Master of Arts in Teaching Handbook

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https://www.concord.edu/academics/online-graduate-programs/master-of-arts-in-teaching

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Section I: Mission and Essential Premises

Foreword

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 for Concord University Educator Preparation Program (CUEPP)

Concord University has a proud tradition of preparing outstanding teachers since it was founded as a Normal School in 1872. The preparation of teachers continues to play a significant role at Concord University, as approximately twenty-five percent of the students who graduate each year earn degrees in education. This history of commitment to teacher education, combined with a current mission statement that emphasizes high quality instruction creates a context of high expectations for the CUEPP at Concord University. Today, the CUEPP includes both undergraduate and graduate degree programs, leading to teacher licensure in multiple areas.

The CUEPP 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 Department 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.

The mission of the CUEPP is to prepare educators who are competent, intentional, reflective, culturally responsive, leading, and empathic 21st Century Professionals. The CUEPP 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 CUEPP offers a variety of courses in elementary education, special education and secondary education, from foundations to clinical applications.

The Department of Education offers a variety of opportunities for students interested in careers in teacher education. Graduates of our program have been recognized as outstanding teachers of the year, earned scholarships and internships with affiliate professional organizations, and have been admitted to prominent graduate schools around the country. Graduates of Concord University's Educator Preparation Program are eligible for licensure in West Virginia, and in other states through reciprocal agreements.

CUEPP programs are Nationally accredited through the Council for the Accreditation of Educator Preparation (CAEP) from 2020-2027, and regionally accredited through the American Association of Colleges for Teacher Education (AACTE). Additionally, all of the content specializations are recognized by the West Virginia Board of Education (WVDE)

Programmatic Standards

- InTASC Model Core Teaching Standards
- West Virginia Professional Teaching Standards
- Danielson Framework for Teaching (FFT)

Pathway to Teaching Transition Points

Concord University's Education Preparation Program (EPP) has five pathways through which all education majors must pass through.



SECTION II: Program of Study

Master of Arts in Teaching (MAT) Program Description

In spring 2012, Concord University was approved to offer the MAT Program. This program 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 MAT 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 MAT program is a 36-hour program which provides candidates with a master's degree that leads to initial teacher licensure. The MAT Program assists candidates in becoming "highly qualified teachers" by equipping them with the knowledge, skills and dispositions to facilitate P-12 students' learning. Decisions on applications for admission to the MAT Program shall be based upon a careful consideration of the applicant's total record including GPA, Praxis II Content exam scores, transcript analysis depicting a strong background in a specified content area, letters of recommendation, and Watermark's Educator Disposition Assessment (EDA)

MAT Professional Education Curriculum

All MAT candidates must earn/maintain a 3.00 GPA, and complete the following courses with a grade of C or better ***within 5 years***. Coursework older than 5 years will need to be repeated.

Professional Education Core

- EDUC 510 Models of Curriculum and Instruction (3hrs)
- EDUC 520 Educational Research (3hrs).
- EDUC 530 Integrating Technology in the Teaching/Learning Process (3hrs)
- EDUC 540 Assessment & Evaluation in Education (3hrs)

Curriculum and Instruction/Pedagogy

- EDUC 505 Advanced Teaching and Learning (3hrs) + 8-hour clinical experience in content area
- EDUC 516 Integrated Methods in Secondary Education (3hrs) + 8-hour clinical experience in content area
- EDUC 555 Classroom Management (3hrs) + 8-hour clinical experience in content area
- RDNG 520 Reading and Writing in the Content Area (3hrs)
- SPED 501 Special Education in Contemporary Society (3hrs) + 8-hour clinical experience in SPED setting
- SPED 509 Strategies for the Inclusive Environment (3hrs) + 8-hour clinical experience in SPED setting

Student teaching Semester

- EDUC 556 Supervised/Directed Teaching (6hrs) – full time 16 week placement

SECTION III: Admission to the MAT 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 listed in this handbook. A candidate may apply to MAT Program, and be granted conditional acceptance. In this case, the candidate is permitted to take up to 9- hours of coursework before full admission requirements are met. Failure to complete all admission requirements before the completion of nine hours of coursework will result in administrative withdrawal from additional coursework, and/or credit may not be applied toward graduation in the degree program

MAT Conditional Admission Requirements

Candidates must satisfy the requirements listed below in order to obtain conditional acceptance into the MAT Program, and/or to enroll in up to 9-hours of graduate coursework.

1. Complete the Application for Admission (https://apply.concord.edu/apply/) and submit the application fee
2. Hold a baccalaureate degree from a regionally accredited institution with a minimum 2.50 Overall GPA
3. Completion of minimum 36 hours of content related coursework at the baccalaureate level (WVDE Policy5100 6.6.b.3.B). If this content course requirement is unable to be met:
    a. WVDE Policy 5100 6.6.k: " Exemptions for Required Content Courses are available for a MAT program if teacher candidates have: 1) a conferred bachelor's degree in the same content area that they are seeking professional licensure, 2) a minimum 3.0 in the specific content area, and 3) successfully completed the Praxis II content test for licensure."
4. Transcript analysis completed by Concord University's Department of Education Graduate Program Office
5. 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 institution to the CU Admissions Office or be accessed directly from a secure online transcript service. CU alumni do not need to submit a transcript. However, if you have attended more than one institution, 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.*

MAT Full Admission Requirements

Candidates must satisfy the requirements listed below in order to obtain full acceptance into the MAT Program, and/or to enroll in coursework after the initial 9-hours.

1. Provide 2 letters recommending admission into the program. At least one letter must be from a professional that is knowledgeable of your content background
2. Completion of an Educator Disposition Assessment (EDA) by a MAT Program faculty member during the first semester of coursework. The Department of Education is using Watermark's Educator Disposition Assessment (EDA) to assess graduate candidate's dispositions to be effective administrators, leaders, and advocates. The EDA is aligned with the 10 INTASC standards as well as the ISTE, AACTE and CAEP standards.
3. Successfully completion of the appropriate Praxis II exam for licensure area, as outlined by WVDE Policy 5100. 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.'

Educator Disposition Assessment (EDA)

The Educator Disposition Assessment (EDA) is a valid and reliable measure of a teacher candidate's dispositions. The EDA evaluates nine dispositions with 27 indicators. 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 full admission, admission to student teaching, and at the end of student teaching. MAT candidates are informed of the use and purpose of the EDA in all education courses, accompanied by activities regarding dispositions, and their importance in the classroom. Candidates are also provided information regarding the EDA in the Department of Education Handbook, seminars, and other materials published by the college/school/department.

The Department of Education can assess a candidate's disposition at any other time outside of the previously stated points should a candidate's disposition become a concern, the candidate received a score of 'needs improvement', or if they requires 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 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 Professional Development (0 hours) course, 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 MAT 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 and Acceptance Statement

Clinical experience participants and MAT 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. 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 MAT program and will have a bearing on decisions made regarding eligibility to complete the education program in a successful manner.

Applicant signature: _____ **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 SCORE:

COMMENTS:

Disposition	**Associated Indicators**		
1. Demonstrates Effective Oral Communication Skills	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	• Does not consistently demonstrate professional oral communication skills as evidenced by making *major* errors in language, grammar, and word choice • Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation • Choice of vocabulary is either too difficult or too simplistic	• 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 • Strives to vary oral communication as evidenced of some students demonstrating a lack of participation • Occasionally uses vocabulary that is either too difficult or too simplistic	• Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment • Varies oral communication as evidenced by encouraging participatory behaviors • Communicates at an age appropriate level as evidenced by explaining content specific vocabulary
2. Demonstrates Effective Written Communication Skills	**Needs Improvement 0**	**Developing1**	**Meets Expectations 2**
	• Communicates in tones that are harsh or negative as evidenced by fostering negative responses • Demonstrates *major* spelling and grammar errors or demonstrates frequent common mistakes	• Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses • Demonstrates *common* errors in spelling and grammar	• Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses • Demonstrates precise spelling and grammar
3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	**Needs Improvement 0**	**Developing1**	**Meets Expectations 2**
	• Does not respond to *communications* • and does not submit all assignments • Fails to exhibit punctuality and/or attendance • Crosses *major* boundaries of ethical standards of practice • Divulges inappropriate *personal* life issues at the classroom/workplace as evidenced by uncomfortable responses from others • Functions as a group member with no participation	• Delayed response to *communications* and late submission of assignments • Not consistently punctual and/or has absences • Crosses *minor* boundaries of ethical standards of practice • Occasionally divulges *inappropriate* personal life issues into the classroom/workplace, but this is kept to a minimum • Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation	• Responds promptly to *communications* • and submits all assignments • Consistently exhibits punctuality and attendance • Maintains professional boundaries of ethical standards of practice • Keeps *inappropriate* personal life issues out of classroom/workplace • Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes
4. Demonstrates a positive and enthusiastic attitude Marzano:29	**Needs Improvement 0**	**Developing1**	**Meets Expectations 2**
	• Often complains when encountering problems and rarely offers solutions • Resists change and appears offended when suggestions are made to try new ideas/activities • Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions	• Seeks solutions to problems with prompting • May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed • Overlooks opportunities to demonstrate positive affect	• Actively seeks solutions to problems without prompting or complaining • Tries new ideas/activities that are suggested • Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues

