



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)

Department of Education: Master of Arts in Teaching Program

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, as well as multiple endorsements.

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 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, have earned scholarships and internships with affiliate professional organizations, and have been admitted to prominent graduate schools around the country. The Department offers a variety of courses from early childhood to secondary education, from foundations to clinical applications. Our programs are accredited and/or approved by the Council for the Accreditation of Educator Preparation (CAEP), National Association for the Education of Young Children (NAEYC), Council for Exceptional Children (CEC), Society of Health and Physical Educators (SHAPE America PE), and the Society of Health and Physical Educators (SHAPE America Health Education).

Graduates of our program have been recognized as outstanding teachers of the year, admitted to prominent graduate schools around the country, and have earned scholarships and internships with affiliate professional organizations. Graduates of Concord University’s Educator Preparation Program are eligible for licensure in West Virginia, and in other states through reciprocal agreements. Concord University is accredited under the Council for the Accreditation of Education Preparation (CAEP) from 2020-2027. Additionally, all of the content specializations are recognized by the following specialized professional associations, and/or the West Virginia Board of Education:

- Association for Childhood Education International ([ACEI](#))
- Council for Exceptional Children ([CEC](#))
- Society of Health and Physical Education ([SHAPE](#)) PE/HEALTH
- International Reading Association ([ILA](#))
- National Educational Leadership Preparation Program ([NELP](#))
- National Council of Teachers of English ([NCTE](#))
- National Science Teachers Association ([NSTA](#))
- National Council for the Social Studies ([NCSS](#))
- National Council of Teachers of Mathematics ([NCTM](#))
- West Virginia Department of Education ([WVDE](#))

Standards

- [InTASC](#)
- [West Virginia Professional Teaching Standards](#)
- [Danielson Framework for Teaching \(2022\)](#)

Pathway to Teaching Transition Points

The Master of Arts in Teaching CUEPP has five pathways through which all education majors must travel. They are:

1. Admission to Concord University
2. Admission to the MAT Program
3. Admission to Student Teaching
4. Completion of Student Teaching
5. Follow-up of Completers

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)
- EDUC 516 Integrated Methods in Secondary Education (3hrs) – 45-hour clinical experience in content area
- EDUC 555 Classroom Management (3hrs) – 45-hour clinical experience in content area
- RDNG 520 Reading and Writing in the Content Area (3hrs)
- SPED 501 Special Education in Contemporary Society (3hrs) – 45-hour clinical experience in special ed. setting
- SPED 509 Strategies for the Inclusive Environment (3hrs)

Residency 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 Policy 5100 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. Obtain/Maintain a cumulative GPA of 3.0 in the MAT Program.
5. Transcript analysis completed by Concord University's Department of Education Graduate Program Office
6. 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 at masters@concord.edu 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 MAT full admission, admission to residency, and at the end of residency. 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 MAT Handbook, and other materials published by the college/school/department.

The Department of Education can assess a candidate's disposition at any other time outside of the previously stated points should a candidate's disposition become a concern, the candidate receives a score of 'needs improvement', or if they require additional development on a specific disposition. If an 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.

EDA Candidate Intervention/Remediation

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

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

Interventions are intended to help the candidate achieve the expected targets and benchmarks required to successfully complete the MAT program. Intervention or remedial activities may include, but are not limited to: additional advising sessions/meetings, removal from coursework, enrollment in a Professional Development course (0 hours), additional clinical supervision, or clinical experience suspension. Depending upon the severity of the disposition in question, or if the candidate does not comply with the established plan, the ARD Committee reserves the right to remove the individual from education coursework, terminate clinical experience, dismiss the candidate from the MAT program, and deny enrollment in future education coursework.

1. **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.
2. **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 act to initiate program/course/clinical removal, or an actionable FIP will be co-developed to remediate the concern. If a FIP is developed, follow up meetings will be conducted as deemed necessary along with an Outcomes, Results of Intervention, Remediation (ORIR) form. Upon ORIR review, final remediation action will be determined.

