

University of Arkansas

Professional Education Unit



Childhood and Elementary Education

Internship Handbook

A Message to Interns

Greetings! On behalf of Dean Tom Smith and the College of Education and Health Professions, I want to welcome you to the Childhood Education (CHED) teacher licensure program at the University of Arkansas. Grounded in theory, research, and best practices, this innovative, field-based teacher preparation program integrates advanced coursework with a year-long internship. Internship experiences are based on the Scholar-Practitioner Curriculum Model developed by public school and university faculty. During the next few months you will have opportunities to demonstrate professional knowledge, skills, and attitudes in authentic settings with guidance and support from an instructional team that includes university faculty, university liaisons, site based mentors, and fellow candidates.

This handbook is designed to serve as a guide for the internship experience in CHED and to provide information common to all areas of specialization. You will receive supplemental program-specific information and information concerning either the MAT or BSE degree programs as appropriate throughout the year. As you progress through your program of study, feel free to contact your advisor, one of the CHED Program Coordinators, the Department Head of Curriculum & Instruction, or any other faculty member from the Department of Curriculum and Instruction if you have questions or need additional information.

We are most appreciative of all university and public school administrators and faculty who have devoted hours planning, developing, and implementing the experiences that you will enjoy during the upcoming year. The effectiveness of the program is dependent upon the dedication, labor, and contributions of university faculty, public school faculty, administrators, and of course, you. I want to challenge you to make the most of all learning activities inside and outside the classroom and to join with us in making this a successful and rewarding experience. Welcome to the teaching profession!

Best Regards,

Michael K. Daugherty, Head
Department of Curriculum and Instruction

University of Arkansas Professional Education Unit Internship Handbook

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University of Arkansas: Vision and Goals

Vision

The vision for the University of Arkansas is to be a nationally competitive, student-centered research university serving Arkansas and the world.

Goals

The five institutional goals for the University of Arkansas are:

- Strengthening academic quality and reputation by enhancing and developing programs of excellence in teaching, research and outreach;
- Increasing the size and quality of our student body;
- Enhancing diversity among our faculty, students, and staff;
- Increasing public financial support, particularly that provided by the state and federal government;
- Increasing private gift support from alumni, friends, corporations, foundations and other organizations.

College of Education and Health Professions: Mission and Goals

Mission

The mission of the College of Education and Health Professions is to enhance the quality of life of the citizens of Arkansas, the nation, and the world through the development of scholar-practitioners in education, health, and human services.

Goals

The goals of the College of Education and Health Professions are as follows:

- Strengthen the academic quality and reputation of the College of Education and Health Professions by development and enhancing programs of excellence in teaching, research and service;
- Improve the quality and diversity of our students, faculty and staff, and increase the size of our student enrollment;
- Generate increased private and public support for the college's research, academic and service initiatives.

(College of Education and Health Professions Strategic Plan, 2005)

Professional Education Unit: Philosophy, Goals, and Tenets

Philosophy

The philosophy of the Professional Education Unit is based on a set of beliefs which guide faculty in program development:

- Educational strategies recognize that teaching and learning are dynamic and developmental in processes.
- The curriculum reflects contemporary knowledge-bases.
- Diversity in practices, faculty, and students is a hallmark of exemplary educational programs.
- Exemplary programs are responsive to changes in educational systems.
- Professional standards and ethical principles direct practice.
- Best practices guide and serve as models for the faculty and students.
- Continuing assessment is essential to an effective professional education program.
- Technology should be used when appropriate to support learning.

In essence, the philosophy of the unit is based on the strong belief that educators must master knowledge-bases appropriate to their discipline; access and use knowledge; generate knowledge; use and model best practices; approach learning as developmental and life-long; be skillful in interpersonal relations; practice on the basis of professional standards and ethical conduct; and honor diversity.

Goals

The preceding philosophy provides the foundation for the goals for the Professional Education Unit. These goal statements reflect the importance of a commitment to organize knowledge-bases and philosophies; to conduct inquiry and research; to operationalize this framework in course development and student interactions; to guide faculty development; and to assess the outcomes of the unit.

The goals are:

- To conduct courses that reflect the understanding of teaching and learning as dynamic processes.
- To attract and retain diverse faculty and students.
- To incorporate a variety of teaching methods and models into the curriculum.
- To design the curriculum based on developmental perspective.
- To offer a curriculum that incorporates contemporary findings about educational systems.
- To recruit and retain faculty who are knowledgeable about their fields and regular contributors to the knowledge base.
- To explicate professional standards and principles for each program of the unit.
- To identify and model best practices in each program;
- To utilize technology as a curriculum tool;
- To provide a variety of learning experiences that will ensure interns develop an appreciation for diverse populations and educational settings.

Tenets

Scholar-practitioners are teachers, administrators, and counselors who value theory and research, comprehend theory and practice as being complementary and mutually reinforcing, and are committed to the enhancement of teaching, learning, and professional practice.