5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	• Rejects constructive feedback as evidenced by no implementation of feedback • Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve • Comes to class unplanned and without needed materials • Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed	• Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions • Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement • Comes to class with some plans and most needed materials • Aware that lesson is not working but does not know how to alter plans to adjust	• Accepts constructive feedback as evidenced by implementation of feedback as needed • Learns and adjusts from experience and reflection as evidenced by improvements in performance • Comes to class planned and with all needed materials • Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits
6. Exhibits an appreciation of and value for cultural and academic diversity Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	• Demonstrates inequitable embracement of all *diversities* • Is challenged to create a *safe classroom* as evidenced by ignoring *negative* behaviors by students	• Goes through the *expected and superficial motions* to embrace all *diversities* • Strives to build a *safe classroom* with zero tolerance of *negative* behaviors towards others but needs further development in accomplishing this task	• Embraces all *diversities* as evidenced by implementing *inclusive activities and behaviors* with goals of *transcendence* • Creates a *safe classroom* with zero tolerance of negativity to others as evidenced by correcting *negative* student behaviors
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**
	• Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus • Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others • Rarely collaborates or shares strategies and ideas even when prompted	• Demonstrates some flexibility • Maintains a respectful tone in most circumstances but is not consistent • Shares teaching strategies as evidenced by some effort towards collaboration	• Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus • Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others • Proactively shares teaching strategies as evidenced by productive collaboration
8.Demonstratesself-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**
	• Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support • Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work	• Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth • Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles	• Recognizes own weaknesses as evidenced by seeking solutions before asking for support • Researches and implements most effective teaching styles as evidenced by citing works submitted
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**
	• Demonstrates immaturity and lack of self- regulation as evidenced by overreacting to sensitive issues • Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily • Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness	• Demonstrates level of maturity to self– regulate after initial response is one of overreaction to sensitive issues • Demonstrates perseverance and resilience (grit) most of the time • Demonstrates sensitivity to feelings of others most of the time	• Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues • Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations • Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness

SECTION IV: MAT Program Policies and Procedures

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

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

Add/drop classes:
To add or drop a class, contact the Education Office of Graduate Studies with your request. If you are dropping all of your courses, a formal withdrawal from the University is required. If you are formally withdrawing from the University, you must complete the on-line withdrawal form located on the Registrar's webpage

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

Blackboard
The MAT Program uses the Blackboard e-Education platform. The username is the same as your MyCU account. Your password is defaulted to your CU ID number (starting with 774). If further assistance is needed, please contact the Technology Help Desk at 304-384-5291 or email helpdesk@concord.edu. It is the responsibility of the candidate to keep up with assignments, assessments, and modules as designated within course instructor's syllabi.

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.

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.

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 Technology Help Desk at 304-384-5291 or email helpdesk@concord.edu .

Financial aid:
Financial aid is available for graduate candidates who enroll in a full-course-load of a minimum of 6 credit-hours. Information on financial aid and student loans can be found on the Financial Aid website at https://www.concord.edu/Financial-Aid.aspx . Direct all questions regarding financial aid and student loans to the financial aid office at 1-888-384-5249 or 304-384-6069.

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

Graduation:
Graduate candidates must apply for graduation following the directions from the Registrar's Office. A graduation fee of $50 must be paid to the business office, and the graduation gown is to be ordered at the Concord University bookstore. Once the business office and bookstore have signed the application for graduation, it is to be submitted to the Registrar's Office. A graduation audit will then be completed to ensure that all requirements for graduation have been met. Graduation requirements include completion of the 36-hour program with a 3.0 GPA ***within five years***. All master's candidates will be expected to participate in the hooding ceremony during commencement. The graduating candidate will be hooded during the commencement ceremony.

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

Letters of recommendation:
Students must submit two letters of recommendation for admission to the MAT program. Once 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, and can be accessed using the Library webpage. The facility has a total of 145,000+ volumes, and provides access to over 5,000 periodicals. The collection has been chosen with the University Community in mind but members of the public are permitted use of the library's resources. A library card is required to borrow books. The Library is a partial depository for United States government documents and maintains a significant special collection of West Virginia historical materials. The library's automated catalog uses Innovative "Millennium" software and aside from providing access to the book holdings of the University, provides information on the periodical holdings and information on the specific holdings of U.S. Government Documents.

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. You will be sent an email with instructions on how to setup your MyCU account. You need to log into your accounts ***before*** the first day of classes. Candidates having problems logging in may call the Technology Help Desk at 304-384-5291 or email helpdesk@concord.edu .

Online components:
All courses are through Blackboard. The logon page can be found on your MyCU page.

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 an appeal with the Graduate Program Coordinator. If a candidate is not enrolled for two or more consecutive semesters in an academic year, he/she must resubmit an application and $30.00 application fee in order to be re-admitted to the University.

Registration:
It is strongly recommended that graduate candidates register for classes no later than two weeks prior to the beginning of each semester. Candidates can register by calling the education graduate office (304-384-5252) or emailing registration requests to amconner@concord.edu. Once the course registration has been made, you will receive a confirmation via your Concord email.

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

Student loans:
Student loans are available for graduate candidates who enroll in at least six credit-hours per semester. For more information, visit the Financial Aid webpage, call the Financial Aid Office at 304-384-6069, or e-mail financialaid@concord.edu .

Textbooks:
Textbooks can be purchased at the Concord University Bookstore during business hours, or you may order online .

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 last 5-years and course syllabi are to be provided to the Graduate Program Coordinator for review. Complete and submit the transfer of credit form.

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.

Tuition rates are subject to change. Current rates can be found on the Financial Aid: Tuition & Fees webpage

SECTION V: MAT Early Clinical Experiences

Description of Early Clinical Experiences

The MAT program includes five 8-hour clinical experiences to be completed in the area of licensure; two of which must be completed in a special education setting. If a student is enrolled in more than one course that requires a clinical experience during the same semester, they will complete 8-hours per course.

Candidates must submit an Early Clinical Experience Request Form to the Department of Education Operation Coordinator by the first Friday of each semester in which they will be completing a clinical experience. Students must complete all required hours and assignments by the last day of class (not last day of finals week) during the clinical experience semester. Each student will be assigned a mentor which will serve as a guide throughout their experience.

Concord University's Education Department reserves the right to suspend or terminate the candidate's placement if any aspect of their performance, professional behavior, or ethical behavior is deemed unsatisfactory by any party, or if there is an infraction of these procedures. Severe or repeated infractions may include course failure and/or termination from the program. The EDA process will be followed when a concern occurs.

CastleBranch Background Check

MAT candidates are required to complete yearly background checks through CastleBranch. Candidates are required to apply for a background check using CastleBranch's online ordering system by the last working day in August during the Fall semester, or the last working day in January during the spring semester. Official results will be provided directly from CastleBranch to the Department of Education Office. Candidates will not be permitted to begin their clinical experience(s) until background check results are received by the Department of Education Office. Candidate's whose background check results are clear will be permitted to begin placement. The Admission, Retention and Dismissal (ARD) Committee will review unsatisfactory background check results with guidance and council from Concord's Service Area Superintendents, and the WV Department of Education Certification Office. Pending review, candidates will be permitted to begin placement, or will be denied placement, resulting in possible course withdraw.

Students must cover the cost of the background check themselves; it is not included in course fees. Should you need assistance with this cost, please apply for the CU Gap Fund through the Center for Academic and Career Development. CU Gap Fund applications can take around a month to process; please inform our office if you applied for assistance so that we know your background check will be delayed.

Do NOT order a CastleBranch background check if you are currently employed by a school system or daycare/head-start facility. If this is the case, you do not need to complete another background check through CastleBranch. You will need to provide the CU Department of Education Office with a copy of your most recent background check that was completed for employment. If this background check was not completed within the last year, you will need to complete one via CastleBranch.

How to order a CasteBranch Background Check:

1. Go to https://discover.castlebranch.com/ , select 'PLACE ORDER', Press "Go" on the myCB square
2. Package code screen:
    a. If this is your first CastleBranch background check for a CU clinical experience, use package code DL01 or DL01ac ($53 initial check fee + tax)
    b. If you have already completed a CastleBranch background check for a previous CU clinical experience, use package code DL01re ($28 follow-up check fee + tax)
3. On the 'Welcome to myCU screen, 'select sign' in or 'sign up'
4. Select the 'Please Select' drop-down, then select the 'Teacher Education' drop-down, then select 'DL01:Background Check'
5. Continue to progress through the "I agree/understand/have read" screens
6. Enter everything needed on the following order screens. Be sure that your SSN is correct and use your @mycu email address for your account. On one of the screens you may be asked if you would like a badge; you do not need to order the badge.

Guidelines for Early Clinical Experiences

Concord University's Education Department reserves the right to suspend or terminate the candidate's placement if any aspect of their performance, professional behavior, or ethical behavior is deemed unsatisfactory by any party, or if there is an infraction of these procedures. Severe or repeated infractions may include course failure and/or termination from the program. The EDA process will be followed when a concern occurs.

