portfolio via LiveText to the Department of Education for review: select Send for Review, select My Institutions, type concordadmin, Enter, and Submit for Review.

Teacher Education Program Conditional Admission Requirements

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

1. **Application for Admission** – submit via LiveText as part of Portfolio
2. **Portfolio & Pre-Professional Snapshot** – submit via LiveText
3. **Participation in Pre-Admission to TEP Seminars** – submit certificates of completion as part of Portfolio
4. **Signed EDA Statement** – included as part of Portfolio (page 7 of TEP Application Packet) - can be digitally signed/typed into
5. **Attainment of an overall grade point average of 2.50** or better in all coursework completed
6. **Praxis Core Academic Skills for Educators Exams: Reading, Writing and Math** – at least 1 attempt for each exam must be completed prior to application with documentation included in portfolio, or a valid exemption. Passing scores on all exams must be received prior to full admission if an exemption is not granted.
7. **Declaration of Degree/Major**- log into MyCU account and verify your Degree/Major. If necessary, update your information by going to the Registrar's website and completing the form.

Teacher Education Program Full Admission Requirements

1. Complete EDUC210: Diversity, Culture and Education in a Pluralistic Society, with a grade of 'C' or better and successfully complete the required 45-hour field-based experience (25-hours for candidates who completed EDUC210 prior to Fall 2021). Candidates transferring EDUC210 from another institution must provide documentation of a completed 45-hour school-based field experience in the form of a course syllabi stating the hours of the field practicum, a copy of the signed field practicum time log(s), or other proof of your participation in a 45-hour field practicum (25-hours for candidates who completed EDUC210 transfer course prior to Fall 2021).
2. Complete EDSP 303: Introduction to Special Education, with a grade of 'C' or better.
3. Successful completion of a minimum of 24 earned credit hours, which must include specific 18 hours from the General Studies Program listed below, with a 2.00 GPA for these specific courses. General Studies courses must include the following:

<u>Elementary Majors</u>	<u>Secondary Majors</u>	<u>Special Education Majors</u>
<p>Written & Oral Communication – 9 hrs (Grade of C or better is required in all courses) ENGL 101, Composition and Rhetoric I (3hr) ENGL 102, Composition and Rhetoric II (3hr) COMM 101, Fundamentals of Speech (3hr)</p> <p>Mathematics - 3 hrs (Grade of C or better required) Elementary majors MUST complete MATH103 or MATH101</p> <p>Natural Sciences – 4 hours One 4 hour Natural Science course. Elementary majors MUST select from: PHSC103, PHSC104, or GEOL101</p> <p>Social & Behavioral Sciences - 3 hrs</p>	<p>Written & Oral Communication – 9 hrs (Grade of C or better is required in all courses) ENGL 101, Composition and Rhetoric I (3hr) ENGL 102, Composition and Rhetoric II (3hr) COMM 101, Fundamentals of Speech (3hr)</p> <p>Mathematics - 3 hrs One MATH course 100 level or above</p> <p>Natural Sciences – 3/4 hours One 3 hour or one 4 hour Natural Science course</p> <p>Social & Behavioral Sciences - 3 hrs</p>	<p>Written & Oral Communication – 9 hrs (Grade of C or better is required in all courses) ENGL 101, Composition and Rhetoric I (3hr) ENGL 102, Composition and Rhetoric II (3hr) COMM 101, Fundamentals of Speech (3hr)</p> <p>Mathematics - 3 hrs (Grade of C or better required) One MATH course 100 level or above</p> <p>Natural Sciences – 3/4 hours One 3 hour or one 4 hour Natural Science course.</p> <p>SPED majors MUST select from: BIOL101, PHSC104, GEOL101 or GEOG200</p> <p>Social & Behavioral Sciences - 3 hrs</p>

