

Teacher Education Program (TEP) Application & Admission Packet

Revised August 2023

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.

Teacher Education Program Admission Requirements & Application

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.
Written & Oral Communication (C or better in each course):
-ENGL101 Composition and Rhetoric I (3hr)
-ENGL102 Composition and Rhetoric II (3hr)
-COMM101 Fundamentals of Speech (3hr)
Mathematics (3hr): One MATH course 100 level or above (excludes MATH305)
Natural Sciences (3-4hr): One Natural Science course
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 seminars. Seminars are held in September during the fall semester, and in 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,' and include it in the Introduction of their portfolio. Candidates do not need to include the completed EDA evaluation.
8. Candidates will include a Pre-Professional Profile in their TEP Portfolio. This document will be covered in detail during the Pre-Admission to TEP Seminar. This document should include contact information, a professional picture of yourself, relevant experience/ coursework, interests/hobbies, personal and professional goals. This will be a part of the co-selection process which occurs prior to candidate residency placement; schools will be provided candidate profiles. The Pre-Professional Profile will be updated prior to Residency I admission.
9. Completion of a Basic Skills Assessment in Reading, Writing and Math by the CU Department of Education Office (see page 3 for competency criteria). The Basic Skills Assessment will be included in candidate's TEP status 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.
10. Submit a professional portfolio via LiveText to the Department of Education. 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 improvement, or will be counseled concerning their admission into the TEP. Portfolio requirements will be reviewed in detail during the Pre-Admission to TEP Seminars. See pages 4-5 for portfolio requirements. *Note: Completers of a WV Careers in Education Program do not need to complete all sections of the TEP Portfolio. These candidates only complete the Portfolio's 'Introduction' section in LiveText. In addition to the Introduction materials listed on page5, candidates will be required to include documentation of passing NOCTI exam scores in this section of the Portfolio These candidates are also exempt from the 75-hour working with youth TEP admission requirement.*
11. 75-hours of formal experience(s) working with children/youth (birth -12th grade) in organized/structured setting(s) prior to 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 signed 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)

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

Student ID#

Phone #

@MyCU Email

Content Area: ELEMENTARY ENGLISH GENERAL SCIENCE MUSIC SOCIAL STUDIES SPECIAL ED. WELLNESS

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

Signature

Today's Date

Teacher Education Program (TEP) Admission

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 re-apply 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 TEP 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

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

Pre-Admission to Year-Long Residency I

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

Pre-Admission to Year-Long Residency II

- 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 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.

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 criteria (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 'New SAT' score of 470 on the 'Evidence Based Reading and Writing' exam. Candidates may use scores from multiple administrations (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 through June 30, 2023) during any administration of the test
- Attained a minimum individual score of 20 on the ACT Mathematics exam (effective for exams taken on or after July 1, 2023) Mathematics during any administration of the test
- Attained a 'New SAT' score of 520 In Math. Candidates may use scores from multiple administrations (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 5435) - Required Score: 153 | SEM+2 Score: 164
 - 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 Educaton (exam 5543) - Required Score: 153 | SEM+2 Score: 163
 - Special Education (exam 5355) - Required Score: 145 | SEM+2 Score: 159
- Attained a composite score of 26 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)

*FGrades 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'

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 (page 1 of admission packet), Pre-Professional Profile, Pre-Admission to TEP seminar certificate and signed EDA Statement 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.

Portfolio Requirements Continued

Professional Learning: Candidate engages in professional learning by collaborating with colleagues and by evaluating their 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 or EDUC305 clinical 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 (WVPTS) and an Element of that standard, 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 (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. WVPTS can be accessed here -> <https://wvde.state.wv.us/teachwv/docs/wvde1890master.pdf>

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. **75-hours of formal experience(s) working with children/youth** (birth -12th grade) in organized/structured setting(s) prior to 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 signed 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.

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 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) that will be provided to candidates in their 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.
2. 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	Description of the learning experience includes multiple, specific details of the setting, the context, and the characteristics of the learner(s).	Description of the learning experience includes sufficient details of the setting, the context, and the characteristics of the learner(s).	Description of the learning experience includes the required, basic details of the setting, the context, but may lack relevant characteristics of the learner(s).	Description includes one or more of the details, but the learning experience is irrelevant or incomplete.
Correlation to the WV Professional Teaching Standard (WVPTS)	Correlation to WVPTS Standard/Element and the learning experience is fully developed, demonstrating a deep understanding of the Standard.	Correlation to WVPTS Standard and the learning experience is relevant and demonstrates a good understanding of the Standard.	Correlation to WVPTS Standard is made; however the relationship lacks sufficient understanding.	Lacks a correlation to a relevant WVPTS Standard.
Relationship to Future Teaching	Fully describes with multiple, thoughtful examples how the experience relates to future teaching; responds to multiple prompts for higher level reflection.	Describes with thoughtful detail and at least one example of how the experience relates to future teaching with several responses to prompts.	General description of how the experience relates to future teaching with at least one response to the prompts.	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 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 experiences associated with course work. Experiences include some time in an instructional setting.	A single experience (75 hours) working with one or more children/youth outside of clinical experience 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 clinical experience associated with course work, or 75 hours are observational only, including no direct interaction with children/youth.

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 receives 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	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