Cooperating Mentor Responsibilities

- The cooperating mentor is to provide appropriate instructional activities and direct supervision the assigned candidate.
- The cooperating mentor is to monitor attendance and performance of the assigned candidate(s). If the cooperating mentor has a question, comment or concern in relation to the assigned candidate(s) or the clinical process, they may contact the CU Department of Education Operations Coordinator or Director of Clinical Experience.
- The cooperating mentor is to complete short video training on required evaluation(s) to ensure appropriate implementation and scoring of instruments. The cooperating mentor must complete the required evaluation(s) via Watermark.
- Irregular attendance and inferior performance by candidates must be reported to the CU Department of Education Operations Coordinator.as soon as the problem becomes evident

Student Professional Expectations and Attendance for Early Clinical Experiences

Students who are completing a clinical experience must adhere to the policies/procedures of their host school at all times. Students are required to:

- Wear identification badges
- Dress in modest, professional attire
- Engage in classroom activities
- Check-in at office when arriving and leaving
- Park in permitted areas only
- Maintain good personal hygiene
- Demonstrate safety procedures & common sense
- Respond to students in an appropriate and professional manner
- Refrain from interactions with students that could be deemed/viewed/mistaken as harassment, unethical behavior, discrimination, or would warrant mandated reporter referral.
- Maintain a professional student-teacher relationship at all times. You must be viewed as the "teacher," not as a fellow student/friend.
- Communicate effectively while in the classroom (introduce yourself, greet teacher & students upon entering room)
- Be respectful and courteous at all times in attitude, words, and action

Student Responsibilities

- Candidates must submit an 'Early Clinical Experience Request form' by the first Friday of the semester. The CU Department of Education will then contact requested schools on the candidate's behalf. Candidates are NOT permitted to contact schools, principals or mentors to arrange their own clinical experiences. This is to ensure that clinical experiences meet federal, state and CU licensure policies and requirements.
- Candidates are responsible for meeting any special requirements (i.e. background checks, drug tests, health/safety precautions, etc.) of the school and/or county where the experience will be completed, prior to the start of placement.
- Once placement is confirmed, an email will be sent from Watermark to the candidate's email address with placement information (school, grade/content and mentor teacher). Candidates should check their MycU email account (may end up in spam/junk).
- After receiving the confirmation email from Watermark that a placement is active, candidates are responsible for contacting the mentor teacher to establish a visitation schedule. Candidates must complete the 'Early Clinical Experience Contract' in Watermark.
- Candidates are responsible for ensuring that all required evaluations/assessments are submitted by the mentor via Watermark, and that their Time-log has been approved by their mentor in Watermark.
- Candidates must report to the school's office prior to going to their assigned locations each time they visit the school, and complete the visitor sign-in/out log for every visit.
- Candidates must contact the appropriate school personnel and mentor in advance, to notify them of an absence. Failure to maintain a consistent attendance at placement, or failure to notify the appropriate personnel can result in cancelation of the clinical experience.
- Candidates are subject to all policies, rules, and regulations of the county school system and placement school itself. A candidate's placement may be terminated by the county, principal, mentor or the University if their performance is unsatisfactory. This includes following all visitor rules, faculty rules/professional standards, health & safety precautions/ guidelines, and following the faculty/school dress code.
- Candidates must take an active and professional role in their early clinical experiences. This includes experiences that are categorized as "observation only."
- The candidate is responsible for keeping an accurate and up-to-date time-log via Watermark's time-log management system. The time-log should be updated weekly, or as needed based upon visitation schedule. Entries must include a description of what duties/tasks were completed during each visit.

Early Clinical Experience Requirements

Concord University has established multiple levels of clinical experiences, and built evaluations upon level expectations. All evaluations follow the same set of InTASC standards, which will allow analysis of students' growth as they progress through the various levels.

CLINICAL LEVEL I (8 hours each) EDUC 505, 516, 555 and SPED 501	CLINICAL LEVEL II (8 hours) SPED 509	CLINICAL LEVEL III (~500 hours) EDUC 556 STUDENT TEACHING
• Assist teacher • Participate in classroom activities o Monitor o Facilitate o Assist individual students o Work with small groups of students • Create two detailed lesson plans for two in-depth lessons using the TPA template • You are creating 2 lesson plans, but you are only required to teach one lesson o 20-40 minutes o Small group or whole group o Engaging activities o Utilizing technology • Clinical I – Attend: o Parent conference: EDUC 555 o Attend one county or state board of education meeting (recommended)	• Assist teacher • Participate in classroom activities o Monitor o Facilitate o Assist individual students o Work with small groups of students • Create three detailed lesson plans for three in-depth lessons using the TPA template • You are creating 3 lesson plans, but you are only required to teach two lessons o 20-40 minutes o Small group or whole group o Engaging activities o Utilizing technology • Clinical II - Attend at least one of the following: SAT or IEP or 504 meeting	• Lead Instruction: Take full responsibility for planning and delivering lessons across all subject areas. • Manage the Classroom: Implement effective classroom management strategies and foster a positive learning environment. • Assess Student Learning: Use formative and summative assessments to track student progress and adjust instruction. • Reflect and Improve: Continuously evaluate teaching practices and seek feedback for growth. • Assignments Completed: Complete all required assignments and documentation including a completed/passing TPA.
Clinical experience candidates are required to keep an accurate, up-to date, detailed time-log in Watermark. Candidates must note in their time-log entries when the activities listed above are completed		

Section VI: MAT Student teaching Experience

Collaboration among the MAT candidate, the cooperating mentor and the university supervisor is at the heart of a successful student teaching experience. MAT candidates participating in the student teaching experience are guests in the school systems where they are working. However, they have much to offer and can contribute greatly to the learning community. Each teacher candidate, university supervisor, cooperating mentor and school principal assumes an important role and responsibility. Ultimately, the professional judgment, collaboration, and integrity of all involved participants serve to guide the experience.

The student teaching experience is guided by principles and strategies prescribed by current research and theory in an innovative model for preparing teachers. It is critical to view this experience as a professional growth process. The student teaching experience is central to the development of novice professional teachers who are effective in the classroom, reflective in their practice, and leaders among their peers. It is one more step on the life long journey of becoming a professional educator. As a part of this model, co-teaching is an important component. Friend and Cook (1996) have identified research which supports two teachers working together in the classroom to promote student learning. It is Concord's belief that co-teaching offers benefits to students and teachers. It is our goal for the mentor teacher and teacher candidate to form a relationship whereby they can effectively co-teach effectively.

Student teaching is a 16-week, intensive (full-day), professional experience arranged and coordinated by the Coordinator of Clinical Experiences in the Department of Education at Concord University. Candidates complete assignments in P-12 public school(s), as well as required seminars offered at the University. Candidates must attend a mandatory placement meeting during this semester. During student teaching, the candidate will follow the county schools' academic calendar. MAT candidates work as full-time teaching interns, assuming all responsibilities and duties of the cooperating mentor, under the direction of a university supervisor. The student teaching experience represents a bridge between the knowledge, skills, and dispositions developed through formal course work and the practical application of those professional attributes. It is the time when MAT candidates have the opportunity to display and to strengthen their commitment to the personal and professional qualities of the 21st century professional.

Candidates will complete the WV Teacher Performance Assessment (WVTPA). The directions and rubric will be provided and discussed during the student teaching seminar. Candidates are evaluated by their University Supervisor and supervising mentor, using the Danielson Framework for Teaching instrument. Candidates' professional dispositions are evaluated by their university supervisor using the EDA.

Student teaching Admission Requirements:

Candidates apply for admission to student teaching by the end of the fourth week of the semester preceding the semester in which student teaching is planned. All candidates must attend a mandatory placement meeting held the semester prior to student teaching. Placement meetings are held on the last Wednesday in September and the last Wednesday in February. MAT candidates will be required to submit a "Placement Request for Student teaching" during the placement meeting.

Student teaching candidates are required to must meet the following admission criteria by the end of the semester prior to student teaching. Candidates will be notified by letter of their eligibility.

1. Fully admitted to Concord University's MAT Program
2. Successful completion of all coursework as outlined in the Academic Catalog
3. Successfully obtain an Overall GPA of 3.0 for all coursework attempted, including transfer courses
4. Candidates placed in West Virginia public schools must complete the West Virginia Department of Education "Form 24 – Clinical Experience Permit" application prior to student teaching. Verification of an approved permit must be on record prior to the student teaching semester. Form 24 requires electronic fingerprinting, State and FBI criminal background check. Forms will be distributed during the placement meeting.

Goals of Student teaching

The guiding aim of the student teaching experience is to prepare teacher candidates for full professional responsibilities as reflected in our conceptual framework, the 21st Century Professional. To this end, the goals of the student teaching experience are to provide teacher candidates with opportunities:

- To design active and meaningful learning opportunities for all students including learners at various developmental levels, learners with disabilities, learners with exceptionalities and learners of diverse backgrounds.
- To integrate pedagogical studies with knowledge of specific disciplines, national standards, professional organization standards, State standards and 21st Century Learning to create active and meaningful learning experiences and learning environments.
- To become increasingly aware of the multicultural component of the classroom and demonstrate skills for meaningful interaction among racial, ethnic, gender, and culturally diverse groups.
- To integrate effective management and motivation strategies into the daily teaching process
- To strengthen skills required for creating, selecting, and using formal and informal assessment strategies to evaluate student progress and to improve teaching and learning.
- To communicate, collaborate, and consult with teachers, students, administrators, and parents clearly and effectively in the educational process.
- To reflect on strategies for enhancing personal areas of strength and weakness identified during the Student teaching experience and to seek opportunities for professional growth and development.
- To integrate technology appropriately and effectively for communication and instruction.

Professional Commitments and Dispositions

The EPP is firmly committed to developing the knowledge, skills, and dispositions in undergraduate and graduate candidates that will enable them to be effective 21st century professionals. The EPP utilizes the Educator Disposition Assessment (EDA) to evaluate and remediate a candidate's disposition.

