



Master of Education (M.Ed.) Advanced Program

Policies and Procedures Handbook

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

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SECTION I: M.Ed. Program Overview

Forward

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

Mission Statement

The mission of the Educator Preparation Program (EPP) is to prepare educators who are competent, intentional, reflective, culturally responsive, leading, and empathic 21st Century Professionals. The EPP strives to provide all teacher candidates at the initial and advanced level with the knowledge, skills, and dispositions necessary to become effective teachers/leaders by offering the highest quality instruction and programs.

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

The EPP collaborates with representatives from public schools, professional groups, government, and other programs within the University to prepare educators and to cooperate in the development of educational policies. The EPP also strives for the improvement of education at the local, state, regional, and national levels in that the improvement of schooling results in a more literate and enlightened citizenry. This in turn contributes to the proliferation of democratic values and enhances our position in the global economy.

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

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

Program Overview

The M.Ed. Program is a 36-hour program specifically designed for licensed or license eligible teachers. The program consists of a 12-hour Professional Education core and a 24-hour Content Specialization. Additionally, graduate candidates may choose to enroll in graduate coursework for re-certification, to provide greater specialization within one's field, or to assist in professional advancement. It is recommended that students purchase and become familiar with an APA citation manual. APA formatting and referencing will be required in ALL courses.

To afford candidates with real world administrative experiences, candidates will be required to successfully complete all field experiences and internships associated with coursework under the supervision of a licensed administrator.

SECTION II: Admission to the M.Ed. Program

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

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

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

For acceptance into the Master of Education Program, candidates must meet the following requirements:

Master of Education Conditional Acceptance Requirements – must be met prior to enrollment any M.Ed. coursework (regular programs and/or certificate only programs):

- Complete the Application for Admission, and submit the application fee
- Submission of official undergraduate and graduate transcripts showing your degree and the date on which it was conferred. Transcripts from all attended institutions must be submitted. Transcripts must be mailed directly from your undergraduate or graduate institution(s) to the Concord University Office of Graduate Studies. Concord alumni do not need to submit a transcript. However, if alumni have attended more than one institution, an official transcript must be sent from that institution to the Office of Graduate Studies.
- Hold a baccalaureate degree with a minimum 2.50 Overall GPA from a regionally accredited institution.
- Be licensed or license eligible to teach. A copy of professional licensure must be attached to the application.
- **Certificate Programs Only:** Masters in education or closely related field required. Submission of official graduate transcripts showing your degree and the date on which it was conferred. Transcripts from all attended institutions must be submitted. Transcripts must be mailed directly from your graduate institution(s) to the Concord University Office of Graduate Studies. Concord alumni do not need to submit a transcript. However, if alumni have attended more than one institution, an official transcript must be sent from that institution to the Office of Graduate Studies.

Master of Education Full Acceptance Requirements – must be met prior to completion of 9th credit hour (regular programs and/or certificate only programs):

- Provide 2 letters recommending admission into the program. One letter must be submitted by an individual who has supervised, evaluated, or observed the candidate in the classroom setting.
- Completion of an Educational Leadership Disposition Assessment (EDLDA) by an M.Ed. Program faculty member during the first semester of coursework. Faculty member will be assigned by the Department of Education Graduate Studies Office. All M.Ed. Program candidates must have an EDLDA completed, this includes the Educational Leadership & Supervision, Reading Specialist and certificate only programs.

SECTION III: Programs of Study

36-hour Master of Education (M.Ed.) Program

1. Educational Leadership and Supervision PreK-Adult ---- WVDE Policy 5100 states that certificate candidates must have at least three years of teaching experience before certification will be awarded. All candidates seeking an endorsement from WVDE in Educational Leadership are required to pass Praxis II: Educational Leadership: Administration & Supervision exam.
2. Reading Specialist PreK-Adult --- All candidates seeking an endorsement from WVDE in Educational Leadership are required to pass Praxis II: Reading Specialist exam.