4. Attainment of an overall grade point average of 2.50 or better in all coursework completed (including transfer credit). A candidate may apply to the Teacher Education Program with an overall GPA of 2.50; however, the GPA of all the candidates who apply during the semester (cohort average) must be 3.00 or above. If the cohort average is not met, individual candidate GPAs of less than 2.75 may be removed from the cohort.
5. Declaration of a specific and accurate major and content specialization(s) through www.concord.edu, Academics, Registrar, and Declaration of Degree/ Major form. Please verify your major/degree is correct via MyCU.
6. Successful completion of Pre-Admission to Teacher Education Program seminars. Students will receive a Certificate of Completion via email after they complete the seminars. This certificate is to be included in their Portfolio.
7. Completion of an Educator Disposition Assessment (EDA) by a Department of Education faculty member. This is completed during EDUC210 or EDUC305 via LiveText. For those students who did not have an EDA completed during these courses, one will be required to be completed by an education faculty member prior to full admission. Candidates must sign the EDA acknowledgement statement (page 6), and include it in the Introduction section of their portfolio. Candidates do *not* need to include the EDA that is completed by an education faculty member.
8. Pre-Professional Snapshot: Candidates will include a Pre-Professional Snapshot in their TEP Portfolio. The snapshot will be a part of the co-selection process which occurs prior to candidate placement in the public school. Schools will be provided the candidate snapshots and teachers will select the candidate for their classroom. The co-selection process enables all parties to be a part of the placement. The Pre-Professional Snapshot will be updated periodically throughout the candidate's progress through the program. The snapshot should include contact information, a professional picture of yourself, relevant experience/coursework, interests/hobbies, personal goals and professional goals.
9. Candidates must complete 75 hours of documented experience working with school age children/youth (birth -12th grade) in organized/structured settings prior to admission to the Teacher Education Program. Appropriate experiences might include: Scouts, 4-H, Energy Express, tutoring in after-school or summer programs, camp counselors, coaching, library read-aloud, art/music/theatre programs, involvement at a daycare center, etc. The 75 hours must be documented through signed letters on official letterhead from teachers, supervisors or leaders. This documentation must provide a description of what the volunteer hours entailed, the dates and/or time-frame in which the experience(s) was completed, and the total number of hours completed. All documentation must be included in the candidate's TEP. The 75 hours should be from within the last 5 years (this can be from high school). The 75 hours are in addition to required clinical experience hours. Private tutoring and babysitting will not count towards these hours.
10. Submit a professional portfolio via LiveText to the Department of Education. In some cases, applicants may have to complete an interview with faculty prior to admission. Portfolios are due to the Department of Education via LiveText the last working day of September during the fall semester, and the last working day of February during the spring semester. Candidates whose portfolios are not approved will be given recommendations for improving their portfolios, or will be counseled concerning their admission to the teacher education program. See pages 5-6 for portfolio requirements.
11. Successfully complete the Praxis Core Academic Skills for Educators Exams*: Reading, Writing and Math. It is highly recommended that these exams are taken within the first 24 credit hours of coursework in order for the candidate to make continuous progress in the Professional Education Core, and for the candidate to have the highest chance of success. Official passing scores must be sent to Concord University via ETS. When registering for an exam(s), be sure to list Concord University and the WV Department of Education as a 'Score Recipient.' Praxis exams can now be taken at home through ETS via ProctorU. Visit <https://www.ets.org/praxis/register> to register for the exam; be sure to use the correct exam codes listed below.

Combined Exam Test Code: 5752 | Reading Test Code: 5713 | Writing Test Code: 5723 | Math Test Code: 5733

A candidate may be exempt from the Praxis Core Exams based upon the WVDE WV Licensure Testing Directory (<https://wvde.us/certification/certification-info/>). Please review the exemptions listed on page 4 to determine if you are exempt from 1 or more Praxis Core Exams.

For additional information regarding Praxis fee waivers/assistance, disability accommodations, prep materials/aids or testing centers, please visit the CU Department of Education: Resources and Information webpage (<https://www.concord.edu/Academics/College-of-Professional-Studies/Department-of-Education/Resources-Information.aspx>)

Praxis Core Exam – Exemption Requirements

Effective November 10, 2021

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

*Note – WVDE exemption requirements are subject to change.

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

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

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

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

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

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

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

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

Portfolio Requirements

Candidates will submit a professional portfolio addressing specific dispositions that Concord University's Educator Preparation Provider (EPP) has identified as relevant to our institution, our clinical partners, and our educational community.

1. **Introduction:** Candidates are to provide TEP Application, Pre-Professional Snapshot, Pre-Admission to TEP seminar certificate, signed EDA Statement, Praxis Core exam attempt documentation (if applicable), and any additional artifacts that they feel provides insight into their academic and/or non-academic achievements or goals (optional) in this section.