Tenet	Beginning/Demonstrating	Mastery
One who accesses, uses, and/or generates knowledge	<ul style="list-style-type: none"> • values theory and practice • integrates theory and practice • contributes to research • enhances practice of teaching 	<ul style="list-style-type: none"> • uses data to test theories • analyzes, synthesizes, and evaluates professional literature • communicates research findings • applies research designs in a professional setting
One who plans, implements, and models best practices	<ul style="list-style-type: none"> • demonstrates knowledge of subject matter • demonstrates classroom organization • implements strategic and management skills • develops realistic student expectations • uses technology for instruction • demonstrates leadership skills 	<ul style="list-style-type: none"> • diagnoses needs • engages in futuristic thinking • applies effective organizational and management practices • develops problem solving strategies • implements strategic planning
One who understands, respects, and values diversity	<ul style="list-style-type: none"> • promotes self knowledge • promotes cultural learning as a process • interacts with diverse populations • demonstrates global perspective • advocates learning for all students 	<ul style="list-style-type: none"> • promotes a global perspective in the profession • promotes an understanding of cultural diversity
One who is a developing professional and a lifelong learner	<ul style="list-style-type: none"> • reflects on own learning • practices lifelong learning • participates in professional organizations 	<ul style="list-style-type: none"> • promotes involvement in professional organizations • expands knowledge of professional development plan • engages in continual professional renewal • expands knowledge in specialty area • reflects on professional role and activities

Tenet	Beginning/ Demonstrating	Mastery
One who communicates, cooperates, and collaborates with others	<ul style="list-style-type: none"> • collaborates with colleagues • promotes positive classroom interaction • maintains rapport with students and families • models positive personal characteristics • demonstrates interpersonal skills 	<ul style="list-style-type: none"> • recognizes social and political influences on professional practice • demonstrates effective communication skills • applies coaching and mentoring strategies • promotes leadership skills in others
One who makes decisions based on professional standards and ethical criteria	<ul style="list-style-type: none"> • promotes institutional change and renewal • demonstrates ethics in practice 	<ul style="list-style-type: none"> • models personal and professional ethical beliefs and values • utilizes decision making techniques • comprehends legislative and public policies affecting profession
One who is knowledgeable about teachers and teaching, learners and learning, schools and schooling	<ul style="list-style-type: none"> • assesses student progress • diagnoses student needs • plans and evaluates instruction • analyzes subject matter content • varies methods and pace of instruction • integrates knowledge across discipline and other content areas • promotes problem solving, critical and creative thinking • uses community resources 	<ul style="list-style-type: none"> • implements supportive professional environment • incorporates learning and development theory into conceptual base • applies effective assessment strategies • creates a positive organizational structure • integrates parent and community involvement • models skills necessary to implement change • facilitates use of resources to support goals • integrates technology into specialty area

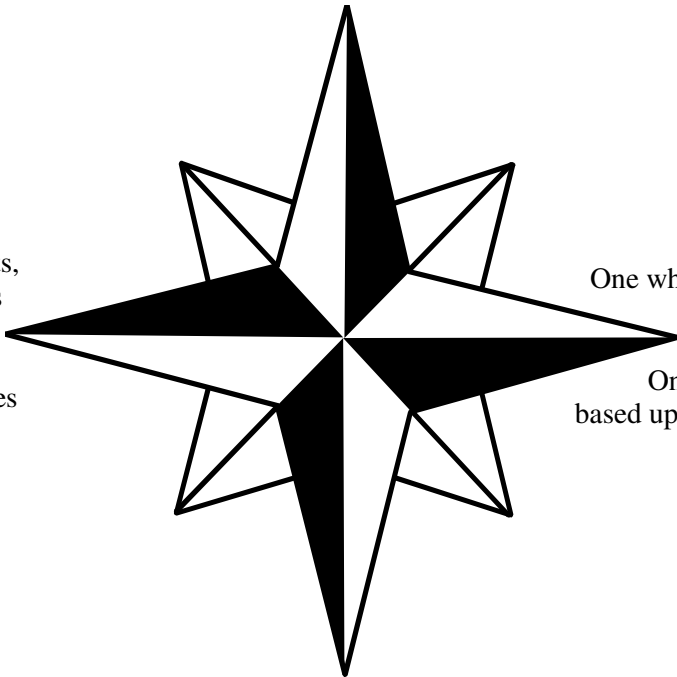
**Scholar-Practitioner Curriculum Model
Professional Education Unit**

Knowledgeable

One who accesses, uses, and/or generates knowledge

One who understands, respects, and values diversity

One who is knowledgeable about teachers and teaching, learners and learning, schools and schooling



Skillful

One who plans, implements, and models best practices

One who communicates, cooperates, and collaborates with others

Caring

One who understands, respects, and values diversity

One who makes decisions based upon professional standards and ethical criteria

Inquiring

One who is a developing professional and a lifelong learner

http://www.uark.edu/ua/ncate/Conceptual_Framework_Diagram/indx.htm

Cohort Partnerships: Definition, Mission, Beliefs, and Criteria

Definition

A partnership is the relationship between public schools and universities to cooperatively engage in facilitating the training of the interns seeking initial licensure. Partnership schools should be willing to adopt a *maximum* of 12 interns per building for a 9-month calendar year.

Mission

The University of Arkansas, Fayetteville, Teacher Education Unit in partnership with public schools collaboratively create and maintain intensive field-based degree programs which produce highly qualified educators capable of enhancing the learning of all youth.

Beliefs

- Highly qualified educators must teach K-12 students.
- Everyone is both a teacher and a learner.
- The teacher education programs must be beneficial to all participants.
- The teacher education programs must reflect a diversity of people, perspectives, ideas and experiences.
- The teacher education programs must operate at the interaction of research and practice.
- Learning occurs in meaningful contexts through ongoing observations, and meaningful, reflective feedback.
- Communication is the key to successful collaboration.
- Flexibility is the key to innovation.

Bachelor of Science in Education and Master of Arts in Teaching Programs: Description and Commonalties

Description

The Bachelor of Science in Education and the Master of Arts in Teaching degree programs in the College of Education and Health Professions are the initial preparation program for teachers seeking licensure.

Commonalties Among Partnership Schools

While the professional education faculty values the uniqueness of each professional education program, the programs share the following characteristics common to all:

1. Computer literacy,
2. Multicultural education,
3. Classroom management,
4. Interpersonal skills and human values,
5. Literacy assessment,
6. Performance evaluation of teacher candidates,
7. Differentiated instruction for diverse learners,
8. Knowledge bases supporting the unit and programs,
9. Field-based experiences that support student learning, and
10. Research-based instructional practice.

