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SECTION I: Mission, Goals, and Standards

University of Arkansas: Mission, Vision, and Guiding Priorities

The university’s mission and vision is to establish a foundation from which to advance the university in all aspects, from student success to research, including its mission as a land-grant and flagship institution.

The eight institutional guiding priorities for the University of Arkansas are:

- Advancing Student Success
- Building a Collaborative and Innovative Campus
- Enhancing Our Research and Discovery Mission
- Enriching Campus Diversity and Inclusion
- Investing in Faculty Excellence
- Promoting Innovation in Teaching and Learning
- Reaffirming our Land-grant and Flagship Responsibilities
- Strengthening Graduate Education

https://www.uark.edu/strategic-plan/

College of Education and Health Professions: Mission and Goals

The mission of the College of Education and Health Professions (COEHP) 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.

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

- Strengthen the academic quality and reputation of the COEHP by development and enhancing programs of excellence in teaching, research and service;
- Improve the quality and diversity of our students, faculty and staff.
- Generate increased private and public support for the college’s research, academic and service initiatives. (College of Education and Health Professions Strategic Plan, 2016)

U of A Educator Preparation Provider (EPP): Philosophy, Goals, and Standards

The philosophy of the EPP 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.
- Continuous assessment is essential to an effective professional education program.
- Technology should be used when appropriate to support learning.

The preceding philosophy provides the foundation for the goals for the EPP. 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.

Graduates from the University of Arkansas are expected to be scholar-practitioners who advocate for the learning of all children in diverse settings. Proficiencies reflect the knowledge, skills, and dispositions identified by specialized professional associations (SPAs), CAEP, InTASC, and criteria found in the Teacher Excellence & Support System based on the Danielson framework designed by Arkansas Department of Education. The overarching goal of the EPP is to offer effective, academically-rigorous preparatory programs for future educators as scholar-practitioners who advocate for the learning of all children. Professional educators are prepared for teaching, administration, counseling, and other school professions. The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring and supportive of students, families, school staff and the community; and a professional who continues to learn and who embodies ethical behavior.

- **Knowledgeable.** Professional educators must possess general knowledge, content knowledge, pedagogical knowledge, and professional knowledge to be effective. They must know how to access, use and generate knowledge. In order to be current, they must be inquiring and up to date on new knowledge in their content, pedagogy, and school systems.
- **Skillful.** This includes the pedagogy required to be an effective teacher, administrator, or other school professional. Aspects of a skillful teacher are planning, implementing, and modeling best practices including best technology practices.
- **Caring.** Creating a caring learning environment for all students and communicating that the educator is there to support student learning is another vital aspect of our graduates. This includes being caring, supportive, and responsive to the diverse backgrounds our students bring to the classroom and school. The ability to communicate and collaborate with groups of colleagues and others who contribute to the student’s education such as families and communities is also essential.
- **Professional.** As scholars, candidates are expected to continue to inquire and seek to improve their practice. Candidates also participate in professional communities. This involves staying current with educational research and working with appropriate professional organizations to better the professions. The professional candidates demonstrates ethical behavior in all aspects of their multi-faceted career.

**Partnerships: Mission, Beliefs, and Criteria**

Partnerships are formed with a mutually beneficial agreement among various partners in which all participating members engage in and contribute to goals for the preparation of education professionals. This may include examples such as pipeline initiatives, Professional Development Schools, and partner networks. [http://caepnet.org/standards/standard-2/components](http://caepnet.org/standards/standard-2/components)
Mission

The University of Arkansas, Fayetteville, EPP 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-6 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.

Criteria

“The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.” (CAEP 2.3)

K-6 Elementary Standards

Standards that outline what completers graduating from a K-6 Elementary educator preparation program should know and be able to do by the end of their preparation program are set forth by the Council for the Accreditation of Educator Preparation (CAEP) as followed

STANDARD 1 – Understanding and Addressing Each Child’s Developmental and Learning Needs Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning

STANDARD 2 – Understanding and Applying Content and Curricular Knowledge for Teaching Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.

STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development.

STANDARD 4 – Supporting Each Child’s Learning Using Effective Instruction. Candidates make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and
effective feedback as appropriate, and use whole class discussions to support and enhance children’s learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.

STANDARD 5- Developing as a Professional Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

For further components and supporting statements visit [http://caepnet.org/accreditation/caep-accreditation/caep-k-6-elementary-teacher-standard](http://caepnet.org/accreditation/caep-accreditation/caep-k-6-elementary-teacher-standard)

SECTION II: Description and Commonalities of K-6 Licensure Degree Plans

_Bachelor of Science in Education and Master of Arts in Teaching_

The Bachelor of Science in Education and the Master of Arts in Teaching in the College of Education and Health Professions are the initial licensure plans for K-6 teachers at the University of Arkansas.

Terminology

In the U of A teacher EPP, some common terms are:

- **Teacher Candidate:** A student who has been admitted into a teacher education program.
- **Intern:** University of Arkansas teacher candidate participating in an internship in the school setting. This is reserved for a candidate’s final year in the program.
- **Mentor Teacher:** Classroom teacher who supervises an observation, practicum, or internship placement.
- **Field Placement:** An observation, practicum, or internship placement in a school setting.
- **University Liaison:** A university faculty or supervisor who acts as an intermediary between the university and partnership school.
- **Partnership Team:** Licensed school mentors and administrators from each partner school and a liaison from the University of Arkansas.

**Partnership Team: Composition, Roles, and Responsibilities**

Each partnership school team consists of: licensed public school mentors and administrators from partner schools, and a liaison from the Educator Preparation Provider of the University of Arkansas.

**Suggested Roles and Responsibilities of the Partnership Team**

- Determine procedures for calling meetings of the 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

Mentors must be approved cooperatively by the partnership school administrator(s) and the University of Arkansas program liaison. Mentors are selected on the basis of their willingness to:

- Participate in the instructional teams for the purpose of fostering professional development of interns.
- Model participation in professional organizations through active membership and attendance at professional meetings.
- 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 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 professional development 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.