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

2. **Belief that All Students Can Learn:** The candidate is committed to the belief that all children can learn. Highly effective teachers can have an inspiring effect on the daily lives of children and their life long educational aspirations. Research has shown that teachers who believe that all children can learn, and who hold high expectations for themselves and their students have a maximum impact upon student learning (Darling-Hammond & Baratz-Snowden, 2005; Tucker & Strange, 2005). The Teacher Education Program at Concord believes that effective teachers use many different tools to help students learn, but at the heart of teaching is a belief that all children can learn. Provide an artifact such as an essay, video demonstration, PowerPoint, or examples of students' work along with a narrative that demonstrates your belief that all students can learn. Here are some tips for demonstrating your belief in the ability of all children to learn:
- Identify what you mean by "All students can learn." Avoid generalizations. Do you mean that all students can learn at the same rate and that each student can meet the same level of expertise at exactly the same time? Do you mean that given the right teacher that all students can progress in any subject? Or, do you think that some students can do better in some subjects, but not all students can excel in every subject? Is your belief that all students can learn based on developmental levels, abilities and/or intelligence?
 - Use personal examples or examples of students you have observed or worked with during a field experience to support your belief that all students can learn. Emphasize the learning process and progress.
 - Consider including ideas about what students can learn, when they can learn it, and what formats are best suited to learning.
 - Support your belief with research on student learning. Be sure to provide references to any materials used.
3. **Leadership:** The candidate is a teacher leader. Danielson (2006) states that "teacher leaders don't gain their authority through an assigned role or position; rather they earn it through their work with both their students and their colleagues" (p.1). Danielson presents dispositions that teacher leaders share which include: deep commitment to student learning; optimism and enthusiasm; open mindedness to new ideas; humility; courage and willingness to take risks and to accept change; confidence and decisiveness; perseverance; respect and care for others; and willingness to work hard. From the above list, select a disposition(s) that Danielson presented as necessary for teacher leaders, and describe and provide example(s) of how you have demonstrated the disposition(s).
4. **Open to Change and New Ideas:** The candidate demonstrates a willingness to accept change and new ideas. There is an old saying that the only thing constant in life is change. Teaching is filled with change and a need to be ready for anything at any time. Good teaching requires the ability to be flexible, to be able to adapt to new situations, to be open to new ideas, and to accept and respond positively to change. Christenbury (2010) states that effective teaching is variable and contextual. Teachers use a variety of methods and strategies, changing them and refining them over time. Teachers also respond to students, school and community events, and societal needs. In essence, change and new ideas are the constants of teaching. Provide an artifact that demonstrates a time or situation in your life that required you to be flexible and/or open to new ideas.

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

5. **Reflection:** The candidate is a reflective practitioner. Lortie (1975) described how reflecting on teaching decisions leads to intentional teaching rather than teaching by imitation. As a teacher candidate, you have already gone through at least 12 years of the "apprenticeship of observation." As a student in the classroom you have developed preconceived ideas of what teaching is through having watched others do it. You may sense what teachers do but have no grasp of why they do it. To become an effective teacher it is important for teachers to examine their own beliefs about their classroom practices. Because of their ability to reflect, great teachers know not only what to do, but also why. Research (Constantino & De Lorenzo, 2001; Danielson & McGreal, 2000; Glickman, 2002; Lambert, 2003) substantiates the role of reflection in teachers' professional growth. A disposition toward reflection—and a good sense of when you as a teacher need to step back and think deeply—should be part of all teachers' repertoires. As you progress through the teacher education program at Concord, you will develop habits of mind that lead toward reflection. This essay may be your first opportunity to practice the habit of reflection. You will describe an educational experience that influenced your beginning understanding of teaching and learning. Your description should come from either your volunteer experience, EDUC210 field experience, and/or EPAT field experience. For this essay, 1) describe the experience by providing the setting, the context, and the characteristics of the learner(s); 2) select a WV Professional Teaching Standard and an Element of that standard and describe how they relate to the experience you have chosen. For each experience, cite the WVPT Standard and include the exact language of the Element. For example: Standard 2. The Learner and the Learning Environment, Element 2.1 The teacher candidate understands and responds to the unique characteristics of learners; and 3) provide examples that show how you will use these experiences in your future teaching. To foster higher levels of reflection in your essay, questions like the following could be answered:
- What do I believe about how learners learn? How does this experience influence my belief?
 - What did I know about the learners and how did I use this to make the experience better?
 - What actions by me might have prompted or perpetuated learner reactions?
 - What did I do that worked or didn't work in this experience? How do I know?
 - Did I engage the learner in a learner-centered experience?
 - How will I work on my teaching to improve what I do?
 - What would I do the same or differently if I repeated this experience? Why?
6. **Response to Feedback:** The candidate is receptive to feedback. As teachers we know that providing feedback to our students can produce greater learning (Marzano, Pickering, & Pollock, 2001). Constructive feedback is an important part of the learning cycle and as a teacher candidate you must be open and receptive to constructive feedback. Feedback doesn't do much good if the person receiving it is not receptive to it. Provide an example of your willingness to seek out and favorably respond to feedback from teachers, coaches, peers, or a supervisor in a job.
7. **Volunteer Hours:** The candidate has had diverse experiences working with children/youth. Please list the experiences (totaling 75 hours) you have had prior to your field experiences associated with teacher education coursework. Activities in which you have worked with children or youth (e.g. Sunday School teaching, coaching, day care center worker, Energy Express assistant, Teacher Cadet program, tutoring, etc.). Provide the following information: Type of Experience, Location/Setting, Dates, number of hours, and Responsibilities. Each experience must be documented with a signed letter from a supervisor on organizational letterhead.