Partnership Team: Composition, Roles, and Responsibilities

Composition

Each partnership school team consists of: Licensed public school mentors and administrators from partner schools, and a liaison from the Professional Education Unit of the University of Arkansas.

Suggested Roles and Responsibilities of the Partnership Team

- Determine procedures for calling meetings of the cohort team members.
- Plan and implement coursework and field experiences.
- Monitor and support progress of interns.
- Assist interns in planning for observations and teaching experiences.
- Support interns in carrying out specific requirements set up by the University, such as projects required as part of their coursework.
- Provide evaluative data regarding progress of interns.
- Discuss issues related to the teacher education programs.
- Make recommendations about the teacher education programs to the cohort partner schools, university faculty liaisons and appropriate departments.

Public School Mentors

- At a minimum – all Mentor Teachers must hold a standard teaching license in the appropriate field, have taught for at least 3 years and must have successfully completed TESS training. ***Mentors must be approved cooperatively by the school administrators and the University of Arkansas program liaison.***
- Additionally, *mentors are selected* on the basis of their willingness to:
 - Participate in the instructional teams for the purpose of fostering professional development of interns.
 - Meet with University faculty to plan and implement field-based coursework and expectations.
 - Model effective instructional practices in order to maximize learning opportunities for interns.
 - Share models of lesson and unit plans.
 - Review lesson plans prior to teaching by the interns and provide feedback and suggestions.
 - Utilize evaluation tools, including Chalk and Wire, to document intern’s progress and provide that data to interns and the members of the instructional team.
 - Provide feedback to the interns on a regular basis.
 - Participate in and/or plan training sessions offered to enhance skills in curriculum, instruction, mentoring, and supervision.
 - Promote communication between and among faculty at the public school and the University of Arkansas.

University Liaison/Faculty

- Become a “member” of the public school community and understand their concerns/realities.
- Facilitate/coordinate relationships between public school and the University of Arkansas.
- Promote communication between public school and University faculty.
- Keep faculty informed of public school and cohort activities.
- Participate in partnership teams for the purpose of fostering professional development of interns.
- Meet with cohort partner school faculty to plan and implement field-based coursework and experiences.
- Schedule and conduct regular meetings of the team to make sure all required forms are completed and sent to the appropriate persons.
- Establish a schedule and call team meetings.
- Ensure actions decided upon during meetings are carried out.
- Model effective instructional practices in order to maximize learning opportunities for interns.
- Share models of lesson and unit plans.
- Review lesson plans and provide feedback to interns.
- Utilize evaluation tools to document intern progress and provide that data to interns and the members of the partnership team.
- Provide feedback to interns on a regular basis.
- Participate in and/or plan training sessions to enhance skills in curriculum, instruction, mentoring, and supervision.
- Provide training for mentor teachers using Chalk and Wire.
- Participate in collaborative research projects when appropriate.
- Promote communication between cohort partner school and University faculty.

CHED Intern Seminar and Mentor Teacher Meetings

The program operates at its best when interns, mentors, liaisons and school administrators are in constant communication with each to share successes, challenges, questions and/or concerns.

Seminar

Interns meet once a week for seminar class. CIED 4003, for B.S.E. students, meets for 1.5 hours per week in the fall and 1.5 hours in the spring. CIED 5003, for M.A.T students, meets for 1.5 hours per week in the fall and 1.5 hours in the spring. The class is conducted by the university liaison at the partnership school or other location as designated by the University liaison. The seminar class is a university course and attendance is required. Individual concerns, issues, and internship expectations are addressed in a small group setting. Therefore: All interns 1) are required to attend this class just as any other University class for which they register and receive credit; 2) If the intern should be acting as a substitute teacher in his/her current assigned classroom on seminar class day, it is the school's responsibility to arrange for coverage so that the intern will not miss class.

Mentor Teacher Meeting

Mentor teacher meetings are held for one hour per week and conducted by the university liaison. All mentor teachers attend these meetings so that questions and concerns may be addressed to assist interns in becoming effective classroom teachers. Attendance is required at all meetings. Once interns have been instructed in the specifics of student dismissal in the classroom where they are interning, mentor teachers may use the remaining time of the school day (not to exceed 1-½ hours) for planning or completing required University paperwork. This opportunity allows mentor teacher some individual planning time lost when he/she has an intern and also allows the intern some solo teaching time each week. It is very important that the intern receive clear instructions and guidance about how best to plan for this weekly event so that students, interns and mentor teachers have a successful experience.

Other

Of course, mentor teachers may have specific concerns or issues regarding an intern, which should be discussed privately with the liaison. Each liaison is available to assist with such matters. Mentor teachers should ask their liaison his/her preference for how they wish to be contacted regarding individual concerns.

Guidelines for the Internship

Introduction

The internship experience is an integral and vital part of the teacher education program. It is a full-time field experience that allows the interns to make further application of theoretical principles of teaching and learning which have been formulated during an undergraduate studies program. It is the initial preparation program for future teachers.

The B.S.E degree program consists of 30 hours of undergraduate level course work completed during a cohort year including summer, fall, and spring semesters. Each intern is required to complete a core of 15 semester hours of professional education courses and 15 hours related to internship, including a 6-hour internship.

The M.A.T. degree program consists of 33 hours of graduate level course work completed during a cohort year including summer, fall and spring semesters. Each intern is required to complete a core of 10 semester hours of professional education courses and 23 semester hours in their area of specialization, including a 6-hour internship. Passing a comprehensive exam is the final step leading to completion of the M.A.T.

Both teacher education programs offered by the University of Arkansas provide an opportunity to develop appropriate attitudes and understanding and to acquire knowledge, skills, and techniques under the guidance of an instructional team consisting of University liaisons, mentor teachers, and the building principal.