A potential mentor for full-time internship placements will:

- Have expressed a desire to serve as a full-time internship mentor
- Have met the minimum of three years teaching experience
- Have received a proficient or higher rating in their latest TESS performance review
- Have been recommended by an administrator based on demonstrated positive impact on P-12 students’ learning and development
- Communicate with designated UA faculty/staff to provide constructive written feedback when requested
- Complete ongoing formative and summative assessments of teacher candidates in a timely fashion
- Relinquish/share control of class and curriculum with teacher candidate when appropriate
- Allow teacher candidates to implement new methodologies in class
- Allow teacher candidates to design and teach necessary lessons/units (logistics planned in cooperation with the mentor)
- Participate in annual mentor teacher training offered by the University of Arkansas

Additional preferred qualifications

- Have earned a Master’s Degree in content area
- Be involved in multiple facets of curricular and extracurricular school life
- Be involved in professional organizations and associations

University Liaison

The University liaison will:

- Participate as a member of the partnership team of the public school and understand their concerns/realities.
- Facilitate/coordinate relationships between public school and the University of Arkansas.
- Promote communication between public school and University faculty.
- Inform partnership team of cohort requirements.
- Participate in partnership teams for the purpose of fostering professional development of interns.
- Meet with cohort partnership 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 university liaison.
Establish a schedule and facilitate meetings for partnership teams.
Ensure actions decided upon during partnership meetings are accomplished.
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.
Participate in collaborative research projects when appropriate.
Promote communication between cohort partnership school and University faculty.

Intern Seminar and Mentor Teacher Meetings

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

Seminar

Seminar is conducted during CIED 4003 for B.S.E. students and CIED 5003 for M.A.T students. The format for this 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. Internship expectations and coursework are among the topics that will be addressed in the Seminar small group setting.

1) All interns 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 the seminar class.

Mentor Teacher Meeting

Mentor teacher meetings are conducted by the university liaison. All mentor teachers attend to receive training, program updates, and/or to address questions/concerns to assist interns in becoming effective classroom teachers. The format and frequency is designated by the university liaison.

Internship Overview

Internship is an integral and vital part of the teacher education program. It is a full-time field based internship that allows the interns to make further application of theoretical principles of teaching and learning which have been formulated during an undergraduate studies program. Interns are expected to gradually assume full-time teaching responsibilities in the classroom. Interns are also encouraged to participate in school/district professional development, attend conferences, and engage in extracurricular activities.

The B.S.E. and M.A.T. education programs are the K-6 initial teacher licensure degree plan for candidates. These programs provide an opportunity to develop appropriate professional dispositions, understandings and to acquire knowledge, skills, and best practices under the guidance of an partnership team consisting of university liaisons, mentor teachers, and the building administrator.

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 (not the University of Arkansas calendar) in which they are assigned.
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 teachers in August and follow the public school calendar (not the University of Arkansas calendar) until their graduation in May.

Rotations should occur in such a way as to observe in other settings, (e.g. ESL, GT classrooms, experiences with literacy coaches, etc.). These additional experiences can broaden the intern’s perspective of diversity within the school setting by gaining an understanding of how all teachers work as a team to positively impact the academic and social-emotional success of students.

Internship Experiences and Assignments

Plan for Diverse Field 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. Diversity includes a broad spectrum of populations and experiences. 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 provide different districts as partnership schools to provide varied settings, student populations, educational philosophies, instructional approaches and pedagogical styles.

Solo Teaching

Together, the university liaison, mentor teacher, and intern will decide when it is time for full teaching responsibility. Teaching a full class schedule is desirable because it gives interns a realistic perspective of the work required of a full-time teacher. Interns in both licensure degree programs will fully implement the regular classroom activities during solo teaching including the use of formative assessments and reflection to plan differentiated, standards-based lessons for diverse learners.

Parent-Teacher Conferences

Parent-teacher conference week/day will serve as an optimal learning opportunity for interns. The intern will actively participate in this district-wide, after-school commitment. It is the intern’s responsibility to assist his/her mentor teacher in preparing for conferences and have a voice during these meetings when invited by the mentor teacher. Interns will serve as an active observer of effective methods/strategies used to successfully conduct parent-teacher conferences. The intern may be invited to conduct conferences and complete a written assignment that follows a specific format. The reflection will be inclusive of participation in all of the parent-teacher conferences. When there is a conflict of dates with parent-teacher conferences, priority must be given to University classes.
Professional Growth Plan

Interns in both licensure degree programs will use evidence from assessment data (Glow and Grow evaluations, Bi-Weekly checklists, informal and formal lesson observations, Summative Evaluations, and End of Placement evaluations) to identify/monitor areas of strength and areas of growth that align with TESS domains. Each intern will create a specific action plan to address areas of growth. This document will be reviewed and modified throughout the year-long internship experience.

Integrated Curriculum Unit

Interns in both licensure degree programs will design and teach a unit of instruction using any curriculum model appropriate for the content/school setting. Interns are expected to incorporate best practices regarding standards-based instruction, principles of differentiation, use of pre and post assessments (data analysis), formative assessments, performance assessments, and creating responsive environments to maximize student learning.

B.S.E. and M.A.T. Specific Program Descriptions

B.S.E. Program

The B.S.E. licensure degree program of study is one path to K-6 teacher licensure at the University of Arkansas. Candidates make application to the program during their sophomore year. Education pedagogy courses are taken during the junior and seniors years of the program. Candidates complete internship during the fall and spring semesters of their senior year.

B.S.E. Length of Internship

Interns are assigned into three (3) rotations of various lengths, one (1) semester-long middle school placement and two (2) elementary school placements. 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 closely observe and note policy, procedures, routines, transitions, instructional strategies, and pedagogical style 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.

Placement rotations occur in two districts. This offers diversity and broadens observations of how teachers and support faculty and staff impact students with different demographics.

B.S.E. Internship Coursework

The internship experience is an integral and vital part of the teacher education program. It is a full-time field experience that allows interns to make further application of theoretical principles of teaching and learning, but interns are also concurrently enrolled in additional coursework to complete their undergraduate program of study.

Interns enrolled in the 4-year licensure program may be enrolled in 12-15 hours of coursework each semester. Required courses are delivered on the Fayetteville campus weekly on Tuesdays and Thursdays, and/or online.