Portfolio Review Rubric

Once you have submitted your portfolio to “concordadmin” via LiveText (see page2 of TEP Admission Packet for submission instructions), it will be distributed to the designated Department of Education faculty members for review. The Department of Education faculty members will base their review of each section of your portfolio upon the following rubric of standards, provide an overall evaluation, and leave comments that will be provided to you in your admission status letter.

Disposition	Distinguished=4	Accomplished=3	Emerging=2	Unsatisfactory=1
1. The teacher candidate is committed to the belief that all students can learn.	The artifact demonstrates the candidate’s belief that students from differing personal and family backgrounds and with differing skills, abilities, perspectives, talents and interests can learn. The artifact demonstrates how the candidate incorporates this knowledge into teaching and learning to maximize learning for each student in the class. The candidate has referenced/cited multiple research/evidence to support his/her beliefs.	The artifact demonstrates the candidate’s belief that students from differing family backgrounds and with differing personal skills and abilities can learn. The artifact demonstrates how the candidate uses this knowledge to maximize learning for individual learners.	The artifact includes an example or description that supports the candidate’s belief that all students can learn. The candidate provides generalizations that are partially supported.	Through the artifact the candidate is unable to demonstrate the belief that all students can learn through an example or description of his/her belief. Or, the candidate simply makes unsupported generalizations.
3. Teacher Leadership	Through the artifact(s), the candidate thoughtfully identifies and describes multiple, examples of behaviors that provide specific evidence that dispositions and potential for teacher leadership have been modeled.	Through the artifact(s), the candidate identifies and describes examples of behaviors that provide evidence that disposition(s) and potential for teacher leadership have been modeled.	Through the artifact(s), the candidate describes and provides an example that supports the emergence of disposition(s) and potential for teacher leadership.	Through the artifact(s), the candidate selects disposition(s); however description and/or example does not provide evidence that disposition(s) has been modeled.
4. The candidate demonstrates a willingness to accept change and is open to new ideas.	The artifact demonstrates thoughtful consideration of the complexity and multiple aspects of a flexible mindset and openness to implementing new ideas.	The artifact demonstrates multiple perspectives of a flexible mindset and openness to explore new ideas.	The artifact demonstrates one aspect of a flexible mindset and openness to new ideas.	The candidate is unable to demonstrate with an artifact or through a narrative that he/she values flexibility and openness to new ideas.
5. Reflection Essay Description of Experience Correlation to the Standard Relationship to Future Teaching	Description of the learning experience includes multiple, specific details of the setting, the context, and the characteristics of the learner(s). Correlation to the Standard/Element and the learning experience is fully developed, demonstrating a deep understanding of the Standard. Fully describes with multiple, thoughtful examples how the experience relates to future teaching; responds to multiple prompts for higher level reflection.	Description of the learning experience includes sufficient details of the setting, the context, and the characteristics of the learner(s). Correlation to the Standard and the learning experience is relevant and demonstrates a good understanding of the Standard. Describes with thoughtful detail and at least one example of how the experience relates to future teaching with several responses to prompts.	Description of the learning experience includes the required, basic details of the setting, the context, but may lack relevant characteristics of the learner(s). Correlation to the Standard is made; however the relationship lacks sufficient understanding. General description of how the experience relates to future teaching with at least one response to the prompts.	Description includes one or more of the details, but the learning experience is irrelevant or incomplete. Lacks a correlation to a relevant Standard. Vague description of how the experience relates to future teaching with no evidence of reflection.
6. The candidate is receptive to feedback.	The artifact demonstrates detailed actions the teacher candidate has taken to seek out, reflect and act upon feedback and provided evidence that the feedback produced greater learning.	The artifact demonstrates actions the teacher candidate has taken to respond to feedback that led to opportunity for greater learning.	The artifact demonstrates that the teacher candidate has responded favorably to feedback, although it is uncertain that the feedback led to greater learning.	The artifact demonstrates a time when the teacher candidate was provided feedback, but no indication of response is provided.
7. 75 Volunteer hours working with children/youth.	Extensive experiences (75 hours or more) working with children/youth outside of field experiences associated with course work. Experience with children/youth is in an instructional setting and/or includes supervisory responsibilities.	Several experiences (totaling 75 hours) working with children/youth outside of field experiences associated with course work. Experiences include some time in an instructional setting.	A single experience (75 hours) working with children/youth outside of field experiences associated with course work. Experience is not in an educational setting, and direct interaction with children/youth is limited.	Less than 75 hours of experience working with children/youth outside of field experiences associated with course work, or 100 hours is observational only, including no direct interaction with children/youth.