The internship begins with the school district calendar and ends the day before the University Commencement. Interns will observe the holidays and other breaks in accordance with the public school calendar in which they are assigned.

Terminology

Intern: University of Arkansas student participating in an internship in a public school setting.

Mentor Teacher: Classroom teacher who supervises internship.

Program/University Liaison: University faculty member who acts as intermediary between the university and partnership school.

Partnership Team: Licensed public school mentors and administrators from each formal cohort partner school and a liaison from the Professional Education Unit of the University of Arkansas.

Length of Internship

Interns are assigned into three (3) rotations lasting between 7 and 18 weeks. Each rotation is divided into two integrated phases: observation/participation, and teaching. Interns observe and actively participate from the beginning of each rotation. Interns are expected to observe and note policy, procedures, routines, transitions, instructional strategies, and pedagogical style closely in order to be prepared for the teaching phase. Interns will gradually assume teaching responsibility until their solo teaching for each rotation.

The internship begins with the fall term of the partnership school and ends with University graduation. Interns report to the public school with new teachers in August and follow the public school calendar until their graduation in May.

Second placement rotations should occur in such a way as to spend at least some time in other settings, e.g. ESL/GT classrooms and literacy coaches. This offers diversity and broadens observations of how the teachers impact students.

Length of Placements

1st placement ≈ 9 weeks

2nd placement ≈ 16-18 weeks

3rd placement ≈ 7-9 weeks

Evaluative Observations of Intern

The University of Arkansas College of Education and Health Professions partnership team will visit the interns during each rotation cycle. Advance notification is not necessary and there will be times when it will not be provided.

Liaison

Formal: announced observation at least one time each month consisting of written feedback on lesson plan, teaching, and classroom management. Observation form (Appendix C) will be completed and data will be entered into Chalk and Wire for each intern, each month September-November and January-April.

Informal: either announced or unannounced one time per week to check notebook, lesson plans, and address issues, problems, or concerns as needed.

Danielson's Framework for Teaching Observation: announced, complete the Danielson FFT process during the fall semester of the internship.

Mentor

Formal: completion of the **bi-weekly checksheet** (Appendix A) with written feedback based on formal and/or informal observation; **End-of-Placement** evaluation (Appendix B) on the four domains of Danielson's Framework for Teaching model generated from accumulated observations and checksheets will be completed and data will be entered into Chalk and Wire for each intern.

Informal: either prearranged or not, a Grow and Glow Weekly Observation Report (Appendix E) is completed each week on a lesson or activity either taught alone or co-taught with the mentor.

Danielson's Framework for Teaching Observation: announced, complete Danielson FFT process during the spring semester of the internship.

Professionalism

Professionalism requires a high level of mature judgment concerning confidential matters. Student records and information relating to parents, school, staff, and administrative personnel are professional concerns. Confidential matter relating to either school activities or to teacher or pupil behaviors are **NOT** to be discussed with persons outside the professional experience. Some examples of confidential matters would include, but not be limited to, students' IQ scores, individual achievement test scores, psychological test information, or any other test results used to determine eligibility for special programs; names of students on free or reduced lunch; family information gained from parent teacher conferences or from student records; student conduct, behavior and/or discipline issues.

In addition to student/parent confidentiality by the intern, mentor teachers are also expected to maintain confidentiality regarding interns. Interns are not to be discussed with other faculty or students. If an issue arises, please consult Section IV (Procedure for Addressing the Problem of Weak or Challenged Interns.)

Portfolios

Interns must develop a professional portfolio according to the rubric designed by the COEHP Assessment Committee. The portfolio should be completed prior to the job interview phase of the internship. The Childhood Education Programs use the referenced rubrics to build and score portfolios.

Dispositions

In accordance with the state and national standards interns are assessed on their knowledge, disposition, and performance. Dispositions are separate from scholarship or achievement criteria. Interns are expected to exhibit the following dispositions:

- Responsibility: undertakes and completes assigned tasks and exhibits behaviors that show a commitment to planning and revision based on needs and changing circumstances.
- Cooperation: displays a positive willingness to work with peers, mentor teachers, and university faculty to improve the overall learning environment for students.
- Enthusiasm: demonstrates enthusiasm for the disciplines taught, keeps abreast of new ideas and developments in the field, and sees connections to everyday life.
- Flexibility: displays a willingness and ability to adapt to changes in events, conditions, activities, and tasks
- Is sensitive to community and cultural norms, and engages in and supports appropriate professional practices for self and colleagues.
- Legal/Ethical Conduct: engages in legal and ethical conduct involving minor children, maintains privacy and confidentiality of student information, and abides by the established Code of Ethics and the University of Arkansas Graduate School Honor Code www.uark.edu/depts/gradinfo/dean/handbook/regulations.html
- Appearance: follows established school codes and is appropriate and professional
- Initiative: displays independence in starting and completing activities, products, and tasks.
- Patience: displays the ability to be calm and show strength of character in all activities, and /or human interactions.
- Tactfulness: displays the ability to recognize and compensate for the feelings and self-esteem of others valuing individual differences and experiences
- Written Communication: reflects appropriate spelling, grammar, punctuation, syntax, and format with clear and legible writing.
- Oral Communication: displays effective voice and speech delivery patterns.
- Technology: demonstrates appropriate mastery of technology for classroom use and professional communication.

Policies and Procedures

Code of Ethics of the Education Profession

The College of Education and Health Professions professional education unit adheres to the Code of Ethics of the Education Profession as established by the National Education Association. Violation of these principles may result in probation, suspension, or dismissal of the internship.

The full document of the Code of Ethics may be found at <http://www.nea.org/code.html>.