Commitment to Diversity

The EPP is committed to ensuring that teacher education candidates are prepared to work with students from diverse cultural, racial, ethnic, and linguistic backgrounds. Informed and thoughtful decision makers rely on their knowledge and analytical skills to achieve mastery in their teaching abilities. This type of analysis is essential in producing solutions to the difficult problems facing our diverse public schools. Reflection is a major vehicle in producing educators who are change agents in the public schools.

The EPP has adopted the following diversity proficiencies:

- The candidates believe that all students can learn.
- The candidates make informed and thoughtful decisions to effectively educate all students including those from diverse backgrounds and with varying cognitive abilities.
- The candidates possess knowledge, skills, and dispositions to enhance learning for a diverse student population.
- The candidates interact with diverse populations

Commitment to Technology

The EPP is committed to preparing candidates to incorporate technology into the teaching and learning process. During student teaching, national and state technology standards are used to monitor candidate proficiency in the use of instructional technology. Candidate Proficiencies Aligned with State Standards Fundamental to the Professional Education Unit for Teacher Education's framework for teaching are the West Virginia Professional Teaching Standards (WVPTS). The five standards of the WVPTS are listed below. These five standards and their requisite functions are incorporated into the specific competencies used to assess the performance of teacher candidates during the Student teaching.

- Standard 1: Curriculum and Planning
- Standard 2: The Learner and the Learning Environment
- Standard 3: Teaching
- Standard 4: Professional Responsibilities for Self-Renewal
- Standard 5: Professional Responsibilities for School and Community

Appearance and Dispositions

Every school has norms and expectations regarding the appearance and dispositions of its faculty and staff. Teacher candidates participating in student teaching experiences are expected to meet or exceed the P-12 schools' expectations of appearance and behavior. Unkempt or unclean clothing, shorts, mini-skirts, bare midriffs, excessive body piercings, tattoos, t-shirts, bare shoulders, torn jeans and dyed hair of unnatural color are some examples of clothing and appearance that are oftentimes unacceptable for teacher candidates. Candidates should dress professionally at all times in schools. Meticulous personnel hygiene must be maintained.

It is the teacher candidate's responsibility to become familiar with the school's expectations for faculty appearance and dress immediately upon beginning the Student teaching experience. Inappropriate Concord University candidate dress, behavior or interactions with P-12 students can adversely affect a candidate's placement or continuation in the Teacher Education Program

Guidelines for Placement of Student teaching Candidates

Concord University's Teacher Education Program has adopted to follow the guidelines for field-based and clinical practices as outlined in Policy 5100, APPROVAL OF EDUCATIONAL PERSONNEL PREPARATION PROGRAMS from the West Virginia Department of Education. While differences in objectives and organization among the various teacher education programs necessitate some variations in procedures and policies, all teacher education programs recognize the importance of a planned, sequenced, and systematic student teaching experience.

Placement of teacher candidates is done cooperatively by the Office of Clinical Experiences and the appropriate official representatives of the local school system. The county school system enters into a contractual agreement with Concord University to accept teacher candidates. Teacher candidates are assigned to school sites that provide the greatest diversity of experience and meet the standards of the West Virginia Department of Education. Placements are made in schools which hold full approval from the West Virginia Department of Education. All placements of student teaching candidates must be done with the cooperation of school principals, school faculty and the Coordinator of Clinical Experiences.

The following list, although not exhaustive, provides some examples of factors considered in arranging student teaching placements. Occasionally, circumstances may arise that necessitate consideration of a change in a placement for a candidate. In such situations, the candidate, cooperating mentor, university supervisor or the school administrator who has a concern should contact the Coordinator of Clinical Experiences. Since a change in placement can represent a very significant disruption in a candidate's progress and in the continuity of a P-12 classroom, requests for changes are given very careful consideration. The teacher candidate is the guest of the public school to which he/she has been assigned and, therefore, MUST abide by the rules and policies of that public school and its Board of Education, and as set forth in this handbook. Failure to do so may result in the teacher candidate being removed from Student teaching.

- Availability of sites
- Diversity of setting
- Requests from schools
- Licensure requirement
- Partnerships with specific schools
- Experience/training of mentor
- Candidate's residence during student teaching
- Candidate requests for out-of-area student teaching
- Endorsement area sought by candidate
- Establishment of candidate cluster group
- Teacher candidates will not be placed in schools where close relatives are enrolled or working
- Teacher candidates will usually not be placed in schools from which they graduated

Criteria for the Selection of Mentors & Roles of Supervisors

Research suggests that the cooperating mentor serves as a clinical instructor and is an especially influential person in the professional development of the teacher candidate. Together with the teacher candidate and the university supervisor, the cooperating mentor forms the triad of support throughout the student teaching experience.

Criteria for Selection of University Supervisors

The university supervisor is the official representative of the University who assumes responsibility for the supervision of teacher candidates and who serves as the liaison between the University and the personnel of the schools through observational visits to the teacher candidate.

The university supervisor will have:

- an earned master's degree or equivalent job experience;
- 3-5 years of successful teaching/administrative experience.
- previous work as either a cooperating mentor or an administrator with supervisory experience.

The CU EPP also believes that the university supervisor is a professional who:

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

Role of the Cooperating Mentor:

The main goals of the cooperating mentor include modeling, mentoring, providing feedback, observing, and conferencing with the teacher candidate.

Classroom teachers who serve as cooperating mentors will:

- hold a valid teaching license for the subject and/or grade levels for the teaching position in which placement is made.
- have a minimum of three years teaching experience in the content area of the student teaching assignment.
- have a minimum of one year teaching experience at the grade level and subject area of the student teaching assignment.

The CU EPP also agrees that the cooperating mentor should:

- be recommended and approved by his/her administration, and selected on a volunteer basis only after the professional responsibilities associated with this position are discussed and agreed upon by the prospective cooperating mentor.
- Be a good role model, and effective team member, who consistently demonstrates high quality teaching performance.
- possess knowledge of the basic principles of supervising student teaching candidates or be willing to accept such an academic learning experience to prepare herself/himself for this responsibility.
- be willing to devote the time required to adequately supervise, counsel and evaluate the student teaching experience. This may include attending meetings before, during, or after school.
- Demonstrate professional attitudes desirable for a leadership role in teacher education and continuous professional growth
- exhibit professional and ethical behaviors

Role of the Cooperating Principal

The ultimate responsibility for what occurs within the school is borne by the school principal. On a general basis, the principal or designee will:

- provide for the student teaching candidate a general orientation to the school.
- provide information concerning pertinent administrative policy and procedures expected to be followed by faculty members.
- advise the student teaching candidate as to his or her professional responsibility for the tasks and activities undertaken with the supervision of the cooperating mentor.
- assist in providing for the development of a cooperative and professional attitude toward the teaching profession.

Expectations, Procedures and Policies

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

Attendance

Attendance during student teaching is a fundamental requirement of successful completion of the MAT program. Any deviation from this policy must be approved in advance by the cooperating mentor and the university supervisor.

Student teaching is a full-time, sixteen-week clinical experience, where candidates maintain the same schedule as their cooperating mentors. Candidate will be expected to be at their placement 5 days per week. In cases of absence, the cooperating mentor serves as "substitute teacher" for the teacher candidate. In such cases, the student teacher is expected to prepare adequate and appropriate substitute plans for the cooperating mentor.
Attendance at meetings, workshops, etc. at other school sites will require the permission of all schools involved.

On days when P-12 students are not to be present, (Faculty Senate, record days, inclement weather ...) teacher candidates are to follow the same schedule as their cooperating mentors. Candidates not permitted to attend faculty meetings are to remain at the school in the classroom for the required time.

If absence is unavoidable due to illness (personal or family), death in the family, a university- sponsored activity, or other emergency clearly beyond the control of the teacher candidate, the cooperating mentor, the university supervisor and the Office of the Coordinator of Clinical Experiences must be notified prior to the beginning of the school day.

Absences

During the student teaching experience, the teacher candidate is allowed four personal days. These personal days are intended to be used only for specific needs, (illness, emergencies, job interviews, university requirements ...). Any absence beyond the four personal days may need to be made up at the end of the term, at the discretion of the cooperating mentor, the university supervisor and the Coordinator of Clinical Experiences. All absences must be recorded on the Student teaching time log.

Background Checks

Before student teaching, teacher candidates will submit electronic fingerprints for a state and national background check as a process for certification. Teacher candidates who have ever been convicted of a felony or other crime may find that they will not be granted a license to teach (certification) even after completing all requirements of the teacher education program. Additionally, at Concord University, teacher certification is a requirement for the MAT degree. This means that if a teacher candidate fails to meet requirements for certification, degree requirements are also not met. If a teacher candidate is concerned that a prior conviction may prevent the granting of teaching licensure by the State, then he or she should contact the West Virginia Department of Education to obtain advice on eligibility for a license.

Calendars

School system calendars do not coincide with the University calendar. During student teaching, teacher candidates will follow the student teaching provided at the opening seminar. In cases of inclement weather and school closings, teacher candidates follow the inclement weather policy of the school system on days in which they are meant to be at their placement.

Extra-curricular Functions/Duties

Attendance at after-hours functions such as PTO/PTA meetings, open-houses, sporting events, performances and other supplementary school gatherings is encouraged but is not mandatory. In addition to teaching assignments, teacher candidates are expected to be present to assist cooperating mentors in performing other school-related duties and responsibilities, such as homeroom, bus duty, lunch duty, playground duty, field trips, classroom parties, etc.