Some course assignments will include the support and supervision of the mentor teacher and will require use of the internship classroom of students.
B.S.E. Internship Days

Mondays, Tuesdays, Wednesdays, and Fridays are designated as internship days. Thursdays are B.S.E. program class days on the UA campus. Interns may have full-day Seminars, resulting in them not being at the internship site at various times throughout the internship experience. A calendar will be provided by the University liaison.

M.A.T. Program Description

The M.A.T. licensure 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 21 semester hours in Childhood Education, 6 semester hours in a selected Endorsement area, and 6 semester hours in a field-based internship. Passing a comprehensive exam is the final step leading to completion of the M.A.T.

M.A.T. Length of Internship

Interns are assigned into three (3) rotations of various lengths, one (1) middle school placement and two (2) elementary school placements. 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 closely observe and note policy, procedures, routines, transitions, instructional strategies, and pedagogical style 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.

Placement rotations occur in two districts. This offers diversity and broadens observations of how teachers and support faculty and staff impact students with different demographics.

M.A.T Internship Coursework

The internship experience is an integral and vital part of the teacher education program. It is a full-time field experience that allows interns to make further application of theoretical principles of teaching and learning, but interns are also concurrently enrolled in additional coursework to complete their undergraduate program of study.

Interns enrolled in the M.A.T. licensure program may be enrolled in 12-15 hours of graduate coursework each semester. Required courses are delivered on the UA-Fayetteville campus weekly on designated days/evenings each week, and/or online. Course assignments should support the experiences of internship and will align theory with effective teaching practices in the internship setting.

M.A.T. Internship Days

Four days per week are designated as internship days with one day designated for program course on the UA campus. Interns may have full-day Seminars, resulting in them not being at the internship site at various times throughout the internship experience. A calendar will be provided by the University liaison that outlines dates that may deviate from the normal schedule.

Action Research

Interns in the M.A.T. licensure degree program will also complete an action research project that is conducted in a classroom at the partnership school. The successful completion and defense of the action research project represents a cumulative set of pedagogical knowledge and skills. This project connects learning experiences from UA coursework and what is being practiced during internship. The action research project serves as the oral comprehensive evaluation for the teacher candidate seeking a M.A.T. degree in K-6 Elementary Education.
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. [http://catalog.uark.edu/graduatemcatalog/](http://catalog.uark.edu/graduatemcatalog/)

Description of Internship Forms for M.A.T. and B.S.E. Programs

CHED/ELEL Lesson Plan Format
Interns will use the required lesson plan format to write lesson plans for specified teaching situations. Interns will provide a copy of lesson plans to their mentor teachers for review prior to teaching. A copy of lesson plans should be available at each formal observation. Lesson plans do not have to be drafted for impromptu teaching situations.

Intern Experience Log
These forms serve as a continuous, brief record of student teaching experiences. These reports help to appraise the involvement that interns are gaining and aid in planning with mentor teachers.

Glow and Grow Observation Report
As part of the feedback loop, mentors will provide evidence on strengths and challenges on one specific lesson on alternating weeks. Comments are anecdotal and no scores are recorded.

Bi-Weekly Checklists
As part of the feedback loop, mentors will provide evidence over the course of two weeks that aligns with the four TESS domains on alternating weeks. Comments and evidence are in written format, but no scores are recorded.

Formative Observations
As part of the feedback loop, formal/informal observations will be conducted consisting of written and oral feedback on lesson plans, teaching, classroom management, and professionalism. Frequent evaluation will help interns define strengths and weaknesses, and assist in developing the skills and techniques for continual improvement. Multiple forms/formats may be used to provide feedback.

End of Placement Evaluation
Mentor teachers will consult Glow and Grows, Bi-Weekly Checklists, formative observations, and internship notes to complete one End-of-Placement evaluation on the four TESS domains. Evidence and comments require scores.

Summative Evaluation
Interns will participate in two formal Summative Evaluations completed by the university liaison (fall semester) and the mentor teacher (spring semester). Interns are required to submit the required forms and participate in pre and post observation conferences. Summative Evaluations are submitted to the U of A Office of Teacher Education via Taskstream.

Communication with Families Evaluation
The Communication with Families Evaluation is an assessment tool designed to provide feedback to teacher candidates regarding demonstration of positive interactions with families considered essential to effective teaching. The rubric may be completed by each mentor teacher working directly with teacher candidates and/or used as a self-assessment as candidates proceed through the internship experience.

Candidate Dispositions Inventory
The Candidate Disposition Inventory is an assessment tool designed to provide feedback to teacher candidates regarding demonstration of dispositions considered essential to effective teaching. The Inventory is to be completed by university faculty and mentor teachers working directly with teacher candidates during the fall semester of internship.
Mentor/Liaison Feedback Forms

The Office of Teacher Education and district partners are co-constructing criteria to use as an evaluation tool for mentor teachers and university liaisons. Results will be shared and criteria will be refined to encourage continuous improvement for mutually beneficial partnerships.

Professional 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 (Appendix A):

1. Communicates effectively and/or appropriately.
2. Demonstrates a positive attitude through engagement.
3. Uses courtesy, respect, and civility when interacting with others.
4. Displays the ability to work with diverse individuals.
5. Displays a passion for continuous learning.
6. Stays focused on a task and handles the task professionally and maturely.
7. Demonstrates confidence and commitment when taking on assigned and/or unassigned tasks.
8. Demonstrates flexibility and is able to make adjustments in light of changing circumstances.
9. Shows ethical thinking and sound judgment.
10. Exhibits a belief that ALL students can learn.
11. Is self-reflective and accepts and uses constructive feedback.

SECTION III: Policies and Procedures

Code of Ethics for Arkansas Educators

The Code of Ethics for Arkansas Educators defines minimum standards of ethical conduct for all educators. The State Board of Education approved the standards on September 1, 2008. The ADE Rules Governing the Code of Ethics for Arkansas Educators further define these standards and provides a process for investigating alleged violations. As a University of Arkansas teacher candidate, you have agreed to adhere to the Code of Ethics for Arkansas educators and will be held to the same ethical standards as a licensed teacher. As such, in the event of an ethics complaint you will be subject to the same policies and procedures as a licensed teacher. This includes investigation and, if necessary, disciplinary actions taken by the Professional Licensing and Standards Board.