Appeal Process

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

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

EDA Acknowledgement Statement

Clinical experience participants and 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 MAT 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 <i>major</i> 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 <i>major</i> spelling and grammar errors or demonstrates frequent common mistakes	- Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses - Demonstrates <i>common</i> 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 <i>communications</i> and does not submit all assignments - Fails to exhibit punctuality and/or attendance - Crosses <i>major</i> boundaries of ethical standards of practice - Divulges inappropriate <i>personal</i> life issues at the classroom/workplace as evidenced by uncomfortable responses from others - Functions as a group member with no participation	- Delayed response to <i>communications</i> and late submission of assignments - Not consistently punctual and/or has absences - Crosses <i>minor</i> boundaries of ethical standards of practice - Occasionally divulges <i>inappropriate</i> 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 <i>communications</i> and submits all assignments - Consistently exhibits punctuality and attendance - Maintains professional boundaries of ethical standards of practice - Keeps <i>inappropriate</i> 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 <i>diversities</i> - Is challenged to create a <i>safe classroom</i> as evidenced by ignoring <i>negative</i> behaviors by students	- Goes through the <i>expected and superficial motions</i> to embrace all <i>diversities</i> - Strives to build a <i>safe classroom</i> with zero tolerance of <i>negative</i> behaviors towards others but needs further development in accomplishing this task	- Embraces all <i>diversities</i> as evidenced by implementing <i>inclusive activities and behaviors</i> with goals of <i>transcendence</i> - Creates a <i>safe classroom</i> with zero tolerance of negativity to others as evidenced by correcting <i>negative</i> 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. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	Needs Improvement 0	Developing 1	Meets Expectations 2
	- 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 login 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:

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 three 45-hour clinical experiences to be completed in the area of licensure; one of which in an inclusive special education setting. Clinical experiences will be completed during EDUC516, EDUC555 & SPED501. If a student is enrolled in two courses that require a clinical experience during the same semester, they will complete 90 clinical hours.

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. All MAT candidates are required to purchase LiveText Field Experience Module in order to successfully complete evaluations, assessments and time-logs associated with their clinical experience.

CastleBranch Background Check

MAT Candidates are required to complete yearly background checks through CastleBranch. Candidates who are currently employed by a public-school system do not need to complete a background check through CastleBranch, but they must provide the Department of Education office with a copy of their most recent background check results. Candidates must order a background check using CastleBranch's online ordering system by the first working day in September during the Fall semester, or the first working day in February 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. Candidate's whose background check results are unsatisfactory will have their results reviewed by the ARD Committee, with guidance and council from Concord's Service Area Superintendents, and the WV Department of Education Certification Office.

Partner Schools

Concord University is involved in a collaborative with local public schools. The Partner Schools are designed to prepare future educators, to provide current educators with ongoing professional development, to encourage joint school-university faculty investigation of education-related issues, and to promote the learning of P-12 students. The Partner Schools, structured as a network that includes University and public-school faculty, parents, and community partners, seeks to improve teacher education, and meet professional development needs and goals as identified by public school faculty.

The partnership collaborative provides the bridges that connect Concord's teacher education program to the daily instructional practices that occur in P-12 schools. The Partner Schools serve as clinical sites for teacher candidates to teach under the guidance of expert mentor teachers. The clinical experiences allow faculty from Concord and the partnerships to collaborate extensively in providing quality experiences for all teacher candidates involved in the initiative. The public schools benefit from the expertise of the University faculty and the significant contributions the teacher candidates make to the school. The children in these schools benefit from the additional adult attention as well as from the enthusiasm and new learning strategies that teacher candidates often bring to the classroom as they prepare to become teachers.

Certain counties require additional steps be taken prior to a candidate completing a clinical experience. At the candidate's expense, these may include an additional background check, drug test, BOE approval or additional trainings

LiveText

[LiveText](#) is an internet-based subscription service used for assignment submission, clinical experience management, standards integration and assessment throughout Concord University's Teacher Education Program. Concord University uses LiveText extensively in all clinical experiences.

Candidates will need to purchase a "LiveText with Field Experience Edition" membership (excluding the "Learn 365" add-on) as part of course and clinical experience requirements. When creating an account, candidates should use their @mycu email address. LiveText membership will be purchased during of a candidate's first course which requires a clinical experience. LiveText memberships must be purchased by the last working day in September during the Fall semester, or the last working day in February during the spring semester. Your LiveText subscription is good for five years from the date of purchase. LiveText memberships can be purchased directly from livetext.com, through the CU Bookstore (registration code will need to be registered at livetext.com), or through the Follett Access Program

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

Instructions for how to purchase a LiveText membership, and how to navigate the field experience management platform, can be found on the [Department of Education: Resources & Information website](#), located under the 'LiveText' drop-down menu.