Educator Disposition Assessment (EDA)

The Educator Disposition Assessment (EDA) is a valid and reliable measure of a teacher candidate's dispositions. The EDA evaluates nine dispositions with 27 indicators. All are equally important. There are three scoring levels: meets expectations, developing, and needs improvement. A teacher candidate will be assessed a minimum of three times using the EDA: admission to TEP, admission to the yearlong residency, and at the end of the yearlong residency.

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

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

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

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

EDA Candidate Intervention/Remediation

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

1) Conference without Formal Improvement Plan (FIP):

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

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

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

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

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

Teacher Education Program EDA Acknowledgement and Acceptance Statement

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

The applicant acknowledges that dispositions identified in The Educator Disposition Assessment (EDA) apply to the university setting, courses, early practicum experiences, and the final internship. The applicant recognizes that a strong correlation exists between the dispositions of teachers and the quality of their students' learning. The applicant knows that teachers who care about their students and are willing to exert the effort needed to ensure the classroom is a productive learning environment, possess the professional dispositions outlined in the EDA. The applicant is aware his/her professional dispositions will be assessed throughout the teacher education program and will have a bearing on decisions made regarding eligibility to complete the education program in a successful manner.

Digital Signature

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

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

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

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

Disposition	Associated Indicators		
5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<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 mid-lesson to overcome the deficits

Disposition	Associated Indicators		
6. Exhibits an appreciation of and value for cultural and academic diversity Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates inequitable embracement of all <i>diversities</i> <input type="checkbox"/> Is challenged to create a <i>safe classroom</i> as evidenced by ignoring <i>negative</i> behaviors by students 	<ul style="list-style-type: none"> <input type="checkbox"/> Goes through the <i>expected and superficial motions</i> to embrace all <i>diversities</i> <input type="checkbox"/> Strives to build a <i>safe classroom</i> with zero tolerance of <i>negative</i> behaviors towards others but needs further development in accomplishing this task 	<ul style="list-style-type: none"> <input type="checkbox"/> Embraces all <i>diversities</i> as evidenced by implementing <i>inclusive activities and behaviors</i> with goals of <i>transcendence</i> <input type="checkbox"/> Creates a <i>safe classroom</i> with zero tolerance of negativity to others as evidenced by correcting <i>negative</i> student behaviors

Disposition	Associated Indicators		
7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<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

Disposition	Associated Indicators		
8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<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

Disposition	Associated Indicators		
9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	Needs Improvement 0	Developing 1	Meets Expectations 2
	<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