Non-Degree Certificate Program (Masters in education or closely related field required)

1. 24 credit-hour Reading Specialist Certificate Program---- WVDE Policy 5100 states that certificate candidates must have at least three years of teaching experience before certification will be awarded. All candidates seeking an endorsement from WVDE in Educational Leadership are required to pass Praxis II: Educational Leadership: Administration & Supervision exam.
2. 18 credit-hour Educational Leadership and Supervision Certificate Program --- All candidates seeking an endorsement from WVDE in Educational Leadership are required to pass Praxis II: Reading Specialist exam.

M.Ed. Educational Leadership and Supervision (36 hours)

Professional Education Core

- EDUC510 Models of Curriculum and Instruction (3hr)
- EDUC520 Educational Research (3hr)
- EDUC530 Integrating Technology in the Teaching/Learning Process (3hr)
- EDUC540 Assessment & Evaluation in Education (3hr)

Educational Leadership and Supervision Content

- EDUC525 Educational Trends and Issues (3hr)
- EDUC535 Theories of Educational Leadership (3hr)
- EDEL500 Public School Administration (3hr) (clinical experience required)
- EDEL570 Organization and Management for Public Schools (3hr) (clinical experience required)
- EDEL580 Public School Law (3hr) (clinical experience required)
- EDEL590 School and Community Relations (3hr) (clinical experience required)
- EDEL550 Action Research/Internship I (3hr) (clinical experience required)
- EDEL560 Action Research/Internship II (3hr) (clinical experience required)

M.Ed. Reading Specialist PreK-Adult (36 hours)

Professional Education Core

- EDUC510 Models of Curriculum and Instruction (3hr)
- EDUC520 Educational Research (3hr)
- EDUC530 Integrating Technology in the Teaching/Learning Process (3hr)
- EDUC540 Assessment & Evaluation in Education (3hr)

Reading Specialist Content Coursework

- RDNG 510 Foundations of Reading (3hr)
- RDNG 520 Reading & Writing in Content Areas (3hr)
- RDNG 525 Literacy Research and Instruction for Culturally Diverse Students (3hr)
- RDNG 530 Reading Assessment (3hr).
- RDNG 550 Reading and Language Arts Instruction for the 21st Century (3hr)
- RDNG 560 Action Research in Reading Education (3hr)
- RDNG 570 Reading Practicum (6hr) (clinical experience required --- 1-week summer camp at CU's campus)

Non-Degree Certificate Program: Educational Leadership and Supervision (18 hours)

Educational Leadership and Supervision Content

- EDEL500 Public School Administration (3hr) (clinical experience required)
- EDEL570 Organization and Management for Public Schools (3hr) (clinical experience required)
- EDEL580 Public School Law (3hr) (clinical experience required)
- EDEL590 School and Community Relations (3hr) (clinical experience required)
- EDEL550 Action Research/Internship I (3hr) (clinical experience required)
- EDEL560 Action Research/Internship II (3hr) (clinical experience required)

Non-Degree Certificate Program: Reading Specialist PreK-Adult (21 hours)

Reading Specialist Content Coursework

- RDNG 510 Foundations of Reading (3hr)
- RDNG 520 Reading & Writing in Content Areas (3hr)
- RDNG 525 Literacy Research and Instruction for Culturally Diverse Students (3hr)
- RDNG 530 Reading Assessment (3hr).
- RDNG 550 Reading and Language Arts Instruction for the 21st Century (3hr)
- RDNG 560 Action Research in Reading Education (3hr)
- RDNG 570 Reading Practicum (6hr) (clinical experience required --- 1-week summer camp at CU's campus)

SECTION IV: M.Ed. Program Policies and Procedures

Academic dishonesty:

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

Academic probation:

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

Add/drop classes:

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

Advising:

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

Blackboard

The MAT Program uses the Blackboard platform. The username is the same as your MyCU account. Your password is defaulted to your CU ID number (starting with 774). It is the responsibility of the candidate to keep up with assignments, assessments, and modules as designated within course instructor's syllabi. The blackboard platform can be accessed through your MyCU account.