Principles I and II are described below:

Principle 1: Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator –

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly – (a) exclude any student from participation in any program, (b) deny benefits to any student, and (c) grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

Principle II: Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Also supports Arkansas Code of Ethics established by the Arkansas Department of Education:
http://www.arkansased.org/rules/pdf/current/ade_291_ethics_060908_current.pdf

Professionalism in Dress and Attitude

Professional dress and grooming are expected from all interns. Each intern will confer with the partnership team regarding appropriate dress for the cohort setting.

Professional dress includes refraining from wearing the following: tank tops, tee shirts, short skirts, hats or caps, casual flip flops, see-through clothing, and shorts. Interns with multiple piercings may be asked to remove some of their jewelry. Remember you are on a year-long interview; first and consistent impressions are important. Be aware of oral language (including grammar and use of appropriate words). Note that all schools are tobacco-free and weapon-free zones. Do not take any tobacco product or weapon onto school property, including the parking lot. Interns may be required to cover tattoos, depending on school and school district rules.

Promptness and Attendance

Promptness and regular attendance are a part of each intern's professional requirements. Adequate travel time should be allowed to arrive at the school assignment on time. Absences and tardiness may result in a grade of incomplete, failure, or dismissal from the program.

Interns are to be present every day, all day for the internship. Should an absence be necessary, interns must inform the mentor teacher, the partnership school, and university liaison prior to the assigned time of arrival at school. The preferred method of notification will be articulated at individual seminar meetings. Should it be necessary for interns to leave school they must communicate with the university liaison prior to departure. **Two late arrivals, two early departures, or a combination of the previous will be equal to one absence.**

A maximum of 5 absences per semester will be permitted. If for any reason the limit of 5 days is exceeded during one semester, the intern will be given an incomplete and will be required to repeat that semester during another year before being awarded a grade.

Interns are expected to attend any and all activities as mutually agreed upon by the partnership team. Attendance at regular faculty meetings is expected. In addition to teaching assignments, interns are expected to assist mentor teachers in performing certain duties, including bus, lunch, and playground; sponsoring or helping with classroom parties, sponsoring special field trips or other projects, and participating in team projects. The commitment to teaching extends beyond the school day and often to weekends. Interns having campus or community commitments or job responsibilities that interfere with the quality of assigned work may be required to withdraw from the internship.

Attendance at professional meetings and conferences is beneficial and a critical part of professional development and professional behavior. Mentors should model participation in professional organizations through active membership and attendance at professional meetings. Meetings and conferences outside the immediate purview of the partnership school and district are offered and interns are encouraged to attend. Interns will be granted professional leave to attend conferences and will not be counted absent or otherwise penalized.

Interns are expected to establish meaningful relationships with parents and families. They should formally introduce themselves and explain their role through a written communiqué. Open communication should be established and maintained through notes, letters, phone calls, and visits with knowledge and approval of the partnership school.

Interns will attend all parent-teacher conferences which do not conflict with regularly scheduled university classes or seminar. A schedule of conferences will be set so that interns participate meaningfully. If interns rotate to a new placement prior to conference dates a schedule should be set that is most beneficial to all involved, parents, teachers, and interns. Interns are required to share information during these conferences that are pertinent to the student, such as results of their literacy case study and/or information they have gained through careful observation. The interns should gain insight by attending conferences which address all issues such as placement in special classes, retention, behavior modification, etc.

Teaching in the Absence of Certified Personnel

The academic University programs set their own guidelines for teaching in the absence of certified personnel. Please check with the program liaison as to the specific guidelines to follow. The intern may substitute ONLY for their own current mentor teacher. Other absences in the building must be filled through other means.

In order to meet Arkansas State certification requirements set forth by NCATE (National Council for the Accreditation of Teacher Education) interns must have the equivalent of a minimum of twelve (12) full weeks of supervised teaching. Due to the above stated certification requirement and to concerns of liability, the interns may be allowed to assume individual responsibility only if the following conditions are met:

- *The principal and other members of the partnership team approve the assignment.*
- *The intern has already demonstrated the ability to successfully assume full teaching responsibilities.*
- *The intern is a strong teacher with effective classroom management skills.*
- *A member of the partnership team (or another designated contact person) is available for the intern to call on if necessary.*
- *The intern should substitute only in his/her assigned classroom. In the event of an emergency, the mentor teacher may be sent to cover a classroom.*
- *The intern may not supervise children on the playground without a certified teacher present.*
- *Interns may not administer medication, nor are they allowed to perform medical procedures such as cauterization or trachea cleaning.*
- *Attendance at class and seminar is mandatory even when interns are acting as a substitute teacher in his/her classroom.*
- *If their mentor teacher is out of the building, the intern will be paid for substitute teaching. If their mentor teacher remains in the building, the intern may substitute teach but will not be paid.*

Plan for Diverse Field Experiences

Diversity includes a broad spectrum of populations and experiences.

Consistent with the belief that learning occurs in meaningful contexts it is imperative that interns be placed in schools that reflect diverse student populations. In order to prepare interns to confidently and competently meet the needs of all students, placements in partnership schools (from early clinical to graduation) must provide opportunities for interns to be involved in varied settings. A range of settings will be utilized to meet this need. Prior field experience placements will be considered when assigning interns to partnership schools and rotations within these schools. Attempts will be made to offer three different partnership schools to provide varied settings, student populations, educational philosophies, instructional approaches and pedagogical styles.

Corporal Punishment

Corporal punishment is the responsibility of the public school district. The intern must not be given the responsibility to administer corporal punishment nor serve as a witness to corporal punishment.