Standard 1

An educator maintains a professional relationship with each student, both in and outside the classroom.

Standard 2

An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position.

Standard 3

An educator honestly fulfills reporting obligations associated with professional practices.
**Standard 4**

An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship.

**Standard 5**

An educator maintains integrity regarding the acceptance of any gratuity, gift, compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using the educator’s position for personal gain.

**Standard 6**

An educator keeps in confidence secure standardized test materials and results, and maintains integrity regarding test administration procedures.

**Standard 7**

An educator maintains the confidentiality of information about students and colleagues obtained in the course of the educator's professional services that is protected under state law or regulations, federal law or regulations, or the written policies of the educator's school district, unless disclosure serves a professional purpose as allowed or required by law or regulations.

**Standard 8**

An educator refrains from using, possessing and/or being under the influence of alcohol or unauthorized drugs/substances and/or possessing items prohibited by law, or possessing or using tobacco or tobacco-related products while on school premises or at school-sponsored activities involving students.

**Professionalism**

Professional dress and grooming are expected from all interns. Each intern will confer with the partnership team regarding appropriate dress for the cohort setting in alignment with partnership school district policies upon the discretion of the building administrator and University liaison.

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 matters relating to either school activities, teachers, pupil academics or 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 (Ex. 504, IEP.)

In addition to student/parent confidentiality by the intern, mentor teachers, and university faculty are also expected to maintain confidentiality regarding interns. If an issue arises, please consult Section IV (Candidate Improvement Plan).
Promptness and Attendance

Interns are to be present every day, all day for the internship. **Should an absence or early departure from internship be necessary, interns must inform the mentor teacher, the partnership school administrator, and university liaison prior to the assigned time of arrival at school.** The preferred method of notification will be articulated by the University liaison.

Interns are expected to attend any and all activities as mutually agreed upon by the partnership team. Attendance at regular faculty meetings and after school events is expected. Refer to the public school district policies for further attendance/absence information.

Promptness and regular attendance are a part of each intern’s professional requirements. Adequate travel time should be considered in order to arrive at the time determined by the school district and the building administrator. Absences and tardiness may result in a grade of incomplete, failure, or dismissal from the program. **Two late arrivals, two early departures, or a combination of the previous will be equal to one absence. If, for any reason, an amount of five days is exceeded during one semester, a plan of action will be outlined in a Candidate Improvement Plan.** This action plan could result in any of the following actions for the candidate: incomplete grade, requirement to repeat that semester during another year before being awarded a grade, or removal from the program.

Other Professional Responsibilities

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 includes weekend activities. Interns having campus or community commitments or job responsibilities that interfere with the quality of assigned work may require a conference with mentor, University liaison, and program coordinator possibly resulting in a Candidate Improvement Plan.

Attendance at professional meetings and conferences is beneficial and a critical part of professional development and professional behavior. Meetings and conferences outside the region 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. It is expected that interns attend school faculty and district meetings unless there is a conflict with a scheduled university course.

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

Interns will attend all parent-teacher conferences which do not conflict with regularly scheduled university classes or seminar. 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 student learning when possible.

**Teaching in the Absence of Certified Personnel**

There are established guidelines for teaching in the absence of certified personnel. Please check with the University liaison as to specific guidelines that must be followed. The intern may substitute ONLY for the mentor teacher in his/her current placement. Other absences in the building must be filled through other means.
Interns may be allowed to assume individual responsibility for supervising students 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 catheterization or trachea cleaning.
- Attendance at class and seminar is mandatory even when interns are acting as a substitute teacher in his/her classroom.
- If the mentor teacher is out of the building, the intern will be paid for substitute teaching. If the mentor teacher remains in the building, the intern may substitute teach but will not be paid.

**Substitute Teaching Amendment**

*(adopted 12/08/2016)*

1. A teacher candidate shall only be used as a substitute teacher if that candidate has demonstrated the ability to successfully assume full teaching responsibilities, as determined by both the mentor and the university faculty liaison/supervisor.

2. A teacher candidate shall be authorized to substitute only for his/her currently assigned mentor teacher. Any exception to this must be **pre-approved by the Office of Teacher Education and the School District.**

3. The teacher candidate shall not serve as a long-term substitute during the internship period, unless pre-approved by the student’s academic program and the **University of Arkansas Office of Teacher Education.**

4. While substituting, the teacher candidate is not serving in an internship capacity. Hours spent substitute teaching do not count toward the **state-required 420 internship hours.** The school district, and/or the district’s contractor, shall assume full responsibility for directing the work of the teacher candidate(s), consistent with district policies and arrangements concerning substitute teachers.*

5. When employed as a substitute teacher, the teacher candidate shall be paid at the appropriate substitute teacher rate.

**IMPORTANT CLARIFICATIONS**

*Interns may not be paid to substitute teach on days dedicated as seminars or events through the Office of Teacher Education.*

*Substitute teaching is a separation from internship and university responsibility. Mentor teachers may not be out of the building for extended periods for professional nor personal reasons unless interns are officially paid/contracted by SubTeach. The absence of this official designation (paid substitute) results in an absence of liability coverage in the event of any incident that may occur when the mentor teacher is away from his/her assigned duties.*

**Candidate Improvement Plan Procedures**

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)

**Withdrawals**

If it becomes necessary for an intern to withdraw from the CHED/ELEL Program, it is the responsibility of the intern to provide a written explanation to the partnership school building administrator, 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, he/she may be advised of additional coursework and/or additional requirements necessary before being allowed to re-enroll. Re-enrollment 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 unprofessional and could lead to a poor experience, he/she should first discuss these concerns with the mentor teacher and/or university liaison. If unresolved at that level, the principal and the program coordinator should be consulted. The third level involves the Curriculum and Instruction Department Head and the Associate Dean for Academic Affairs in the College of Education and Health Professions along with the public school superintendent (or appropriate district administrator).

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

**Dismissal Policy**

Interns may be dismissed 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’ 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.

SECTION IV: Employment Resources

Office of Teacher Education (OTE)

The OTE holds an education readiness seminar and teacher educator career fair in the spring of each year. Correspondence about this annual event will come from the university liaison, through the website, and social media of the OTE.

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. Degree conferral must reflect successful completion of all program requirements including student teaching. This is only one step leading to the recommendation by the licensure officer at the University of Arkansas. Arkansas law specifies that each application for a teaching license or additional endorsement area must be supported by the appropriate Praxis II, Arkansas Foundations of Reading, PLT test score(s) and program of study if required. In addition, all applicants must complete ADE mandated background checks, professional development and pay a 75.00 licensure processing fee to ADE. The licensure application process is submitted electronically through the Arkansas Educator Licensure System. Instructions for the Arkansas educator licensure application process may be obtained from the OTE and Dr. Myra Haulmark (http://teacher-education.uark.edu).

Licensure or certification in another state is facilitated by first receiving a license in Arkansas. The candidate must apply directly to that state's department of education. The OTE licensure office does not submit licensure packets or applications to other states but in some instances, the applications will have a section to be signed by the licensure officer to verify the completion of a program. Educator licensure in each state is regulated by specific laws in that state and dependent on education standards that the state has adopted.

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Arkansas Department of Education Licensure Contact Information and Procedures

Accessing Licensure Information

Licensure information on teachers and administrators in Arkansas may be accessed at the following:

https://teacher-education.uark.edu/licensure/index.php
https://adeaels.arkansas.gov/AelsWeb/

Professional Licensure Contact Information

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

http://www.arkansased.gov/divisions/educator%20effectiveness/educator-licensure

For more information, please contact:

Melissa Jacks, Program Coordinator
Office of Educator Licensure
Arkansas Department of Education
Four Capitol Mall, Room 106-B
Little Rock, AR 72201
Phone:  501-682-4342
Fax:  501-682-4898
Office email: ade.educatorlicensure@arkansas.gov

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.
Contact Information

**Director of the Office of Teacher Education**
(479) 575-6195

Jennifer Beasley
University of Arkansas
Peabody Hall
Fayetteville, AR 72701
jgbeasle@uark.edu

**Director of Field Placement**
(479) 575-4932

Jake Ayo
University of Arkansas
Peabody Hall
Fayetteville, AR 72701
ayo@uark.edu

**Teacher Licensure**
(479) 575-6740

Myra Haulmark
University of Arkansas
Peabody Hall
Fayetteville, AR 72701
haulmark@uark.edu

**Curriculum and Instruction (CIED) Department**
(479) 575-4209

**Arkansas Department of Education (Licensure)**
(501) 682-4342
educatorlicensure@arkansas.gov
Important Resources

► Arkansas Department of Education

http://www.arkansased.gov/

► College of Education and Health Professions: Office of Teacher Education

For information regarding:
U of A Additional Licensure Plans
Background Checks
Fingerprinting Appointments

Visit https://teacher-education.uark.edu/

For more information about licensure assessments:
https://teacher-education.uark.edu/licensure/praxis.php

► Applying for Graduation

https://registrar.uark.edu/graduation/

► Praxis (ETS) Information

www.ets.org/praxis

The Office of Teacher Education now provides access to Praxis Core and Praxis II study guides and practice tests through Edmentum. For more information and instructions on how to access this resource, email teach-ed@uark.edu
APPENDIX A

University of Arkansas, COEHP, CIED
Childhood and Elementary Education Program
Candidate Disposition Inventory

Candidate: ___________________  Program: ____________  Instructor: ____________

Date: _______  Course: _________________  #Absences: _____  # Tardies: ___

Is a conference needed? ___ Yes ___ No  If yes, who should be involved: ________________

**Purpose:** The Candidate Disposition Inventory is an assessment tool designed to provide feedback to teacher candidates regarding demonstration of dispositions considered essential to effective teaching. The Inventory is completed by University Faculty working directly with teacher candidates as they proceed through the teacher preparation program. Once faculty have completed the Inventory, individual conferences are scheduled with teacher candidates to discuss personal growth plans and any areas of concern and/or needing improvement. Teacher candidates exhibiting considerable concerns will work closely with faculty and program leadership to address these concerns so that they can complete the program successfully. They will be monitored closely to assess their progress in noted areas. Other uses of the inventory may include teacher candidate self-assessment or as a discussion tool about professional practice with University faculty as they proceed through the program.

**Instructions:** For each dispositional statement, indicate if the disposition was appropriately displayed, inappropriately displayed, or not seen. Please refer to the Rubric for Candidate Disposition Inventory for specific elements related to each statement. The following descriptors apply:

- **YES** – All dispositions in the statement are appropriately displayed
- **NO** – One or more of the dispositions in the statement are inappropriately displayed
- **NS** – NotShown

<table>
<thead>
<tr>
<th>DISPOSITIONAL STATEMENT</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicates effectively and/or appropriately.</td>
<td>Yes No NS</td>
</tr>
<tr>
<td>2. Demonstrates a positive attitude through engagement.</td>
<td>Yes No NS</td>
</tr>
<tr>
<td>3. Uses courtesy, respect, and civility when interacting with others.</td>
<td>Yes No NS</td>
</tr>
<tr>
<td>4. Displays the ability to work with diverse individuals.</td>
<td>Yes No NS</td>
</tr>
<tr>
<td>5. Displays a passion for continuous learning.</td>
<td>Yes No NS</td>
</tr>
<tr>
<td>6. Stays focused on a task and handles the task professionally and maturely.</td>
<td>Yes No NS</td>
</tr>
<tr>
<td>7. Demonstrates confidence and commitment when taking on assigned and/or unassigned tasks.</td>
<td>Yes No NS</td>
</tr>
<tr>
<td>8. Demonstrates flexibility and is able to make adjustments in light of changing circumstances.</td>
<td>Yes No NS</td>
</tr>
<tr>
<td>9. Shows ethical thinking and sound judgment.</td>
<td>Yes No NS</td>
</tr>
<tr>
<td>10. Exhibits a belief that ALL students can learn.</td>
<td>Yes No NS</td>
</tr>
<tr>
<td>11. Is self-reflective and accepts and uses constructive feedback.</td>
<td>Yes No NS</td>
</tr>
</tbody>
</table>

Comments (Required for disposition statement(s) marked "No")

This form completed by (circle one):  Instructor  Supervisor  Mentor Teacher

Instructor Signature  Date  *Candidate Signature  Date

(*Candidate signature acknowledges review of form, not necessarily concurrence)
<table>
<thead>
<tr>
<th>Disposition And Related Standards</th>
<th>Disposition Definition</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Effective and appropriate communication</td>
<td>Communicates effectively and appropriately both orally and in written work</td>
<td>Uses no objectionable language; Grammar use is mostly accurate; Honesty and integrity are generally apparent. Words and actions are polite and professional.</td>
<td>Uses objectionable language; Incorrect grammar employed; Honesty and integrity are sometimes not evident in actions or words. Words or actions are insulting or show contempt for others or other cultures or genders.</td>
</tr>
<tr>
<td>CAEP 1.1 InTASC 6.8</td>
<td></td>
<td></td>
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<tr>
<td>(2) Appropriate engagement</td>
<td>Demonstrates appropriate engagement such as appropriate facial expressions, eye contact, and body language</td>
<td>Pays attention in class and school settings; displays appropriate levels of participation; displays a positive attitude toward involvement; body language indicates engagement (appropriate eye contact, positive posture, appropriate facial expressions)</td>
<td>Appears disengaged in class and/or school settings; rarely participates; makes little or no effort to be involved in course activities; body language is routinely negative (little eye contact, slouched posture, inappropriate facial expressions)</td>
</tr>
<tr>
<td>CAEP 1.1 InTASC 9, 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Interactions with and treatment of others</td>
<td>Interacts appropriately and positively with others. Treats others with courtesy, respect and civility.</td>
<td>Interactions with peers, colleagues, or authority figures are appropriate and positive. Treats others with courtesy and respect. Words and actions are polite and professional. Treats others with sensitivity to cultural and gender differences.</td>
<td>Interactions with peers, colleagues, or authority figures are at times negative, demeaning, sarcastic, combative, or inappropriate. At times treats others rudely and with disrespect. Words or actions are insulting or show contempt for others or other cultures or genders.</td>
</tr>
<tr>
<td>CAEP 1.1 InTASC 1, 2, 3</td>
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<tr>
<td>(4) Willingness and ability to work with diverse individuals</td>
<td>Displays the ability to work with diverse individuals.</td>
<td>Works harmoniously and effectively with diverse individuals. May seek opportunities to include or show appreciation for under-represented individuals.</td>
<td>Communicates an inability or unwillingness to work with some students, other teacher candidates, or teachers.</td>
</tr>
<tr>
<td>CAEP 1.1 InTASC 3, 10</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(5) Passion for learning</td>
<td>Passionate about learning.</td>
<td>Shows some curiosity for learning. Shows interest in learning from others and from experiences. Attempts to learn new concepts eagerly. Shows awareness of ideas. Questions assumptions.</td>
<td>Exhibits boredom with learning; shows little, if any curiosity, zest and energy for learning. Fails to seek understanding and appears to lack personal commitment to learning from others and from</td>
</tr>
<tr>
<td>CAEP 1.1 InTASC 4, 7, 9</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(6) Problem solving abilities and self-control</td>
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<td></td>
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<tr>
<td><strong>CAEP 1.1 InTASC 9, 10</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Displays maturity and independence by following appropriate protocol when seeking solutions to problems. Demonstrates appropriate self-monitoring and control of emotions and behavior.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>If unable to resolve problems independently, enlists the help of faculty or staff in identifying the appropriate person to assist; follows through with that person to seek a resolution; uses discretion in discussing the problem. Focuses on seeking solutions rather than assigning blame. Models appropriate emotional and behavioral responses.</td>
<td></td>
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</tr>
<tr>
<td>Fails to identify the appropriate personnel with whom to address problems; focuses on blaming others rather than seeking solutions. Enlists participation of family members or other individuals to seek solutions on his/her behalf. At times visibly demonstrates lack of emotional control; may become upset, use put-downs or display anger.</td>
<td></td>
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<tr>
<th>(7) Confidence and commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAEP 1.1 InTASC 9, 10</strong></td>
</tr>
<tr>
<td>Exhibits enthusiasm and confidence in teaching and takes initiative. Assigned and unassigned responsibilities are completed with minimal direct supervision. Consistently displays a thorough preparation of materials. Abides by deadlines for assignments, including projects and presentations. Usually completes assignments, duties or tasks on time. Attendance and punctuality are usually appropriate.</td>
</tr>
<tr>
<td>Lacks enthusiasm and confidence in teaching and does not take initiative. Does little without supervision and/or does not follow through on responsibilities. Some assigned and unassigned responsibilities are completed but with direct supervision. Seldom displays a thorough preparation of materials. Does not consistently abide by deadlines for assignments, including projects and presentations. Sometimes completes assignments, duties, or tasks on time. Attendance and punctuality are inappropriate.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>(8) Flexibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAEP 1.1 InTASC 9, 10</strong></td>
</tr>
<tr>
<td>Demonstrates flexibility and is able to make adjustments in light of changing circumstances.</td>
</tr>
<tr>
<td>Displays a willingness and ability to adapt to changes in events, conditions, activities, and tasks. Responds positively to last minute changes in the daily schedule based on the requests of instructors or school personnel.</td>
</tr>
<tr>
<td>Is unwilling or unable to adapt or change when necessary or is confrontational when faced with an unexpected situation. Responds in a negative manner to changes in the daily or course schedule.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>(9) Ethical thinking and sound judgment</th>
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</thead>
<tbody>
<tr>
<td>Exhibits sound judgment in personal and professional</td>
</tr>
<tr>
<td>Makes acceptable decisions; relates to P-12 students in an adult and professional</td>
</tr>
<tr>
<td>Sometimes makes questionable decisions; relates to P-12 students as</td>
</tr>
</tbody>
</table>

experiences. Exhibits little interest in trying different ways to learn something. Lacks engagement with ideas. Does not ask questions or question assumptions.
<table>
<thead>
<tr>
<th>CAEP 1.1 InTASC 9</th>
<th>situations. Exhibits a strict code of honesty related to tests, assignments, and teaching responsibilities. Maintains confidentiality of records, correspondence and conversations. Behaves in a legal and ethical manner.</th>
<th>manner; never leaves the classroom without a qualified adult in charge. Documents thoroughly. Maintains confidentiality of P-12 student records and of professional correspondence and conversations; refrains from gossiping. Conduct is legal and ethical.</th>
<th>peers; leaves the classroom without a qualified person in charge. Has knowingly plagiarized, cheated on a test, copied another's work or allowed someone to copy. Documentation is sometimes incomplete. Does not maintain confidentiality of records; participates in gossip about P-12 students, faculty, or school personnel; does not respect confidentiality of professional correspondence or conversations. Engages in illegal or unethical conduct or in behavior, which would be grounds for dismissal from a teaching position.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(10) Belief that ALL students can learn</td>
<td>Exhibits belief that all students can learn.</td>
<td>Shows through words and actions a belief in the ability of all students to learn. Encourages all students to be successful.</td>
<td>Does not appear to have confidence in all students’ ability to learn. Little evidence of commitment to encouraging students who have difficulty learning.</td>
</tr>
<tr>
<td>CAEP 1.1 InTASC 1,2,3</td>
<td>Reflects on own behavior; accepts and uses constructive feedback.</td>
<td>Accurately demonstrates reflection through conferencing and written responses. Reflects on teaching and includes specific examples of successes and area needing improvement; can provide several suggestions for improvement. Is receptive to constructive comments and implements changes.</td>
<td>Does not accurately reflect on teaching through conferencing or written responses or propose ideas as to how it might be changed. Reflects when prompted and is generally accurate at a superficial level; able to make global suggestions as to how instruction might be improved; can occasionally make specific suggestions for self-improvement. Is not receptive to constructive comments and shows no sign of implementing change.</td>
</tr>
<tr>
<td>(11) Self-reflection and response to feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAEP 1.1 InTASC 9</td>
<td></td>
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</tbody>
</table>
University of Arkansas, COEHP, CIED
Childhood and Elementary Education Program
Candidate Disposition Inventory

Candidate: ___________________________  Program: _____________  Date: ______________

Course: ________________  Instructor: ______________________________________

This form is to be used by faculty members to report significant concerns about a candidate's dispositions. The completed copy is to be submitted to the program coordinator in which the candidate is enrolled. A completed Candidate Disposition Inventory should be attached. The candidate should be given a completed copy of both forms.

I have the following concerns about this teacher education candidate:


I am recommending the following course of action (include a timeline for addressing the concern):


Faculty Signature: ___________________________  Date: __________

******************************************************************************

Candidate Comments:


*Candidate Signature: ___________________________  Date: _______

(*Signature indicates that candidate has read the referral. It does not indicate agreement.)
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

Based on Danielson’s FFT
For Internal Use Only
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

Based on Danielson’s FFT
For Internal Use Only
### Appendix C

<table>
<thead>
<tr>
<th>Intern/Student Teacher:</th>
<th>Date:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observer:</td>
<td>Grade:</td>
<td>Rotation / Observation #:</td>
</tr>
<tr>
<td>Mentor:</td>
<td>Subject:</td>
<td>Program:</td>
</tr>
</tbody>
</table>

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

#### Domain 1: Planning and Preparation

<table>
<thead>
<tr>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Demonstrating knowledge of content and pedagogy</td>
</tr>
<tr>
<td>B</td>
<td>Demonstrating knowledge of students</td>
</tr>
<tr>
<td>C</td>
<td>Selecting instructional outcomes</td>
</tr>
<tr>
<td>D</td>
<td>Demonstrating knowledge of resources</td>
</tr>
<tr>
<td>E</td>
<td>Designing Coherent Instruction</td>
</tr>
<tr>
<td>F</td>
<td>Assessing student learning</td>
</tr>
</tbody>
</table>

#### Domain 2: The Classroom Environment

<table>
<thead>
<tr>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Designing an environment of respect and rapport</td>
</tr>
<tr>
<td>B</td>
<td>Establishing a culture for learning</td>
</tr>
<tr>
<td>C</td>
<td>Managing classroom procedures</td>
</tr>
<tr>
<td>D</td>
<td>Managing student behavior</td>
</tr>
<tr>
<td>F</td>
<td>Organizing physical space</td>
</tr>
</tbody>
</table>

#### Domain 3: Instruction

<table>
<thead>
<tr>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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</tr>
<tr>
<td>B</td>
<td>Using questioning and discussion techniques</td>
</tr>
<tr>
<td>C</td>
<td>Engaging students in learning</td>
</tr>
<tr>
<td>D</td>
<td>Using assessment in instruction</td>
</tr>
<tr>
<td>E</td>
<td>Demonstrating flexibility and responsiveness</td>
</tr>
</tbody>
</table>

#### Domain 4: Professional Responsibilities

<table>
<thead>
<tr>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Reflecting on teaching in terms of accuracy and use in further teaching</td>
</tr>
<tr>
<td>B</td>
<td>Maintaining accurate records</td>
</tr>
<tr>
<td>C</td>
<td>Communicating with families</td>
</tr>
<tr>
<td>D</td>
<td>Participating in a professional community</td>
</tr>
<tr>
<td>E</td>
<td>Developing and growing professionally</td>
</tr>
<tr>
<td>F</td>
<td>Demonstrating professionalism</td>
</tr>
</tbody>
</table>

**General Commendations**

**Focus areas for next observation**
<table>
<thead>
<tr>
<th>GLOW</th>
<th>Evidence of Strengths</th>
<th>GROW</th>
<th>Evidence of Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and Preparation</td>
<td>(Domain 1):</td>
<td>Planning and Preparation</td>
<td>(Domain 1):</td>
</tr>
<tr>
<td>The Classroom Environment</td>
<td>(Domain 2):</td>
<td>The Classroom Environment</td>
<td>(Domain 2):</td>
</tr>
<tr>
<td>Instruction</td>
<td>(Domain 3):</td>
<td>Instruction</td>
<td>(Domain 3):</td>
</tr>
<tr>
<td>Professional Responsibilities</td>
<td>(Domain 4):</td>
<td>Professional Responsibilities</td>
<td>(Domain 4):</td>
</tr>
<tr>
<td>Professional Dispositions:</td>
<td>(See Dispositional Assessment)</td>
<td>Professional Dispositions:</td>
<td>(See Dispositional Assessment)</td>
</tr>
<tr>
<td>Mentor Signature ____________</td>
<td>Intern Signature ____________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Bi-Weekly Checklist

<table>
<thead>
<tr>
<th>Domain 1: Planning and Preparation</th>
<th>Evidence: Please list any evidence you see for this domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating knowledge of content and pedagogy</td>
<td></td>
</tr>
<tr>
<td>Demonstrating knowledge of students</td>
<td></td>
</tr>
<tr>
<td>Setting instructional outcomes</td>
<td></td>
</tr>
<tr>
<td>Demonstrating knowledge of resources</td>
<td></td>
</tr>
<tr>
<td>Designing coherent instruction</td>
<td></td>
</tr>
<tr>
<td>Designing student assessments</td>
<td></td>
</tr>
</tbody>
</table>

**Domain 2: The Classroom Environment**

<table>
<thead>
<tr>
<th>Evidence: Please list any evidence you see for this domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating an environment of respect and rapport</td>
</tr>
<tr>
<td>Establishing a culture for learning</td>
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<tr>
<td>Managing classroom procedures</td>
</tr>
<tr>
<td>Managing student behavior</td>
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<tr>
<td>Organizing physical space</td>
</tr>
</tbody>
</table>

**Domain 3: Instruction**

<table>
<thead>
<tr>
<th>Evidence: Please list any evidence you see for this domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating with students</td>
</tr>
<tr>
<td>Using questioning and discussion techniques</td>
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<td>Engaging students in learning</td>
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<td>Using assessment in instruction</td>
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<tr>
<td>Demonstrating flexibility and responsiveness</td>
</tr>
</tbody>
</table>

**Domain 4: Professional Responsibilities**

<table>
<thead>
<tr>
<th>Evidence: Please list any evidence you see for this domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflecting on teaching</td>
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<tr>
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<tr>
<td>Showing professionalism</td>
</tr>
</tbody>
</table>

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University of Arkansas Teacher Education Performance Criteria with Attributes and Examples 2012
Based upon Criteria Framework, Teachscope, 2011
APPENDIX F
Intern: ___________________  Mentor: ___________________

Communication with Families Evaluation
To be completed by the mentor based on observations of all interactions with parents.

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Exceeded expectations; performed with ease, effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Performed well, as expected</td>
</tr>
<tr>
<td>Progressing</td>
<td>Working toward independence, needs assistance</td>
</tr>
<tr>
<td>Not Observed</td>
<td>Not Observed/Applicable</td>
</tr>
</tbody>
</table>

| H | E | P | N | A |

I. Parent/Guardian Conferences
a. The intern establishes and maintains eye contact. He/She is personable and friendly, yet professional, and encourages input from the parents/guardians.

b. The intern is well-prepared for conferences, bringing student work samples to share.

c. The intern shares student strengths before moving to areas that need improvement.

II. Family/Community Outreach
a. The intern telephones or speaks to parents/guardians in person to give positive reports about students.

b. The intern actively participates in family/community events sponsored by the partner school.

c. The intern is aware of resources for families and the community culture.

III. Parent/Guardian Communication
a. The intern is knowledgeable about a wide variety of forms of communication with parents and/or guardians, and is knowledgeable about which forms are likely to be effective in a particular situation.

b. The intern works with parents/guardians to address the needs of students, providing families with specific suggestions, strategies, and next steps appropriate for the students’ needs.

c. The intern communicates with parents/guardians as a means of becoming familiar with relevant aspects of students’ background knowledge and experiences and in a nonthreatening way that is respectful of the cultural diversity in the community.

d. The intern retains documentation of formal interactions such as call and conferences with parents.

Comments:

This evaluation is to be completed by each mentor teacher for each placement.
The scores are recorded by the liaison at the end of each semester fall and spring.
APPENDIX G

Intern Experience Log

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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mon.</th>
<th>Tues.</th>
<th>Wed.</th>
<th>Thurs.</th>
<th>Fri.</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

*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:
APPENDIX H

Candidate Improvement Plan

Areas of Concern/Targets for Growth
Meeting Summary Form

The process has been established to assist in the assessment of U of A candidates in CHED/ELEL education programs who are exhibiting behaviors or attitudes that are cause for concern. The impetus for setting up this process is so that prompt and substantial remedial action can be taken. It is, therefore, an attempt to introduce a process that will help maintain the integrity of the programs, while at the same time keeping in mind the best interests of all persons concerned. What follows is the documentation required once a concern has been raised. This documentation includes both a meeting summary and an improvement plan to be implemented by the student. Documentation should be made each time.

Candidate Name:               Meeting Date:       Concerned Mentor/Liaison Name:

Areas of Concern: Indicators are clearly outlined in the CHED/ELEL Handbook within Section IV. These indicators provide a common language for liaisons, mentors, and interns and should be used to address areas of concern raised by the liaison and mentor.

Improvement Plan:

Steps to Be Followed:

Timeline for Completion of the Plan:

Date of the Follow-Up Meeting:

Summary of Discussion: Below, please summarize the communication that occurs during this meeting between the liaison, mentor, and intern.

_____________________________  ________________________________
Concerned Faculty/Staff/Date              Candidate/ Date

_____________________________
Candidate’s Advisor/Date

Candidate- My signature indicates that I understand that it is my responsibility to complete my improvement plan. I also understand the consequences of not completing my plan.

All concerned parties should retain copies of this form at the close of the meeting. The liaison should retain copies of this form in the intern’s file.

34
Student Acknowledgement

I ____________________________ have read and understand all aspect and implications

articulated in the Childhood Education/Elementary 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)