Disclaimer:

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

Promise for Teaching:

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

Disruptive Behavior:

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

Department of Education Graduate Committee:

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

E-mail:

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

Financial aid:

Financial aid is available for graduate candidates who enroll in a full-course-load of six/nine credit-hours. **Certificate programs are not eligible for aid.** Direct all questions regarding financial aid and student loans to the financial aid office at 1-888-384-5249 or 304-384-6069.

GPA:

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

Graduation:

Graduate candidates must apply for graduation by downloading and submitting a Graduation Application. A graduation fee must be paid to the business office, and the graduation gown is to be ordered at the Concord University bookstore. Once the business office and bookstore have signed the application for graduation, it is to be submitted to the Registrar's Office. A graduation audit will then be completed to ensure that all requirements for graduation have been met. Graduation requirements include completion of the 36- hour program with a 3.0 GPA within five years.

Hooding and Commencement:

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

Letters of acceptance:

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

Letters of recommendation:

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

Library Service:

The Library is centrally located between Marsh Hall and the student center. The facility has a seating capacity of 200 places, a total of 145,000+ volumes, and provides access to over 5,000 periodicals. A library card is required to borrow books. The Library is a partial depository for United States government documents and maintains a significant special collection of West Virginia historical materials.

MyCU

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

Readmission:

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

Registration:

It is strongly recommended that graduate candidates register for classes no later than two weeks prior to the beginning of each semester. Once the course registration has been made, you will receive a confirmation via your Concord email.

Removal from the program:

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

Textbooks:

Textbooks can be purchased at the Concord University Bookstore during business hours, or you may order online at <https://www.bkstr.com/concordstore/home>.

Transfer credit:

An approved six hours of transfer credit can be applied to the program of study. All courses must have been taken within the past 5-years and course syllabi are to be provided to the Education Graduate Program Coordinator for review.

Tuition / Billing:

Payment of tuition is due prior to the first day of class. Candidates who do not register at least two weeks prior to the beginning of the semester may not receive a tuition bill. If you have not received a bill, you can request one by calling the business office: 304-384-5234. Payment may be made online at <https://www.concord.edu/About/Important-Offices-Centers/Business-Office.aspx>, via telephone with a credit card (MasterCard, Visa or Discover), or mailed directly to the business office. (Note: Late fees will be assessed if payment is not made by the due date.) Tuition rates & fees are subject to change. Current tuition and fees may be found at <https://www.concord.edu/FinancialAid/TuitionFees.aspx>

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

Partner Schools

The Partner Schools are designed to prepare future educators, to provide current educators with ongoing professional development, to encourage joint school-university faculty investigation of education in related issues, and to promote the learning of P-12 students. The Partner Schools, structured as a network that includes University and public school faculty, parents, and community partners, seeks to improve teacher education, and meet professional development needs and goals as identified by public school faculty. The partnership collaborative provides the bridges that connect Concord's M.Ed. Programs to the daily instructional practices that occur in P-12 schools. The Partner Schools serve as clinical sites for M.Ed. candidates to complete clinical experiences, internships and practicums under the guidance of expert mentor teachers and administrators. The public schools benefit from the expertise of the University faculty and the significant contributions the candidates make to the school. The children in these schools benefit from the additional adult attention as well as from the enthusiasm and new learning strategies that candidates often bring to the classroom as they prepare to become teachers and administrators.

Guidelines for Clinical Experiences, Internships & Practicums

Cooperating Mentor/Administrator Responsibilities

- The cooperating mentor/administrator is to provide appropriate guidance, supervision and/or instructional activities at all times for the assigned M.Ed. candidate.
- The cooperating mentor/administrator has a question, comment or concern in relation to the assigned candidate(s) or the early clinical placement process, he/she may contact the CU Graduate Program Associate
- The cooperating mentor/administrator is to complete all required candidate evaluation(s) via LiveText. Cooperating mentor/administrator accounts are automatically generated by LiveText, and an email notification is sent to the cooperating mentor/administrator informing him or her of an active clinical experience, and LiveText account credentials.
- The cooperating mentor/administrator is to monitor attendance and performance of the assigned candidate(s). Irregular attendance and inferior performance by candidates must be reported to the CU Graduate Education Office as soon as possible.