Identification Badges

Schools are secure environments, and access to schools is controlled. Each teacher candidate is required to sign in upon each visit to the school. Many schools will require the teacher candidate to wear a visitor's badge. In any case, the Concord University student identification card should be used as student identification in the school. Students are encouraged to purchase a lanyard available in the University Bookstore to hold the university ID.

Legal Considerations

Government immunity cannot be claimed by a teacher, who like any other citizen, may be held liable for negligence which results in an injury to another person. In order to prove negligence on the part of the teacher, a plaintiff (individual who has filed a suit) must show that the injury was sustained as a result of a breach of duty on the part of the teacher. Specifically, the courts have ruled that a teacher owes three basic duties to his students: (1) adequate supervision; (2) proper instruction; and, (3) maintenance of all equipment used in a state of reasonable repair. It is the responsibility of the teacher to adequately supervise pupils at all times. This is important for all types of classes; however, it is especially important for young children, laboratory classes, athletic classes, and special needs classes, among others. When teacher candidates are in charge, they must adequately supervise students at all times in public school settings. This is especially true since the student teaching candidates is not a certified teacher.

Liability Insurance

Teacher candidates are covered by the same liability insurance that covers university personnel. However, teacher candidates may wish to obtain additional insurance. The organizations of the National Education Association (NEA) and the American Federation of Teachers (AFT) have such a program available through a student membership fee. Liability insurance is automatically provided to those students who are members of the student-led organization.

Limitation of Activities

Teacher candidates are encouraged to participate in all activities of the school they have been assigned for their student teaching experience. Candidates are encouraged to refrain from working outside the Student teaching program to the greatest extent possible. While the University does not penalize candidates who need money to stay in school, it does discourage candidates from engaging in any activity which will jeopardize their teaching performance or the education of P-12 students. Student teaching candidates are not permitted to take additional elective coursework during times that conflict with the regular school day during student teaching. Teacher candidates are also building a vital part of their professional credentials. Attendance at after-hours functions such as PTO/PTA meetings, open-houses, extra-curricular events and other school gatherings is encouraged, but is not mandatory.

Professional Meetings

Attendance at professional meetings is encouraged. Teacher candidates may be excused to attend approved professional association meetings, national, state or district conferences, workshops, etc. Candidates first must have the approval of the cooperating mentor and the university supervisor. Documentation of attendance is required. Attendance at professional meetings will not be counted as an absence or as a personal day, but as a regular day of Student teaching, but must be identified as such on the Student teaching time log.

Punctuality

Dedication to punctuality is extremely important during the Student teaching experience. Teacher candidates are both fulfilling requirements for Student teaching and building permanent professional credential which details their degree of dependability and commitment. Consistent tardiness will have an adverse effect on the overall evaluation, and may result in removal from the placement.

Recruitment Day

Teacher candidates are required to participate in Recruitment Day sponsored by the Career Services Center and the PEU. Attendance at Recruitment Day is an excused absence from the P12 classroom, and is not considered a personal day.

Seminars

University sponsored seminars listed on the Student teaching calendar are mandatory. Teacher candidates are to be present. Any absence is recorded, and it is the teacher candidate's responsibility to notify the Coordinator of Clinical Experiences regarding a missed seminar.

Substitute Teaching

West Virginia school policy states that teacher candidates may be used as substitute teachers during Student teaching. Student teaching I candidates are not permitted to substitute during days they are meant to be at placement. The student teaching permit enables student teaching candidates to substitute onsite at the school where they are completing their student teaching. The candidates are not required to substitute and may turn down substitute days/positions as necessary. Concord EPP reserves the right to deny a candidate permission to substitute if the situation warrants such action. Number of days allowed for substituting during Student teaching will be provided during the student teaching seminar, to make sure they currently align in WVDE policy.

Support for Concord University Candidates with Disabilities

The EPP is committed to providing equal educational opportunity for all academically qualified students in keeping with legal requirements of the Americans with Disabilities Act (ADA) of 1990. Additionally, the EPP complies with the Affirmative Act and Nondiscrimination Policies as outlines in the Academic Catalogue.

Transportation

Teacher candidates are expected to furnish their own transportation. Plans for traveling to placements should be worked out well in advance. While geographic proximity to placements is always a consideration, the quality and the appropriateness of the professional experience are the primary placement concerns.

Policies Regarding P-12 Students

Transporting P-12 students

It is the policy of Concord's EPP that teacher candidates, engaged in program-related activities, will not transport any minor and/or P-12 student to any activity or event.

Discipline

Teacher candidates are expected to uphold the same standards for discipline that their supervising teachers have established for the classrooms. Candidates will usually follow the discipline plan established by the public school supervisor. Generally, the cooperating mentor will allow teacher candidates to experiment with the use of additional discipline strategies.

Teacher candidates may not administer corporal punishment to students nor serve as witnesses when a staff member administers corporal punishment. Candidate should not be allowed to intervene in school disturbances or to use force with pupils. The candidate with the knowledge and assistance of the supervising teacher cooperatively attends to any necessary major disciplinary actions.

Grading

Teacher candidates are expected to uphold the same standards as their cooperating mentors have established for grading students' work. Teacher candidates need experience with assessment and grading, however, any grades which appear on the students' report cards must be done cooperatively with the knowledge and assistance of the cooperating mentor.

Medication

Teacher candidates should never administer medication to students.

Confidential Information

Teachers and other education professionals regularly work with confidential information in the context of schools. Confidential information can include student grades, student health records, academic records, Individualized Education Plans (IEPs), family histories, and more. Teacher candidates are held to the same legal and professional standards as full-time teachers with regard to confidential information. Sensitive information about students, teachers or the school must be kept confidential.

Personal Identifiable Student Information

Teacher candidates in the public schools follow the standards of the West Virginia Board of Education 4350: Procedures for the Collection, Maintenance, and Disclosure of Student Records. This policy requires that written consent of the

parents/guardians must be obtained before any personally identifiable information can be collected. If the teacher candidate is required to collect information on P-l2 students or to videotape teaching episodes, the P-12 Student Information Consent and Release Agreement must be used each time information is collected.

Social Media

TBD

Section VII: Requirements for Exit from the MAT Program

Graduation criteria include the completion of a minimum of 36 hours, the required GPAs, successful completion of all state-required tests, and the completion of all coursework to meet program certification requirements.

Graduation with a Master of Arts in Teaching degree will not be granted unless a teacher candidate also satisfies all West Virginia teacher certification requirements which include a state and national background check. The MAT candidate will also be required to complete exit surveys identified by the EPP.

- Application for West Virginia Certification
- Application for graduation
- Test Required for West Virginia Licensure
- Family Educational Rights and Privacy Act (FERPA)

Section VIII: Forms, Rubrics & Additional Recourses

MAT CLINCAL EXPERIENCE FORM

Name (Last, First) _____ 774 ID# _____ Phone # _____

MAT Content Area ☐ Art ☐ Biology ☐ Business ☐ Chemistry ☐ English ☐ General Science ☐ Math ☐ Music ☐ Social Studies ☐ Wellness

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Are you currently employed in a public school in your Content Area as a full-time teacher or long-term substitute?

☐ YES ☐ NO

If no, leave the information to the right blank & complete the section below to request a clincial placement.

If yes, complete the information to the right. SPED501/509 require an inclusive classroom. If your classroom is not inclusive, you will need to complete your experience in a special education classroom at your employment location.

Employment County _____

Employment School _____

Content Area Currently Teaching _____

Grade Level(s) Currently Teaching _____

Supervising Administrator Name _____

Supervising Administrator Email _____

Current work email _____

Provide a county that you would like to request for placement.

CU's service area includes the following counties: Bland, Fayette, Giles, Greenbrier, McDowell, Mercer, Monroe, Raleigh, Summers, Tazewell, Wyoming

Placement requests outside of CU's service area requires approval from the Director of Clinical Experience & county BOE Office. Students would be responsible for any additional costs/fees in the requested county.

_____

List 2 public schools you would like to request for placement.

1. _____

State immediate family members in #1 requested school.
Include name, grade level during semester, position and relation

_____

2. _____

State immediate family members in #2 requested school.
Include name, grade level during semester, position and relation

_____

List any special requests/comments:

_____

- Candiates taking multiple courses that require a clincial experience must complete the minimum number of hours for each course. Hours for one course can not be used towards hours for another course (no "double dipping").
- Candidates are responsible for reading and following all policies within the "Guidelines for Early Clinical Experience" (available at concord.edu/education).
- Candidates are responsible for meeting any special requirements (i.e. background checks, drug tests, etc.) of the school and/or county where the experience will be completed prior beginning the clinical experience. Candidates will be required to provide the CU Department of Education Office with documentation upon completion of any special requirements.
- Candidates are required to complete yearly background checks through CastleBranch if they are not currently employed by a school system. The Admission, Retention and Dismissal (ARD) Committee will review unsatisfactory background check results with guidance and council from Concord's Service Area Superintendents, and the WV Department of Education Certification Office. Additional information and deadlines can be found in the Department of Education website
- Once the Department of Education Office confirms the placement, an email will be sent from LiveText to the candidate's email address confirming placement information (school, grade/content and mentor teacher). Candidates should check their MyCU account for the email from LiveText.
- After receiving confirmation from Watermark that the clinical experience is active, candidates are responsible for contacting their mentor to establish a clinical schedule within one week of the confirmation date. Candidates must complete the Early Clinical Experience Contract within three weeks of clinical confirmation. Failure to do so will result in cancelation of the early clincial experience.
- Candidates are responsible for ensuring that all required evaluations/assessments are submitted by their mentor via Watermark, and that their time-log has been approved by their mentor in Watermark for all courses that have a clinical experience requirement.
- Candidates must report to the school's office prior to going to their assigned locations each time they visit the school, and complete the visitor sign-in/out log for every visit.
- Candidates must contact the appropriate school personnel in advance to notify them of an absence. Failure to maintain a consistent clinical attendance, or failure to notify the appropriate personnel can result in cancelation of the clinical experience.
- Candidates are subject to all policies, rules, and regulations of the county school system and placement school itself. A candidate's placement may be terminated by the principal or the University if their performance is unsatisfactory. This includes following all visitor rules, faculty rules/professional standards, and following the faculty/school dress code.