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.

Clinical Experience Requests & Placement Requirements

- Concord University MAT candidates must submit a Clinical Experience Request or Verification Form at the beginning of each semester for all courses that require clinical experience, internship or practicum. The Department of Education will then contact schools on the candidate's behalf if clinical experiences are not being completed in their own classroom/facility. Once placement is confirmed, and all additional country specific requirements have been met, the candidate will be notified of their placement via LiveText. MAT candidates are not permitted contact schools and/or mentors to arrange their own clinical experiences if they are not completing clinical experiences in their own classroom/facility.
- MAT candidates must be placed in a classroom with a teacher licensed in the content specialization and grade level for which the MAT candidate is seeking licensure. The cooperating mentor must have a total of at least three years of teaching experience in the content area for which the candidate is seeking licensure. In addition, cooperating mentors must have at least one year of teaching experience at their current location.
- Cooperating mentors work with only one MAT candidate at any specific time. A cooperating mentor may have more than one candidate, as long as the candidates are not assigned at the same time.
- Concord MAT candidates are not licensed teachers; therefore, they must at all times work under the direct supervision of the assigned cooperating teacher(s).
- Hours for one course cannot be used to satisfy the clinical experience hours of another course (no "double-dipping"). Hours accumulated from drive times to/from placement, and lunch period(s) do not count towards Early Clinical Experience hours
- It is the policy of the Concord University Department of Education that candidates engaged in program-related activities will not transport any minor and/or public-school students to any activity or event. This is for the protection of the minors, candidate, and the University.

Expectations and Attendance for Early Field Experiences

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

- Wear identification badges
- Dress in modest, professional attire and maintain person hygiene
- Engage in classroom activities
- Park in permitted areas only
- Refrain from use of cell phones and other electronic devices which are not used for instructional purposes while in the school
- Communicate effectively while in the classroom (i.e. introduce yourself, greet teacher & students upon entering room)
- Be respectful and courteous at all times in attitude, words, and actions
- Demonstrate safety procedures & common sense
- Respond to students in an appropriate and professional manner

Cooperating Mentor Responsibilities

- The cooperating mentor is to provide appropriate instructional activities and direct supervision at all times for the assigned MAT 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 early clinical placement process, the teacher may contact the MAT program coordinator
- The cooperating mentor is to complete the required candidate evaluation(s). Cooperating mentors use LiveText for reviewing and completing early clinical experience evaluations. Cooperating mentor accounts are automatically generated by LiveText, and an email notification is sent informing them of an active early clinical experience, and LiveText account credentials.
- MAT candidates are instructed to contact their cooperating mentor within one week of receiving their placement via LiveText to arrange a day and time to report for their first visit. Upon the candidate's first visit, the cooperating mentor needs to approve a mutually agreeable visitation schedule. The candidate must complete the 'Early Clinical Experience Contract' via LiveText within 2 weeks of receiving their placement. If a candidate fails to contact the cooperating mentor within a reasonable amount of time, the cooperating mentor should contact the MAT program coordinator
- Irregular attendance and inferior performance by candidates must be reported to the MAT program coordinator as soon as the problem becomes evident

Student Responsibilities

- Candidates are responsible for reading and following all policies within the Guidelines for Early Clinical Experience outlined in the MAT Handbook.
- Candidates are responsible for meeting any special requirements (i.e. background checks, drug tests, trainings, etc.) of the school and/or county where the experience will be completed, prior to the start of placement. Candidates will be required to provide the CU Department of Education Office with documentation upon completion of any special requirements. Once received, the candidate will be placed.
- Candidates are required to complete yearly background checks through CastleBranch.
- Candidates must purchase a LiveText membership to successfully complete any early clinical experience. All assessments, evaluations and time-logs completed by the mentor and/or candidate are completed via LiveText. LiveText memberships are to be purchased by the last day of January during the Spring semester, or by the last day of August during the Fall semester. If a student purchases a LiveText access code through the CU bookstore, they must then register the access code at livetext.com.
- 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 personal and Concord email accounts for the email from LiveText (this email may end up in spam/ junk). Our department must manually create placements in LiveText, it's not an automated process. Meaning, just because a student purchased their LiveText account, doesn't mean that their placement will instantly appear when they login.
- After receiving confirmation from LiveText that a placement has been confirmed, candidates are responsible for contacting their mentor to establish a visitation schedule within one week of the placement creation/confirmation email from LiveText.