Candidate Responsibilities

- Candidates must contact their cooperating mentor/administrator within one week of their placement being activated in LiveText to arrange a day and time to report for their first visit. Candidates will receive email notification informing them of placement activation.
- If a candidate must be absent from his/her scheduled clinical experience, it is the candidate's responsibility to contact the host mentor/administrator and course professor immediately. Failure to do so may result in course penalties.
- Candidates must inform the CU Department of Education Office if there is an expectation of the cooperating mentor/administrator being absent for an extended time period. If this is the case, the candidate may need to be re-assigned to a different cooperating mentor/ administrator for the remainder of their placement.
- Candidates must take an active role in their early clinical experiences, internships and practicums.
- Candidates are subject to all policies, rules, and regulations of the county school system, placement school and placement classroom. This includes, but is not limited to, following all visitor rules, faculty rules/professional standards, and following the faculty/school dress code
- Candidates are to report to the school's office before going to their assigned locations. Candidates are to sign-in/out for every visit to their placement school.
- The candidate is responsible for keeping an accurate and up-to-date time-log via LiveText's time-log management system for all courses (PDF attachments of hard-copy time-logs will not be accepted). Hours for one course cannot be used to satisfy the clinical experience hours of another course (no "double-dipping"). Hours accumulated from drive times to/from placement, and lunch period(s) do not count.
- It is the candidate's responsibility to make sure all required evaluations and assessments are submitted by their cooperating mentor/administrator via LiveText, and that their Time-log has been approved by the cooperating mentor/administrator in LiveText

Clinical Experience, Internship and Practicum Requests & Placement Requirements

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

M.Ed. Educational Leadership and Supervision

To afford candidates with real world administrative experiences, candidates will be required to successfully complete all field experiences and internships associated with coursework.

COURSE	COURSE TITLE	CLINICAL HOURS
EDEL 500	Public School Administration (elementary K-6 level clinical)	20
EDEL 550	Action Research/Internship I (employment school) • Must be <u>hired</u> in the public-school system as a full-time licensed teacher to take this course	107
EDEL 560	Action Research/Internship II (employment school) • Must be <u>hired</u> in the public-school system as a full-time licensed teacher to take this course	108
EDEL 570	Organization and Management of Public Schools (high school 9-12 level clinical)	20
EDEL 580	Public School Law (Board of Education Office clinical --- summer)	20
EDEL 590	School and Community (middle school 6-8 level clinical)	20

M.Ed. Reading Specialist PreK-Adult

Candidates in the Reading Specialist Program will complete assignments/clinicals in their own classroom and/or school. Clinical/practicum experiences will be aligned with West Virginia Policy 5202 and the West Virginia Professional Teaching Standards (WVPTS). RDNG570 is the capstone experience and requires participation in a weeklong summer camp for elementary age children on CU's campus; please contact Mrs. Brenda Epling (bepling@concord.edu) for additional information/details.

LiveText

LiveText is an Internet-based subscription service that allows students and instructors to "create, share, and collaborate on educational curriculum." LiveText will be used for assignment submission, artifact collection, standards integration, and student assessment. Each candidate will need to purchase a LiveText membership, which includes the Field Experience Module, as part of course and clinical experience requirements. LiveText must be purchased during the initial clinical experience course. Your LiveText subscription is good for five years from the date of purchase, or until one year following your graduation, whichever comes first.

If you are a transfer candidate who has used LiveText at another institution, you will need to e-mail LiveText and request to have your account transferred from your previous institution to Concord University. Make sure to include your user name, name of the previous institution, and a phone number where you can be reached. Once your account has been transferred, it will be necessary for you to log in and change your school e-mail address and ID number to the ones provided to you by CU.

Instructions on how to register/purchase a LiveText membership can be found on the [CU Department of Education Resources webpage](#). LiveText membership can be obtained the following ways.