Withdrawals

If it becomes necessary for an intern to withdraw from the internship, it is the responsibility of the intern to provide a written explanation to the mentor teacher and the university liaison. The intern is expected to follow standard University procedures to withdraw from school. In addition, an intern whose progress is considered unsatisfactory by the mentor teacher and the university liaison, if applicable, may be withdrawn from the internship by the Associate Dean for Academic Affairs. Should the intern be permitted to re-enroll in an internship at a later date, he/she may be advised of additional course work and/or additional requirements necessary before being allowed to re-enroll. Re-enrolling in the internship is neither guaranteed nor automatic.

Grievance or Appeal Procedures

During the internship, problem situations may arise which require special attention. When such situations do arise, it is recommended that specific procedures be followed to resolve the problem at the level closest to the situation prior to moving to the next level. If an intern believes that a situation is becoming uncomfortable and could lead to a poor experience, he/she should first discuss these concerns with the mentor teacher. If unresolved at that level, the principal and University liaison should be consulted. The third level involves the University of Arkansas Department Head and the Associate Dean for Academic Affairs in the College of Education and Health Professions along with the public school superintendent.

Problems that remain unsolved may be appealed through the normal procedures established by the College of Education and Health Professions and the Graduate School.

Procedure for Addressing the Problem of Weak or Challenged Interns

Although interns are admitted to the teacher education program only after meeting established criteria and interview process with the partnership school, issues and concerns regarding performance may arise. In an attempt to resolve these situations to the satisfaction of everyone involved, the following procedure should be followed in the established order. All steps of the procedure may not be necessary and are not required. Each step assumes the issue was not resolved in the previous step:

1. Mentor communicates concerns to the intern. If not resolved, then...
2. **Informal Stage:** Mentor, liaison, and/or faculty will consult and advise the intern, identifying both the problem and the recommended solution. Most inappropriate behaviors can be remediated at this stage.
3. **Formal Stage I:** When inappropriate behaviors continue after consultation, mentor teachers or liaisons may submit a written report to the Childhood Education Program Coordinator. The report will include a description of the inappropriate behaviors and their context as well as recommendations for correcting the behavior. A copy of this report will also be submitted to the intern.

A review by the Childhood Education Program Coordinator will result in either (1) a letter specifying remediation, (2) a hearing with the team and other faculty, or (3) a hearing with the Department Head. The student will receive written notification of the results of this review.

4. **Formal Stage II:** If recommended in Stage I, a hearing before the Department Head will be called by the Childhood Education Program Coordinator. Both written and oral evidence may be submitted at the hearing by the intern, mentor teacher, liaison, or other faculty members. Written records of the committee proceedings will be maintained. The student will receive written notification of the Department Head's decision. The decision might include dismissal from the internship and denial of the certification process.
5. If concerns are not adequately addressed in the above steps, appropriate action will be taken. (See Dismissal Policy)

Dismissal Policy

Interns may be dropped from further study in the College of Education and Health Professions if at any time their performance is considered unsatisfactory as determined by the school/district, program liaison, Department Head, or if applicable, the Dean of the Graduate School (See the UA Graduate Catalog for further clarification). Academic dishonesty and failure to maintain a specified cumulative grade-point average may lead to immediate dismissal from the internship program and/or the University of Arkansas. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process at the University of Arkansas. Included is an act by which a student gains or attempts to gain an academic advantage for himself/herself or another by misrepresenting his/her or another's work or by interfering with the completion, submission, or evaluation of work. See the University of Arkansas's Catalog of Studies under "Academic Regulations" for a more detailed description.

Also, interns are expected to comply with rules, regulations, and expectations of the school/district in which they are placed. It is the intern’s responsibility to obtain a copy of the school manual, handbook, policy guidelines, or master contract for teachers, and become familiar with it. Upon request from the school where the intern is placed, the internship may be terminated by the school’s administration at any time during the experience. If an intern is removed from the internship setting under such circumstances, a subsequent placement is neither automatic nor guaranteed. This may also lead to immediate dismissal from the College of Education and Health Professions and the University of Arkansas’ Graduate School, if applicable. Further, interns are expected to adhere to the NEA’s code of Ethics for Teachers, Principle I and Principle II and the guidelines as established by the University of Arkansas and the College of Education and Health Professions.

Any intern who has been convicted of a felony is not allowed to participate in the teacher education program. Interns who have been arrested for crimes which could result in a felony conviction may be removed from their internship placement pending legal resolutions. Please note that the Arkansas Department of Education will not issue a teaching license to individuals with a felony conviction.

Employment

Career Services

The University of Arkansas Career Development Center offers career services, including all services currently being offered to every U of A student. Interns have access to Job Searching, Resume Building, Interview Preparation and Follow-Up, Use of Portfolio, and Job Offer Negotiations through career services. Please visit the Career Development Center website at <http://career.uark.edu>, stop by their offices in the Arkansas Union, Suite 607 or call 479.575.2805 for more information about services and events.

Licensure of Teachers and Other School Personnel

The State Board of Education issues the regulations governing the licensure of teachers in Arkansas. Upon completion of one of the teacher preparation programs in the College of Education and Health Professions (COEHP), the degree of either Bachelor of Science in Education or Master of Arts in Teaching will be awarded. This is only one step leading to the recommendation by the certification officer at the University of Arkansas. Arkansas law specifies that each application for a teaching license or a request to add an additional endorsement area must be supported by the appropriate Praxis I and Praxis II score(s) and program of study if required. All applicants must also complete a Teacher Record Check. Forms on which to make application for an Arkansas License may be obtained from the Arkansas Department of Education at (501) 682-4342 or at <http://arkedu.state.ar/> or from the Coordinator of Teacher Education, University of Arkansas, Graduate Education Building, Room 350, (479) 575-6740.

All applicants must complete a Teacher Record Check Form in order to make application for an Arkansas license. That form may be obtained by calling or writing the Coordinator of Teacher Education, University of Arkansas, Graduate Education Building, Room 350, (479) 575-6740.

**Arkansas Department of Education Licensure Contact Information
and Procedures**

Professional Licensure Contact Information

The Office of Professional Licensure of the Arkansas Department of Education issues licenses for pre-school through Grade 12 teachers and administrators.

Office Hours: 8 a.m. to 4:30 p.m., Monday through Friday

Location: The office is located in Rooms 106B and 107B of the Arch Ford Education Building, 4 Capitol Mall, in Little Rock.

Mailing Address:

Arkansas Department of Education

Professional Licensure

#4 State Capitol Mall

Room 106B or Room 107B

Little Rock, AR 72201

Telephone Number: 501-682-4342

Fax Number: 501-682-4898

Accessing Licensure Information

General licensure information on teachers and administrators may be accessed at the following Web site address: <http://www.uark.edu/depts/coehp/Certification.htm>

SPECIAL NOTE: PLEASE FOLLOW THE STEPS LISTED BELOW TO ACCESS INFORMATION ON THE SITE.

1. Enter the following for both the login and password: admin
2. Click on button marked "Login."
3. Click on ALPS: Arkansas Professional Licensure System.
4. Select the button next to the phrase "Applicant Search."
5. Click on button marked "Continue."
6. Enter the Social Security number of the teacher/administrator.
7. Click on the button marked "Search."
8. Select the button underneath the phrase "Select."
9. Click on button marked "PL Limited View."

Licensure in Other States

Usually, qualifying for a license in Arkansas facilitates licensure in another state. An application in another state must be made on the application form for the state which can be obtained by request from the state teacher certification office in the capital city. An official transcript should accompany the application. In many instances, the applications are referred to the preparing institution's certification officer to verify the completion of a program approved by the National Council for the Accreditation of Teacher Education.

Important Telephone Numbers

Associate Dean for Academic Affairs (479) 575-4878

Fax (479) 575-8797

Mike Miller
 University of Arkansas
 Graduate Education, Room 320
 Fayetteville, AR 72701
mtmille@uark.edu

Director of Field Placement and Teacher Licensure (479) 575-4932

Leah Chamberlain
 University of Arkansas
 Graduate Education, Room 339
 Fayetteville, AR 72701
leahc@uark.edu

Departments

Agriculture (479) 575-4446

Curriculum and Instruction (479) 575-4209

Health Science, Kinesiology, Recreation
 and Dance (479) 575-2857

Rehabilitation, Human Resources, and
 and Communication Disorders (479) 575-4758

Arkansas Department of Education (Licensure) (501) 682-4342

Fax (501) 682-4898

Important Web Sites

► **College of Education and Health Professions**

<http://www.uark.edu/depts/coehp/>

Click on Certification/Licensure button on the left for the following:

U of A Teacher Licensure Checklist
U of A Additional Licensure Plans
Internship Evaluations

Click on Student/Faculty Resources on the left for the following:

Graduate Studies Forms, Procedures, Information and Handbooks

► **Arkansas Department of Education**

<http://arkedu.state.ar.us/>

► **Praxis (ETS) Information**

www.ets.org/praxis

APPENDIX A

Absences _____ Tardies _____
 Lesson Plans _____
 (+, -,)

Intern Progress Sheet Bi-Weekly Checklist

Intern: _____ Mentor: _____ Grade: _____ Rotation: _____ Date: _____

<i>Domain 1: Planning and Preparation</i>	Progress	Comments Please list your reasons for this selection
Demonstrating knowledge of content and pedagogy		
Demonstrating knowledge of students		
Setting instructional outcomes		
Demonstrating knowledge of resources		
Designing coherent instruction		
Designing student assessments		
<i>Domain 2: The Classroom Environment</i>		
Creating an environment of respect and rapport		
Establishing a culture for learning		
Managing classroom procedures		
Managing student behavior		
Organizing physical space		
<i>Domain 3: Instruction</i>		
Communicating with students		
Using questioning and discussion techniques		
Engaging students in learning		
Using assessment in instruction		
Demonstrating flexibility and responsiveness		
<i>Domain 4-Professional Responsibilities</i>		
Reflecting on teaching		
Maintaining accurate records		
Communicating with families		
Participating in a professional community		
Growing and developing professionally		
Showing professionalism		

APPENDIX B

University of Arkansas –End of Placement Evaluation

Date: _____	School _____	Grade Level _____
Intern: _____		
Mentor/Evaluator: _____		
Absences: _____ Tardies: _____		

Please place a number by each criterion and then add supporting evidence in the space provided below.

Domain 1 – Planning and Preparation

- ___ Demonstrating knowledge of content and pedagogy
- ___ Demonstrating knowledge of students
- ___ Setting instructional outcomes
- ___ Demonstrating knowledge of resources
- ___ Designing coherent instruction
- ___ Designing student assessments

Comments for Domain 1

Domain 2 – The Classroom Environment

- ___ Creating an environment of respect and rapport
- ___ Establishing a culture for learning
- ___ Managing classroom procedures
- ___ Managing student behavior
- ___ Organizing physical space

Comments for Domain 2

Domain 3 – Instruction

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating flexibility and responsiveness

Comments for Domain 3

Domain 4 – Professional Responsibilities

- Reflecting on teaching
- Maintaining accurate records
- Communicating with families
- Participating in a professional community
- Growing and developing professionally
- Showing Professionalism

Comments for Domain 4

APPENDIX C



UNIVERSITY OF
ARKANSAS

Intern/Student Teacher:	Date:	School:
Observer:	Grade:	Rotation / Observation #:
Mentor:	Subject:	Program:

Key: 1=Unsatisfactory 2=Basic 3=Proficient 4=Distinguished (See rubric for performance criteria)

Domain 1: Planning and Preparation		Score	Comments
A	Demonstrating knowledge of content and pedagogy		
B	Demonstrating knowledge of students		
C	Selecting instructional outcomes		
D	Demonstrating knowledge of resources		
E	Designing Coherent Instruction		
F	Assessing student learning		
Domain 2: The Classroom Environment		Score	Comments
A	Designing an environment of respect and rapport		
B	Establishing a culture for learning		
C	Managing classroom procedures		
D	Managing student behavior		
F	Organizing physical space		
Domain 3: Instruction		Score	Comments
A	Communicating with students		
B	Using questioning and discussion techniques		
C	Engaging students in learning		
D	Using assessment in instruction		
E	Demonstrating flexibility and responsiveness		
Domain 4: Professional Responsibilities		Score	Comments
A	Reflecting on teaching in terms of accuracy and use in further teaching		
B	Maintaining accurate records		
C	Communicating with families		
D	Participating in a professional community		
E	Developing and growing professionally		
F	Demonstrating professionalism		
General Commendations		Focus areas for next observation	

APPENDIX D (OPTIONAL)

Observation Report

Lesson/Subject_____

Date_____

Glow

Grow

Planning and Preparation:

The Classroom Environment:

Instruction:

Professional Responsibilities:

Intern Signature

Mentor Signature

APPENDIX E

Intern Experience Log

Week of _____

Use the following key to complete the chart below.

O = Observed

T = Taught

t= taught using mentor's plan

C = co-taught a lesson with the mentor teacher*

List day and time of lesson and describe how you participated.

Subject	Mon.	Tues.	Wed.	Thurs.	Fri.	Participation

*One way to co-teach is to divide a lesson into three parts: Introduction, body, and Conclusion. Let the intern do one or more parts while the mentor does the other(s). This is a good way to lead up to the teaching a full lesson, rather than going straight from observing to teaching a full lesson.

Intern Signature

Mentor-teacher Signature

Adapted from:
Pelletier, C.M. (1995). *A handbook of techniques and strategies for coaching student teachers*. Needham Heights, MA: Allyn and Baco

APPENDIX F

UNIVERSITY OF ARKANSAS

College of Education and Health Professions Checklist of Procedures for Master's Degree (M.A.T., M.Ed., M.S.)

Name _____ Advisor _____

Degree Program Area _____ Area of Concentration _____

This checklist has been designed to assist the Master's Degree candidate and advisors. **PLEASE UTILIZE** the checklist so that you may properly meet the responsibilities of program progression.

- | | <u>Date Completed</u> |
|--|-----------------------|
| 1. Seek Admission to Graduate School | |
| A. Complete "Application for Admission" | _____ |
| B. Submit Application Fee as set by Graduate School | |
| C. Submit Two Official Transcripts of all Courses | |
| D. Optional: "Application for Graduate Assistantship" | |
| E. M.A.T. prospective students must complete Evaluation for Internship October 1, prior to entering the MAT (PEAH 117, 575-4203), portfolio, and interview. | |
| 2. Admitted to Program and Assigned Advisor | |
| You will receive letter directly from Graduate School when approved or denied. | _____ |
| 3. Meet with Advisor to Plan Program of Study. If candidate will be completing a thesis, a Thesis Committee must be established. The Master's Thesis Title and Thesis Committee form (Graduate School form), consisting of a thesis director and at least two other members of the graduate faculty, should be submitted (in duplicate) to the Graduate School at least three months prior to the date of the comprehensive examination. (Thesis not available in M.A.T. degree program) | _____ |
| 4. Submit Form BCSS-13, "Master's Application for Comprehensive Examination" | _____ |
| 5. Complete Comprehensive Examination (Given in last session of enrollment or upon completion of all coursework). | _____ |

Date Completed

6. Receive Notification of Pass or Fail on Comprehensive Examination. Advisor must complete Form BCSS-14 and then final notification will be received from the appropriate Departmental Office. _____
7. Complete Minimum Residence of 30 weeks. _____
8. If candidate is completing a thesis, the thesis should be Submitted for approval to the Master's Thesis committee. The Committee must receive the thesis at least three (3) weeks Before the degree is to be conferred. Two (2) unbound typewritten copies of the thesis in prescribed form should be approved by the Graduate School and then delivered to the Library at least one week before graduation. Those presenting a master's thesis as a part of the requirements for the master's degree must register for a minimum of six semester hours of master's thesis. (**Thesis not available in the M.A.T. degree program**) _____
9. Advisor submits completed Record of Progress form to the appropriate Program/Departmental Office. _____
10. Advisor submits completed Program of Study, form BCSS-12, and sends to the appropriate Program/Departmental Office for verification of requirements. A copy will be provided to the student by the department. _____
11. Apply for degree. A student cannot be cleared for graduation until an application for the degree has been filed with the Registrar's Office and the appropriate graduation fee has been paid. The degree application is obtained from the Graduate School, 119 Ozark Hall, and filed with the Registrar in the semester in which the student expects to receive the degree. Diploma will be received 6 – 9 weeks following completion of all requirements. _____
12. An annual academic calendar of specific master's degree deadlines is published by the Graduate School and is available in 119 Ozark Hall and on the Graduate School web page at <http://www.uark.edu/depts/gradinfo/> _____

Note: Students and/or advisors should check the current Graduate Catalog For any other policies and/or procedures. All policies and procedures are subject to change upon approval of the Graduate Faculty in the College of Education and Health Professions and/or the Graduate Council.

Student Acknowledgement

I _____ have read and understand all aspect and implications
(name of intern)
articulated in the Childhood Education Handbook. My signature below assures that I have read,
understand, and will support and abide by the philosophy, goals, tenets, rules and regulations
contained herein.

Signature: _____
(intern)

Date: _____
(date signed)