I verify the information above is correct, and that I have read and understand the clincial experience requirements & expectations above. Violation of the above listed items will result in an Educator Disposition Assessment, and possible dismissal from the program.

Digital Signature _____ Today's Date _____

Residency Application

Contact Information:

Name	
Student ID Number	
Home Mailing Address	
City ST ZIP Code	
Cell Phone Number	
Concord E-Mail Address	

Please Select Your Content Specialization(s):

- ☐ **Art PreK-Adult**
- ☐ **Biology 9-Adult**
- ☐ **Business 5-Adult**
- ☐ **Chemistry 9-Adult**
- ☐ **English 5-Adult**
- ☐ **General Science 5-Adult**
- ☐ **Mathematics 5-Adult**
- ☐ **Music PreK-Adult**
- ☐ **Social Studies 5-Adult**
- ☐ **Wellness PreK-Adult**

Placement County:

First Choice:
Second Choice (if applicable):

If you have relatives in public schools in the counties listed above, please provide their name(s) and relationship to you.

Name:	Relation:	School:	Grade:
Name:	Relation:	School:	Grade:

Placement School:

If you request to be placed in a specific school we will attempt to secure the specified placement, *however, this cannot be guaranteed.*

First Choice:
Second Choice (if applicable):
Will you be completing residency in your own classroom (on-the-job)? ◯ YES ◯ NO *If completing residency on-the-job, you MUST be in the content field in which you seek certification.*

☐	**I am aware of the requirements that must be met for admission into Residency.**
☐	**By submitting this application, I understand that my placement involves a contract between the University and the public school system. I will not request a change after the placement has been confirmed.**

Name:_____ **Date:**_____

Danielson Framework for Teaching (FFT) Rubric

	Distinguished (4 points)	Proficient (3 points)	Basic (2 points)	Unsatisfactory (1 point)	Score
DOMAIN 1: PLANNING & PREPARATION					
1a Applying Knowledge of Content and Pedagogy	The teacher's understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection.	The teacher's understanding of content and pedagogy supports student learning of the content.	The teacher's understanding of content and pedagogy partially supports student learning of the content.	The teacher lacks sufficient knowledge of content and pedagogy to support student learning of the content.	
1b Knowing and Valuing Students	The teacher's knowledge of student is extensive and fosters student learning and development to support academic and personal success.	The teachers' knowledge of students supports learning and development and enables the teacher to build upon student assets.	The teacher's knowledge of students identifies, as well as their strengths and needs, partially supports learning and development.	The teacher lacks sufficient knowledge of students to support student learning or development.	
1c Setting Instructional Outcomes	Instructional outcomes represent high-level learning of important content and support student autonomy, curiosity, and intellectual risk-taking.	Instructional outcomes are rigorous and appropriate for students.	Instructional outcomes are moderately rigorous and are appropriate for most students in the class.	Instructional outcomes are not identified, are not rigorous, or are inappropriate.	
1d Using Resources Effectively	The teacher makes deliberate decisions in the use of instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement.	The teacher's knowledge of instructional materials and other resources leads to discerning choices to support student learning and development.	The teacher understands and uses instructional materials and other resources to support student learning and development, but theses resources represent only a narrow band of what is available.	The teacher is not aware of, or does not appropriately or effectively use, instructional materials and other resources to support student learning and development.	
1e Planning Coherent	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and support student assumption of responsibility for learning.	Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class.	Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes.	The design of learning experiences does not support student engagement with important content.	
1f Designing and Analyzing Assessments	Students will have the opportunity to demonstrate mastery of content and analyze their own progress through multiple, flexible assessments.	Assessments are planned throughout the instructional process and provide timely and valuable information to teachers and students.	Assessments will partially help the teacher know that students have learned or are learning the intended outcomes.	There is no plan for assessment, or the assessments will not provide evidence that students have learned the intended outcomes.	
COMMENTS:					

	Distinguished (4 points)	Proficient (3 points)	Basic (2 points)	Unsatisfactory (1 point)	Score
DOMAIN 2: LEARNING ENVIRONMENTS					
2a Cultivating Respectful and Affirming Environments	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Learning environments are partially characterized by caring and respectful interactions.	Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	
2b Fostering a Culture for Learning	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success.	The culture of the class is characterized by high expectations and supports students/ learning and development.	The culture of the class is partially conducive to learning and development.	The culture of the class is not conducive to learning and does not support development.	
2c Maintaining Purposeful Environments	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community member.	Shared routines and efficient procedures are largely student-directed and maximize opportunities for student learning and development.	Classroom routines and procedures, established or managed primarily by the teacher and taught explicitly to students, support opportunities for student learning and development.	Student learning and development are hindered by a lack of routines or inefficient classroom procedures.	
2d Supporting Positive Student Behavior	Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community.	Students display positive behaviors, which are modeled by teachers and reinforced to promote reflection and recalibration rather than compliance.	Positive behaviors are modeled by the teacher and occasionally taught explicitly.	There is little evidence of explicit modeling, instruction or guidance related to positive student behaviors.	
2e Organizing Spaces for Learning	Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow.	Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences.	Learning spaces are safe and accessible; the arrangement and use of resources partially support student learning and development.	Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development.	
COMMENTS:					

	Distinguished (4 points)	Proficient (3 points)	Basic (2 points)	Unsatisfactory (1 point)	Score
DOMAIN 3: LEARNING EXPERIENCES					
3a Communicating Abut Purpose and Content	Communication about purpose and content is rich, nuanced, and relevant to students inviting them to think critically and contribute intellectually; it encourages curiosity and supports student autonomy.	Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences and modest effective use of language.	Communication about purpose and content is mostly clear and accurate; it partially supports learning.	Communication about purpose and content is unclear or confusing and hinders student learning.	
3b Using Questioning and Discussion Techniques	Students intentionally use questioning and discussion to develop their own and others' thinking, reasoning skills, and habits of reflection.	Questioning and discussion, framed or led by the teacher and students, effectively support critical thinking, reasoning, and reflection.	Questioning and discussion, primarily framed and led by the teacher, are used to support student learning and development.	Questioning and discussion are absent, low-level, or do not support learning and development.	
3c Engaging Students in Learning	Students take initiative to increase the challenge or complexity of learning experiences; they think critically about a variety of issues and offer solutions; and they make suggestions for modifications that increase meaning and relevance.	Learning experiences support curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple means.	Learning experiences partially engage students intellectually; the activities require students to do some thinking.	Learning experiences do not require active intellectual engagement by students.	
3d Using Assessment for Learning	Students take initiative to analyze their own progress against a clear standard in order to achieve the outcome and identify new opportunities and challenges.	The teacher and students use formative assessments to elicit evidence of understanding, analyze progress, and provide constructive feedback.	Formative assessment partially supports student learning and development.	Formative assessment is not used during instruction or is not aligned to the instructional purpose of the lesson.	
3e Responding Flexibly to Student Needs	Based on self-monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modifications or spark new learning opportunities.	The teacher's adjustments and responsiveness lead to deeper understanding for students and/or new learning experiences.	The teacher makes some adjustments to learning experiences and is responsive to student needs with partial success.	The teacher makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs.	
COMMENTS:					

	Distinguished (4 points)	Proficient (3 points)	Basic (2 points)	Unsatisfactory (1 point)	Score
DOMAIN 4: PRINCIPLED TEACHING					
4a Engaging in Reflective Practice	The teacher consistently engages in reflective practice based on multiple sources of evidence that results in the exploration of new ideas and approaches focused on supporting students who need it most.	The teacher's reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the success of instruction and results in specific changes and adjustments.	The teacher's reflective practice leads to some accurate assessment of student success of instruction but does not follow through with analysis and changes to practice.	The teacher does not appear to engage in reflective practice or misjudges the success of instruction.	
4b Documenting Student Progress	Students monitor progress toward master and their own attainment of learning and development goals; they regularly analyze and discuss their progress with the teacher and their families.	The teacher documents student progress toward master, focusing on the attainment of learning and developmental goals; students have access to and engage in reflection on their progress.	The teacher documents some aspects of student progress, in a manner that is accessible to students and families.	There is no system for documenting student progress or the system is ineffective at communicating progress to students and families.	
4c Engaging Families and Communities	The teacher's frequent and ongoing engagement of families and communities demonstrates a clear value for the role they play in student learning and is focused on forging partnerships that further the academic and personal success of each and every student.	The teacher engages students' families and communities in a respectful and culturally responsive manner, making information readily available and inviting participation in the intellectual life of the classroom.	The teacher makes some efforts to engage families and communities and does so in a respectful manner.	The teacher does not engage students' families or the community, engages them infrequently, or does so disrespectfully.	
4d Contributing to School Community and Culture	The teacher takes a leadership role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of student and families.	The teacher takes initiative in contributing to the leading events, programs, or activities that further the culture of learning in the school and brings the values of the school to life through modeling and positive action.	The teacher makes some contributions to the school culture, supporting professional learning and upholding the values of the school.	The teacher is not an active member of the school community or contributes negatively to the culture of learning and values of the school.	
4e Growing and Developing Professionally	The teacher appropriately exercises autonomy to direct professional learning for themselves and their peers, taking a leadership role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation.	The teacher directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets.	The teacher engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is typically arranged or directed by others.	The teacher does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly.	
4f Acting in Service Students	The teacher is a leader in the school in defining and upholding high standards of ethical practice and modeling wise decision-making that honors the inherent worth and dignity of each and every student and prioritizes their needs.	The teacher models high standards of ethical practice and wise decision-making on behalf of students, families, and colleagues.	The teacher acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues.	The teacher acts unethically and does not understand the needs of students or make decisions in their best interest.	
COMMENTS:					

ND Common Metrics-Skills of Teaching Tool (STOT)

This assessment is based on the 10 national standards of effective practice for new teachers (InTASC). Standards 1-3 address *The Learner and Learning*. Standards 4-5 address *Content Knowledge*. Standards 6-8 address *Instructional Practice*. Standards 9-10 address *Professional Responsibility*. Under the Family Education & Privacy Act of 1974, the teacher candidate has the right of inspection and review of this document.

Directions: For each of the items below, place a rating of 1, 1.5, 2, 2.5, 3, 3.5, or 4 by the number which describes the teacher candidate as a pre-professional. **An overall average rating will be calculated by the university for each standard.* Thank you for your time and commitment to the profession.

Constructs, InTASC Standards, and Tagged Alignment of Items		
Construct/ Areas of Knowledge	InTASC Standard	Item #
The Learner and Learning	**#1: Learner Development**	**1-2**
The Learner and Learning	**#2: Learning Differences**	**3-4**
The Learner and Learning	**#3: Learning Environments**	**5-9**
Content Knowledge	**#4: Content Knowledge**	**10-12**
Content Knowledge	**#5: Application of Content Knowledge**	**13-16**
Instructional Practice	**#6: Assessment**	**17-20**
Instructional Practice	**#7: Planning for Instruction**	**21-24**
Instructional Practice	**#8: Instructional Strategies**	**25-28**
Professional Responsibility	**#9: Professional Learning and Ethical Practice**	**29-32**
Professional Responsibility	**#10: Leadership and Collaboration**	**33-34**

InTASC Standard 1	**Distinguished (4)**	**(3.5)**	**Proficient (3)**	**(2.5)**	**Emerging (2)**	**(1.5)**	**Underdeveloped (1)**	**Rating**
	The teacher candidate…							
Supports student learning through developmentally appropriate instruction	implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas	In addition to rating "3" performance, partial success at rating of "4"	implements developmentally appropriate instruction that accounts for learners' strengths, interests and needs	In addition to rating "2" performance, partial success at rating of "3"	implements grade-level appropriate instruction, but does not account for individual learners' differences	With assistance, partial success at rating of "2"	implements instruction that exceeds or does not match a developmentally appropriate level for the students	
Accounts for differences in students' prior knowledge	accesses student readiness for learning and expands on individual students' prior knowledge		accounts for individual differences in students' prior knowledge and readiness for learning		addresses students' prior knowledge as a class, but individual differences are not considered		does not account for differences in students' prior knowledge	
**The overall rating will be calculated as an average of the ratings for this standard.*								***Rating**
Standard #1: Learner Development. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.								

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InTASC Standard 2	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
	The teacher candidate…							
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs	anticipates individual learning needs by proactively differentiating instruction using knowledge of learners' socioeconomic, cultural and ethnic backgrounds	In addition to rating "3" performance, partial success at rating of "4"	demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance	In addition to rating "2" performance, partial success at rating of "3"	demonstrates a basic knowledge about learners' backgrounds and how to meet their learning needs	With assistance, partial success at rating of "2"	demonstrates minimal knowledge about learners' backgrounds and how to meet their learning needs	
Exhibits fairness and belief that all students can learn	exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; consistently provides equitable opportunities to meet the needs of learners		exhibits respect and high expectations for each learner; communicates with diverse learners in a fair and respectful manner; consistently provides equitable opportunities to meet the diverse needs of learners		communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners		communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners	
**The overall rating will be calculated as an average of the ratings for this standard.*								***Rating**
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.								

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InTASC Standard 3	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher candidate…								
Creates a safe and respectful environment for learners	collaborates with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community	In addition to rating "3" performance, partial success at rating of "4"	consistently models safety and respect to encourage a positive classroom learning community that is respectful of all learners' differences, including race, culture, gender, sexual orientation, and language	In addition to rating "2" performance, partial success at rating of "3"	models safety and respect to encourage a positive classroom learning community	With assistance, partial success at rating of "2"	ignores unsafe or disrespectful behaviors contributing to a negative classroom learning community	
Structures a classroom environment that promotes student engagement	develops a highly engaging learning environment, taking into account student differences and learning needs		develops a learning environment that is consistently engaging for most students		attempts to develop a learning environment that is engaging for most students		needs assistance in developing a learning environment that is engaging for most students	
Clearly communicates expectations for appropriate student behavior	communicates standards of conduct that are clear and effective		communicates clear standards of conduct		communicates standards of conduct that may not be clear		has minimal standards of conduct in place	
Responds appropriately to student behavior	teacher candidate monitors student behavior and responds appropriately on a consistent basis		the teacher candidate monitors and responds to student behavior effectively		the teacher candidate inconsistently monitors and responds to student behavior		the teacher candidate needs assistance with monitoring student behavior or in responding consistently	
Guides learners in using technologies in appropriate, safe, and effective ways	plans for and uses interactive technologies as a resource to support student learning; anticipates how information may be misused and develops guidelines for learners to use technology appropriately, safely and effectively		uses interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively		attempts to use interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively		needs assistance to use interactive technologies as a resource to support student learning; rarely guides learners in using technology appropriately, safely, and effectively	
**The overall rating will be calculated as an average of the ratings for this standard.*								***Rating**
Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.								

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InTASC Standard 4	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher candidate…								
Effectively teaches subject matter	displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners' understanding	In addition to rating "3" performance, partial success at rating of "4"	instructional practices indicate understanding of content knowledge and learning progressions; practices are complete and appropriate for the content	In addition to rating "2" performance, partial success at rating of "3"	displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content	With assistance, partial success at rating of "2"	displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content	
Guides mastery of content through meaningful learning experiences	creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content		applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content		attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content		applies inappropriate strategies in instructional practice to engage learners in mastery of content	
Integrates culturally relevant content to build on learners' background knowledge	flexibly designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		demonstrates basic knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		demonstrates minimal knowledge of learners' cultural backgrounds and experiences, and there is no plan to design learning experiences that build on learners' cultural backgrounds	
**The overall rating will be calculated as an average of the ratings for this standard.*								***Rating**
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.								

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InTASC Standard 5	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher candidate…								
Connects core content to relevant, real-life experiences and learning tasks	designs and facilitates challenging learning experiences related to the students' real-life experiences and relevant core content	In addition to rating "3" performance, partial success at rating of "4"	designs instruction related to the students' real-life experiences and relevant core content	In addition to rating "2" performance, partial success at rating of "3"	designs instruction related to the core content but learning tasks have only superficial relationships to the students' interests or life experiences	With assistance, partial success at rating of "2"	designs instruction related to the core content but learning tasks have no relevance to the students' interests or life experiences	
Designs activities where students engage with subject matter from a variety of perspectives	embeds interdisciplinary connections and multiple perspectives into activities, allowing learners to independently relate these connections to key concepts and themes		designs activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections		designs activities for learners to engage with subject matter, from a variety of perspectives but no interdisciplinary connections are developed		designs activities related to subject matter but does so from a singular perspective and discipline	
Accesses content resources to build global awareness	seeks out new and innovative ways to access content resources, including digital and interactive technologies, to build student awareness of local and global issues		uses content resources, including digital and interactive technologies, to build student awareness of local and global issues		accesses some content resources, including technologies, to build student awareness of local and global issues		needs regular guidance to determine where and how to access content resources to build student awareness of local and global issues	
Uses relevant content to engage learners in innovative thinking & collaborative problem solving	creates an environment that encourages higher level thinking, innovative ideas and approaches connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving but skills are not connected to relevant content		instructional strategies do not promote higher level thinking or collaborative problem solving connected to relevant content	
**The overall rating will be calculated as an average of the ratings for this standard.*								***Rating**
Standard #5: Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.								

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InTASC Standard 6	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher candidate…								
Uses multiple methods of assessment	designs and modifies multiple formative and summative assessments that align with learning targets and assessments are differentiated to meet student needs	In addition to rating "3" performance, partial success at rating of "4"	uses multiple assessments that align with the learning targets	In addition to rating "2" performance, partial success at rating of "3"	uses multiple assessments, but not all are aligned with the learning targets	With assistance, partial success at rating of "2"	uses limited assessment methods and items that are not aligned with learning targets	
Provides students with meaningful feedback to guide next steps in learning	provides descriptive success and next-step feedback to individual learners and involves them in self-assessment to improve their own work		provides effective feedback to learners that aids in the improvement of the quality of their work		feedback provided to learners is actionable but does not necessarily improve the quality of the work		feedback provided to students is not actionable	
Uses appropriate data sources to identify student learning needs	documents, analyzes, and interprets student assessment data gathered from multiple methods to identify student learning needs, achievement trends, and patterns among groups of learners to inform instruction		documents, analyzes, and interprets student assessment data gathered using multiple methods to identify student learning needs		uses assessment data to guide planning and identify student learning needs		uses assessments solely to determine a grade	
Engages students in self-assessment strategies	engages learners in understanding and identifying quality work. Infuses opportunities for student reflection, self-assessment, and monitoring of learning goals		engages learners in understanding and identifying quality work (models, examples, etc.). Provides opportunities for reflection and self-assessment		engages learners in understanding and identifying quality work		learners are not engaged in understanding and identifying quality work	
**The overall rating will be calculated as an average of the ratings for this standard.*								***Rating**
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers' and learner's decision making.								

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InTASC Standard 7	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
	The teacher candidate…							
Connects lesson goals with school curriculum and state standards	plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them	In addition to rating "3" performance, partial success at rating of "4"	plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs	In addition to rating "2" performance, partial success at rating of "3"	plans for learning experiences that are aligned with learning goals	With assistance, partial success at rating of "2"	lesson plans are not aligned with learning goals	
Uses assessment data to inform planning for instruction	assessments are strategically designed to inform planning and to provide multiple forms of evidence for monitoring students' progress relative to learning targets		uses pre-assessment and formative assessment strategies that align with learning targets and data are used to inform planning		pre-assessment and formative assessment strategies are not aligned adequately with learning targets, so data does not effectively inform planning		pre-assessment and/or formative assessment data are not utilized to inform planning	
Adjusts instructional plans to meet students' needs	uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students' needs		uses information gained from assessment findings to customize instructional plans to meet students' needs		uses assessment findings to modify instructional plans to meet students' needs		plans are not adjusted to meet student learning differences or needs	
Collaboratively designs instruction	proactively addresses student learning needs through ongoing collaboration with the cooperating teacher, other teachers, and/or specialists		plans with the cooperating teacher and/or specialists to design instruction that addresses and supports individual student learning		plans with the cooperating teacher, other teachers, or specialists but is confined to exchanging information		plans instruction individually	
**The overall rating will be calculated as an average of the ratings for this standard.*								***Rating**
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.								

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InTASC Standard 8	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
	The teacher candidate…							
Varies instructional strategies to engage learners	integrates a variety of instructional approaches for all members of the classroom; considers learners' needs, interests, and goals in determining instructional strategies to engage students as both learners and teachers	In addition to rating "3" performance, partial success at rating of "4"	varies role between instructor, facilitator, guide, and audience; considers learners' needs, interests, and goals in determining instructional strategies to engage learners	In addition to rating "2" performance, partial success at rating of "3"	uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals	With assistance, partial success at rating of "2"	utilizes only one instructional approach	
Uses technology appropriately to enhance instruction	engages learners in evaluation and selection of media and technology resources; uses technology appropriately to engage learners and enhance instruction		uses technology effectively to enhance instruction		uses limited instructional strategies that involve technology		identifies instructional strategies without involving technology	
Differentiates instruction for a variety of learning needs	differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students		varies instruction for individuals or small groups to create learning experiences that are well matched to student needs		varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs		teaches individual or small group learning experiences without differentiating instruction	
Instructional practices reflect effective communication skills	articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts to inform, instruct, and motivate during instruction; uses multiple media and technologies; listens respectfully to decipher meaning		listens and respectfully articulates thoughts and ideas using technology as well as oral, written and nonverbal communication to connect with students during instruction		articulates thoughts and ideas using oral, written and nonverbal communication skills but over-relies on the same forms of communication during instruction; uses technology for communication in some instances; listens to others		makes frequent errors during instruction when articulating thoughts and ideas using oral, written, and nonverbal communication skills; does not use technology for communication; seldom listens	
**The overall rating will be calculated as an average of the ratings for this standard.*								***Rating**
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.								

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InTASC Standard 9	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
	The teacher candidate…							
Uses feedback to improve teaching effectiveness	seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest	In addition to rating "3" performance, partial success at rating of "4"	accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness	In addition to rating "2" performance, partial success at rating of "3"	accepts feedback to improve teaching effectiveness	With assistance, partial success at rating of "2"	resists feedback to improve teaching effectiveness	
Uses self-reflection to improve teaching effectiveness	reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice		reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved		reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction		reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement	
Upholds legal responsibilities as a professional educator	demonstrates an understanding of the larger context of public education policy by staying apprised of changing laws and ethical standards, through literature, professional development or activities		acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners' rights and teachers' responsibilities		acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies		does not act in accordance with ethical codes of conduct and professional standards and demonstrates inadequate knowledge of federal, state, and district regulations and policies	
Demonstrates commitment to the profession	takes a role in promoting activities related to professional inquiry, contributes to events that positively impact school life; contributes to the district and community		participates in activities related to professional inquiry, and volunteers to participate in school events and school district and community projects		participates in activities related to professional inquiry, and when asked, participates in school activities, as well as district and community projects		purposefully avoids contributing to activities promoting professional inquiry, and/or avoids involvement in school activities and district and community projects	
**The overall rating will be calculated as an average of the ratings for this standard.*								***Rating**
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the learning community), and adapts practice to meet the needs of each learner.								

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InTASC Standard 10	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
	The teacher candidate…							
Collaborates with colleagues to improve student performance	initiates supportive and collaborative relationships with teachers, administration, support staff, and specialists that benefit the teacher and student performance	In addition to rating "3" performance, partial success at rating of "4"	develops supportive and collaborative relationships with colleagues that improve student performance	In addition to rating "2" performance, partial success at rating of "3"	develops cordial relationships with colleagues; attempts to improve student performance	With assistance, partial success at rating of "2"	develops relationships with colleagues that are characterized by negativity or combativeness	
Collaborates with parent/guardian/advocate to improve student performance	guides the students in development of materials to collaborate with their families about instructional programs, and all of the teacher's communications are highly sensitive to families' cultural norms		collaborates to make information about instructional programs available, and communications are appropriate to families' cultural norms		maintains a school-required grade book but does little else to inform or collaborate with families about student progress, and/or some of the teacher's communications are inappropriate to families' cultural norms		makes little or no information regarding the instructional program available to parents, limited collaboration, and/or there is culturally inappropriate communication	
**The overall rating will be calculated as an average of the ratings for this standard.*								***Rating**
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession.								

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Educator Disposition Assessment (EDA) Intervention Meeting Acknowledgement

I have been informed of the issues/concerns regarding my actions/behavior. I am aware that an Educator Disposition Assessment (EDA) has been completed and I understand my future as an educator depends on my willingness to make the necessary changes.

In the meeting and/or decision on _____, the following occurred:
(Date)

_____ a formal improvement plan was *not* created. However, my actions/behaviors were addressed and suggestions were offered to assist me in correcting the concern(s). I will receive a copy of the EDA via email within a few days.

_____ a formal improvement plan was created. I am fully aware of my responsibility in this plan and had input in developing it. I will receive a copy of the EDA and the formal improvement plan via email within a few days.

My signature on this paper indicates that:

_____ I accept the terms of this meeting and/or formal improvement plan. It is my responsibility to correct the disposition in a positive manner and use this experience to grow as a person and an educator. If a formal improvement plan was developed, I will do my best to follow the steps of the plan and to successfully achieve the goal(s).

_____ I do not accept the terms of this meeting and/or formal improvement plan. I understand that the consequences of not correcting the problem may result in being denied progression in the program.

_____ I understand the conditions under which this EDA was completed

_____ _____
(Signature of Candidate) Date

_____ _____
Date

_____ _____
Date

_____ _____
Date

Educator Disposition Assessment (EDA) Candidate Formal Improvement Plan (FIP)

Candidate:_____Major:_____Date:_____

Reason for Intervention/Remediation:

Intervention/Remediation Plan:

Plan of Action (select all that apply):

___Candidate progresses in the Teacher Education Program

___Candidate is dismissed from the Teacher Education Program

___Other (please explain below)

I have read and understand the Candidate Formal Improvement Plan and its full implications regarding my continued progress in the Teacher Education Program at Concord University.

Candidate's Signature: _____ Date: _____

Faculty Issuing Rating Leading to Remediation Signature:_____Date: _____

Admission, Retention, and Dismissal (ARD) Committee Signature/s:
Department Chair:_____Date:_____

Director of Clinical Experiences:_____Date:_____

Faculty Member:_____Date:_____

Educator Disposition Assessment (EDA) Candidate Outcomes, Results of Intervention, Remediation Plan (ORIR)

Candidate:_____Major:_____Date:_____

Outcomes, Results of Intervention, Remediation (select all that apply)

___Candidate met requirements of the plan at an acceptable level:

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

___Other (please explain below)

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

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

Candidate's Signature: _____Date: _____

Faculty Issuing Rating Leading to Remediation Signature:_____Date:_____

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

Department Chair:_____Date: _____

Director of Clinical Experiences:_____Date: _____

Faculty Member:_____Date: _____

References:

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