- Purchase a livetext access code through the CU bookstore, and then register the access code at livetext.com. Purchasing through the CU bookstore will cost \$216.
- Purchase a membership directly from livetext.com; this will cost \$139 (as of fall 2024). Students need to purchase "LiveText with Field Experience Edition." Do not purchase the 'Learn365' option.

When creating your account, please use your @mycu email address for your account email address. Do not use your personal email address. If you are a transfer student who has used LiveText at another institution, you will need to e-mail LiveText and request to have your account transferred from your previous institution to Concord University. Make sure to include your username, name of the previous institution, and a phone number where you can be reached. Once your account has been transferred, it will be necessary for you to log in and change your school e-mail address and ID number to the ones provided to you by CU.

SECTION VI: Educational Leadership Disposition Assessment (EDLDA)

Educational Leadership Disposition Assessment (EDLDA)

Name: _____ Date: _____

Evaluator: _____

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

0-Needs Improvement: minimal evidence of understanding and commitment to the disposition

1-Developing: some evidence of understanding and commitment to the disposition

2-Meets Expectations: considerable evidence of understanding and commitment to the disposition

Disposition	Associated Indicators		
1. Confidence	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Demonstrates indecisiveness. ☐ Lacks self-assurance as a leader. ☐ Demonstrates arrogance.	☐ Is sometimes successful in decision making. ☐ Attempts to lead others and develop loyal, informed followers. ☐ Occasionally demonstrates the positive psychological states of confidence, high self-esteem, and resilience in themselves and strives to promote equivalent behaviors in others	☐ Demonstrates self-assurance as evidenced by decisiveness in decision making. ☐ Demonstrates the ability to lead others by being supportive in efforts to develop followers who act in the best interest of the school and students. ☐ Shows consistency between their values, beliefs, and actions by developing the positive psychological states of confidence, high self-esteem, and resilience in themselves and others.

2. Determination/ Perseverance NELP 2.1	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily during difficult situations. ☐ Demonstrates inconsistent commitment and follow through on tasks and responsibilities.	☐ Demonstrates perseverance and resilience (grit) most of the time yet has some difficulty managing unexpected adversity. ☐ Demonstrates some commitment and consistency by following through on tasks and responsibilities.	☐ Demonstrates persistence (grit) and does not give up easily even when confronted with challenging situations. ☐ Demonstrates strong commitment and consistent follow through on tasks and responsibilities.

3. Vision NELP 1.1	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Unable to work with stakeholders to develop and communicate a school vision. ☐ Unable to see the big picture when making key decisions. ☐ Does not embed the vision in all decisions. ☐ Unable to communicate a clear vision openly.	☐ Strives to share a vision of what is possible with stakeholders. ☐ Sometimes has difficulty seeing the big picture when making key decisions. ☐ Attempts to embed the vision in all decisions, expectations, and daily practice. ☐ Attempts to communicate a clear vision openly.	☐ Collaboratively leads, develops, and communicates a school vision that reflects a core set of values and principles. ☐ Ability to see the big picture when making key decisions. ☐ Embeds the vision in all decisions, expectations, and daily practice. ☐ Communicates a clear vision openly with a voice characterized by purpose.