- Candidates are responsible for ensuring that all required evaluations/assessments are submitted by the mentor teacher via LiveText, and that their Time-log has been approved by their mentor in LiveText 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 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 field experience.
- Candidates must inform the CU Department of Education office if there is an expectation of the cooperating mentor being absent for an extended time period. If this is the case, the candidate may need to be re-assigned to a different cooperating mentor for the remainder of their placement.
- 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.
- Candidates must take an active and professional role in their early clinical experiences, internships & practicums
- The candidate is responsible for keeping an accurate and up-to-date time-log via LiveText's time-log management system. The time-log should be updated weekly, or as needed based upon visitation schedule.

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. Completion of early clinical experiences at all certification levels (i.e. elementary, middle, high)
4. Passing scores on PRAXIS II: Subject Assessment. Official verification from the testing service must be received by the Department of Education Office prior to full MAT admission.
5. Successfully obtain an Overall GPA of 3.0 for all coursework attempted, including transfer courses
6. 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 Experience

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

Commitment to Diversity

The EPP is committed to ensuring that 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

Appearance and Dispositions

Every school has norms and expectations regarding the appearance and dispositions of its faculty and staff. MAT 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 MAT Program.

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.

Guidelines for Student Teaching Experience

Concord University's MAT Program has adopted to follow the guidelines for field-based and clinical practices as outlined in WVDE Policy 5100. 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. MAT 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 MAT candidates in public schools must be done with the cooperation of school principals, school faculty and the Coordinator of Clinical Experiences.

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.

MAT candidates will usually not be placed in schools from which they graduated or in schools where close relatives are enrolled or working. The following list, although not exhaustive, provides some examples of factors considered in arranging student teaching placements.

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

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 Professional Education Unit also believes that the university supervisor is a professional who:

- has a vision of effective teaching
- 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.

Criteria for the Selection of Cooperating Mentors

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 PEU 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 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 evidence of continuous professional growth.
- demonstrate personal professional attitudes desirable for one in a leadership role in teacher education g. exhibit professional and ethical behavior. h. be an effective team member. The main goals of the cooperating mentor include modeling, mentoring, providing feedback, observing, and conferencing with the teacher candidate.

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

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 MAT 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 MAT 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.

Student Teaching Procedures and Policies

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

Background Checks

Before the student teaching experience, MAT 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 MAT program. Additionally, at Concord University, teacher certification is a requirement for the MAT degree. This means that if a MAT 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.

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 MAT student teaching candidate 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 coursework during times that conflict with the regular school day during this experience. MAT 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.

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 Student the Teaching Candidate

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. For additional information regarding the student teaching timeline, and the evaluation and assessment process/policies please refer to the Student Teaching Handbook.

Attendance

Attendance during student teaching is a fundamental requirement of successful completion of the MAT program. Student teaching is a full-time, 16-week clinical experience, where teacher candidates maintain the same schedule as their cooperating mentors. Any deviation from this general rule must be approved in advance by the student teacher's cooperating mentor and the university supervisor. 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. In cases of absence during student teaching, 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 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. Attendance at meetings, workshops, etc. at other school sites will require the permission of all schools involved.

Absences

During the student teaching experience, the teacher candidate is allowed four personal days, two per placement, which are intended to be used only for specific needs, (illness, emergencies, job interviews, university requirements ...). Any absence beyond the two 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.

Calendars

School system calendars do not coincide with the University calendar. During student teaching, teacher candidates will follow the Student Teaching Calendar provided at the opening seminar and the school system calendar. Teacher candidates will follow the same holiday and break schedule as the public schools. Candidates will not take the University's Fall Break or Spring Break. In cases of inclement weather and school closings, teacher candidates follow the inclement weather policy of the school system.

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.

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.

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.

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.

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.

Policies Regarding P-12 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.

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.

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-12 students or to videotape teaching episodes, the P-12 Student Information Consent and Release Agreement must be used each time information is collected.

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.

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 Teacher Licensure

- <http://wvde.state.wv.us/certification/forms/>
- [Family Educational Rights and Privacy Act](#)
- [Application for West Virginia Certification](#)
- [Test Required for West Virginia Licensure](#)
- [Application for graduation](#)
- [Family Educational Rights and Privacy Act \(FERPA\)](#)