Disposition	Associated Indicators		
4. Driven to Learn NELP 2.1	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Does not accept constructive feedback for continuous improvement of professional behaviors. ☐ Demonstrates little to no evidence of life-long learning for self and others. ☐ Demonstrates little to no reflection on learning and professional practice.	☐ Occasionally accepts constructive feedback for continuous improvement of professional behaviors. ☐ Demonstrates some evidence of life-long learning for self and others ☐ Sometimes reflects on learning and professional practice.	☐ Accepts constructive feedback for continuous improvement of professional behaviors. ☐ Proactively demonstrates life-long learning for self and others ☐ Consistently reflects on learning and professional practice.
5. Conflict Resolution NELP 2.1, 2.2, 2.3	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Avoids difficult conversations by appearing to feel fearful of conflict or expecting a bad outcome. ☐ Does not resolve conflict or does so in a destructive manner resulting in lose-lose solutions that are demoralizing or humiliating. ☐ Reluctant to listen or take into consideration each person's/group's point of view before acting or offering a resolution.	☐ Willing to have difficult conversations but not always successful. ☐ Sometimes resolves conflict resulting in win-lose solutions. ☐ Attempts to listen before acting or offering a resolution.	☐ Effectively has difficult conversations demonstrating the idea that dealing with conflict directly is the best thing for both sides. ☐ Proactively resolves disagreements with a calm, non-defensive, and respectful reaction and identifies win-win solutions in a timely manner. ☐ Respectfully listens to understand conflict and each person's/group's point of view before acting or offering a resolution.
6. Embraces Diversity and Equity NELP 3.1, 3.3, 5.1	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Demonstrates behaviors that hinder an inclusive school culture as evidenced by a lack of acceptance of others. ☐ Does not have a clear understanding about culture and race as evidence by a disregard for the diverse needs, interests, and strengths of students, staff, and the larger community. ☐ Lacks cultural responsiveness as evidenced by missed opportunities to respond to the cultural and diverse needs of others.	☐ Attempts to promote an inclusive school culture with little to no partiality towards others. ☐ Demonstrates some gaps in understanding about culture and race and the importance in embracing the diverse needs, interests, and strengths of students, staff, and the larger community. ☐ Has an awareness of cultural responsiveness and attempts to support others in being culturally responsive.	☐ Promotes a climate that makes the school welcoming, inclusive, and accepting of all students by treating others fairly and by not showing partiality to any persons or groups. ☐ Demonstrates critical consciousness of culture and race by embracing the diverse needs, interests, and strengths of all students, staff, and the larger community. ☐ Demonstrates cultural responsiveness and promotes such responsiveness among the school at large.

Disposition	Associated Indicators		
7. Relationship Skills NELP 2.3, 5.1, 5.2, 5.3	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Fails to create positive and professional relationships with faculty, staff, and students. ☐ Does not demonstrate a commitment towards building positive relationships with community stakeholders. ☐ Demonstrates little to no effort in creating a respectful climate among faculty, staff, and students as noted by insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness. ☐ Attempts to model ethical behaviors yet fails to build positive relationships with others.	☐ Attempts to create positive and professional relationships with faculty, staff, and students. ☐ Dedication towards building positive relationship with community stakeholders is inconsistent. ☐ Makes efforts to create a respectful climate among faculty, staff, and students by demonstrating sensitivity to feelings of others most of the time. ☐ Is ethical in manner and makes attempts to build positive relationships with stakeholders but is not always successful.	☐ Possesses an ability to create positive and professional relationships with faculty, staff, and students by supporting others within and outside of their presence. ☐ Demonstrates dedication towards collaboratively building positive relationships with community stakeholders for the benefit of school improvement and P-12 student growth. ☐ Creates a climate of respect and rapport among faculty, staff, and students by demonstrating sensitivity to feelings of others at all times. ☐ Conducts self in an ethical manner and conducts relationships in a way that cultivates ethical actions in others.

8. High Expectations for All	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Demonstrates little to no commitment to high expectations, high quality instruction, and collective accountability. ☐ Does not attempt to inspire others to accomplish challenging work. ☐ Rarely demonstrates personal accountability for one's self as evidenced by modeling behaviors of high expectations.	☐ Demonstrates some commitment to high expectations, high quality instruction, and collective accountability. ☐ Attempts to inspire others to accomplish challenging work. ☐ Occasionally demonstrates personal accountability for one's self as evidenced by modeling behaviors of high expectations.	☐ Committed to high expectations, high quality instruction, and collective accountability. ☐ Inspires others to accomplish challenging work. ☐ Demonstrates personal accountability for one's self as evidenced by modeling behaviors of high expectations.

9. Positive Attitude	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Does not serve as an advocate and spokesperson for all stakeholders. ☐ Does not demonstrate a growth mindset towards challenging tasks. ☐ Does not respond in a positive or constructive manner to a variety of situations. ☐ Lacks the ability to remain positive in dealing with others and their feelings as evidenced by appearing to be impatient or aggravated by the situation at hand.	☐ Attempts to be an advocate and spokesperson for the school to all stakeholders. ☐ Occasionally demonstrates a growth mindset towards challenging tasks. ☐ Sometimes anticipates and responds in a positive or constructive manner. ☐ Tries to remain positive in dealing with others and their feelings but sometimes is challenged to effectively handle delicate situations.	☐ Is an advocate and spokesperson for the school to all stakeholders. ☐ Demonstrates a growth mindset towards challenging tasks. ☐ Anticipates and responds in a positive or constructive manner at all times. ☐ Displays a sense of what is appropriate and considerate in dealing with others as evidenced by being thoughtful of others' feelings and skilled at handling difficult and delicate situations.

10. Effective Communication NELP 5.3	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Communication and at times loses composure. ☐ Does not create open communication with others that includes multiple forms of communication (e.g., oral, written, digital). ☐ Lacks the ability to articulate a clear point of view in an accurate and concise manner. ☐ Seems distracted when listening and clearly does not possess the ability to engage in effective communication skills in engendering good relationships, trust, or mutual respect.	☐ Makes attempts to communicate openly, honestly, and purposefully while exhibiting poise and professionalism, but is not always effective. ☐ Sometimes creates open communication channels with others that includes multiple forms of communication (e.g., oral, written, digital). ☐ Attempts to articulate a clear point of view in an accurate and concise manner. ☐ Listens to others and attempts to build bridges between stakeholders to promote good relationships, establish trust and develop mutual respect.	☐ Communicates openly, honestly, and purposefully while exhibiting poise and professionalism, even when it is uncomfortable or unpopular. ☐ Creates open communication channels with others that includes multiple forms of communication (e.g., oral, written, digital). ☐ Articulates a clear point of view in an accurate and concise manner. ☐ Actively listens to diverse perspectives and uses the process of communication to link individuals, groups, and the school to build relationships, establish trust, and earn respect for self and others.

11. Integrity NELP 2.1	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Often makes decisions without regard to fairness, transparency, and collaboration. ☐ Fails to accept personal and professional accountability for own behavior and the educational processes of the school, tends to make excuses and cast blame on others or circumstances. ☐ Is inconsistent in words, actions, and deeds with large gaps between what he/she says and what he/she does. Leader is not dependable; rarely follows through on promises, often fails to keep his/her word.	☐ Weighs consequences of decisions and deliberates before making the final call modeling some level of integrity, trust, fairness, transparency, and collaboration. ☐ Accepts some personal and professional accountability for own behavior and the educational processes of the school. ☐ Strives to be consistent in words, actions, and deeds. Occasionally exhibits gaps between what he/she says and what he/she does. Leader is dependable most of the time and tends to keep his/her word.	☐ Demonstrates strength when making decisions that are ethical and in the best interest of the students and school at large as evidenced by the ability to reflect on, communicate, cultivate, and model integrity, trust, fairness, transparency, and collaboration. ☐ Accepts full personal and professional accountability for own behavior and the educational processes of the school. ☐ Is consistent in words, actions, and deeds with no gaps between what he/she says and what he/she does. Leader is dependable; follows through on promises, keeps his/her word.

12. Creates a Positive Culture NELP 3.1, 7.2, 7.3	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Lacks shared beliefs and does not foster a sense of community and cooperation. ☐ Tends to take full ownership and does not delegate. ☐ Misses opportunities to recognize and praise others. ☐ The culture of the school is embroiled with dysfunction and mistrust.	☐ Attempts to foster shared beliefs and a sense of community and cooperation by promoting positive morale. ☐ Attempts to delegate but demonstrates missed opportunities. ☐ Occasionally recognizes and praise others. ☐ Works to develop trusting relationships among members of the school community.	☐ Fosters shared beliefs and a sense of community and cooperation by promoting positive morale. ☐ Delegates work/tasks appropriately as evidenced by distributed leadership. ☐ Recognizes and celebrates efforts of others in a timely and consistent manner. ☐ Successfully generates an environment of trust and authentic relationships.

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

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AVERAGE COMPOSITE SCORE ACROSS NINE DISPOSITIONS:

COMMENTS: