

University of Arkansas

Educator Preparation Provider



UNIVERSITY OF
ARKANSAS

COLLEGE OF EDUCATION
& HEALTH PROFESSIONS

Childhood/Elementary
(CHED/ELEL)

Education Internship Handbook

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SECTION I: Mission, Goals, and Standards

University of Arkansas: Mission, Vision, and Guiding Priorities

The University's mission and vision are 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 (<http://catalog.uark.edu/graduatecatalog/programsofstudy/>)

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 developing 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. (<https://coeHP.uark.edu/academics/index.php>)

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. (<https://teacher-education.uark.edu/>)

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 Arkansas Educator Competencies, Council for the Accreditation of Educator Preparation (CAEP) ; InTASC Model Core Teaching Standards, and criteria found in the [Teacher Excellence and Support System](#) (TESS) designed by the Arkansas Department of Elementary and Secondary Education based on the Danielson framework. The overarching goal of the Educator Preparation Program (EPP) (<https://teacher-education.uark.edu/accreditation/index.php>) 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. 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 demonstrate ethical behavior in all aspects of their multi-faceted career.

Childhood Education Program Statement on Diversity, Equity, and Inclusion

Recognizing the varied/disparate ways students/children are perceived and received within schools based on background factors; diversity, equity and inclusion of cultures, backgrounds, and realities are germane to educational preparation of teacher candidates. Committed to the development of effective educators skilled in maximizing the learning of all students, CHED faculty and staff celebrate and accept culture as an educational norm. Cultural difference/diversity is valued as an educational tool informing practices and policies needed to meet the multifaceted needs of all children. Pedagogically, culture is intentionally and purposefully conceptualized as integral to the learning process. Acknowledging the predominance of some cultures and the marginalization of others, equity and inclusion of varied cultural realities are emphasized with special emphasis of those historically and socially marginalized/disenfranchised.

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/2022-itep/standard-2>

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 ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate’s knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students’ learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.” (CAEP 2.3)

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. Roles and responsibilities of the partnership team are delineated in the [UA-District Agreement](#) ([Appendix J](#)) and summarized below.

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 conducting 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 based on 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 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 interns' 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 a 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 (coordination 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

- 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 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.

Interns

In addition to teaching assignments, interns are expected to assist mentor teachers in performing certain duties, including:

- Bus/dismissal/car rider
- Lunch
- Playground
- Helping with classroom parties
- Special field trips and other projects
- Team projects
- School performances
- Attend school faculty and district meetings

Interns should:

- Establish meaningful relationships with all students, their mentor teacher, the grade level team, school administrators, all parents and families, and other school personnel.
- Formally introduce themselves to parents and families through a written communication explaining their role and providing background information
- Routinely communicate with families (through conferences, notes, letters, phone calls, and visits) with knowledge and approval of the mentor teachers and partnership school
- Schedule all personal appointments (doctor, testing dates, special events) to the extent possible outside class times and the internship school day
- View attendance as a critical responsibility they have to themselves, their professors, students, and mentor teachers
- Communicate regularly with their liaison, professors and mentor teachers sharing successes and challenges
- Ask for help from their liaison, professor, mentor teacher, and fellow interns when they are unsure of how to proceed or encounter an expected challenge
- Notify the partner school, mentor teacher and liaison of any absence from school and your professor if you are unable to attend class
- Avoid missing class so you can keep up with all course assignments and participate in and contribute to class discussions/activities/events
- Show courtesy to all persons with whom you come in contact
- Exhibit professional behavior both inside and outside the classroom
- Seek opportunities to contribute to or become involved in school activities
- Attend and participate in all Seminar Meetings

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. This class is conducted by the University liaison at the partnership school or another 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. Meetings include training, program updates, and the opportunity to address questions/concerns to assist interns in becoming effective classroom teachers. Mentor meetings are conducted weekly by the University liaison and are responsive to mentors' needs.

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 a partnership team consisting of University liaisons, mentor teachers, and the building administrator.

The internship begins with the school district calendar each semester, and ends the day before the University Reading Day each semester. Interns will observe the holidays and other breaks in accordance with the public school calendar in which they are assigned and attend classes as outlined in course syllabi.

Length of Internship

Interns are assigned to two (2) or three (3) rotations each 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 to be prepared for the teaching phase. Interns gradually assume teaching responsibility until their solo teaching for each rotation. Rotations should occur in such a way as to observe in other settings, (e.g. ESL, GT classrooms, experiences with literacy coaches, etc.) and experience the span of K-6 teaching (K-2 & 3-6). These 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 Days

Four days per week are designated as internship days with one day designated for program course work 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.

Internship Experiences and

Assignments

Internship experiences and assignments align with the goals of the program and required coursework associated with the program of study and licensure.

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. To prepare interns to meet the needs of all students confidently and

competently, 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. Interns complete a minimum of three weeks of solo teaching during their internship.

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 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 a 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.

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 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. Some course assignments will include the support and supervision of the mentor teacher and require use of the internship classroom of students.

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 senior years of the program. Candidates complete internship with their cohort in established partnership schools during the fall and spring semesters of their senior year.

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.

Action Research

Interns in the M.A.T. licensure degree program 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 is proposed in the Fall semester and conducted in the Spring semester. It 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/graduatecatalog/>

Description of Internship Forms

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 \(Appendix I\)](#)

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 \(Appendix C\)](#)

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 in written format, but no scores are recorded.

[Bi-Weekly Checklists \(Appendix D\)](#)

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 \(Appendix E\)](#)

As part of the feedback loop, formal/informal formative 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. Formative observations with written feedback will be completed at least once for each of two short placements and twice for the long placement for a total of at least four formal/information observations.

Summative Evaluation (Appendix G)

In addition to the formal/informal formative observations, 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 *Blackboard*.

End of Placement Evaluation (Appendix F)

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.

Communication with Families Evaluation (Appendix H)

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 collaborating directly with teacher candidates and/or used as a self-assessment as candidates proceed through the internship experience.

Educator Disposition Assessment (Appendix A)

All teacher candidates are assessed using the Educator Disposition Assessment (EDA) during their internship. The Educator Disposition Assessment focuses on the dispositions listed below.

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. Demonstrates effective oral communication skills
2. Demonstrates effective written communication skills
3. Demonstrates professionalism
4. Demonstrates a positive and enthusiastic attitude
5. Demonstrates preparedness in teaching and learning
6. Exhibits an appreciation of and value for cultural and academic diversity
7. Collaborates effectively with stakeholders
8. Demonstrates self-regulated learner behaviors/takes initiative
9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability

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.

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).

Attendance and Promptness

“Education at the university level requires active involvement in the learning process. Therefore, students have the responsibility to attend classes and to actively engage in all learning assignments or opportunities provided in their classes.”

Health and Safety

Out of concern for your own health and others, please do NOT go to school if you have a fever or show other signs of any contagion. Please familiarize yourself with the latest guidelines for the start of the Fall 2022 semester. Refer to the COVID-19 Campus Guidance website [here](#). Also, check with your mentor teacher about the guidelines of the school and classroom. Follow University guidelines or those of your district, whichever is more restrictive.

Violations of campus safety policies will be considered conduct violations. Detailed information about such violations is located at the Office of Student Standard and Conduct website: <https://ethics.uark.edu/>. Thank you for your help in keeping the University of Arkansas healthy and safe.

Attendance

Interns are to be present every day, all day during teacher-contracted hours. **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 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 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. Absences will be addressed by liaison and school administrators and may lead to a Notice of Concern and action 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 other duties. 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 [Notification of Concern](#) ([Appendix B](#)) and action 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. 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 expected 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**, in accordance with ADE DESE guidelines.
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 the district. 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 Support System

The Teacher Education Program of the University of Arkansas seeks to support candidates as they progress through their programs. The mission of our Teacher Education program to prepare 1) knowledgeable, 2) skillful, 3) caring, and 4) professional educators. This system helps to clarify the rights and responsibilities of teacher candidacy.

Responsibilities

To be a professional educator today requires constant diligence as you work to develop essential skills, knowledge, performances, and dispositions. The University of Arkansas Teacher Education Faculty, administrators, mentors, and support staff look for signs of your growth in all these areas, whether it is in your coursework, your relationship to all the community members involved in your field experience, or your day-to-day actions with University personnel. You are responsible for becoming knowledgeable about the expectations of your professors, administrators, mentors, and support staff so that you can successfully move through the Teacher Education Program. To meet your responsibilities fully, you should maintain and check your UARK email account regularly so that you can receive timely updates. You should also monitor your progress through the program through methods determined by the program and keep updated on the requirements of the Teacher Education Program through the **teacher-education.uark.edu** web site.

Progressing Through the Teacher Education Program

Four Decision Points are established to mark your progression through the Teacher Education Program:

1. Admission to the University
2. Admission to the Teacher Education Program
3. Admission to Teaching Internship
4. Recommendation for Licensure

You may be delayed in moving through the Decision Points if you demonstrate concerns in meeting course or program standards. To help you correct such concerns, faculty or the Office of Teacher Education (OTE) may file a [Notification of Concern](#) (NOC; [Appendix B](#)), indicating how you can remedy the concern. Only after the concerns are resolved may you expect to move forward in the program. Therefore, you have a responsibility to respond to a NOC and to initiate contact with the person who filed the NOC within the timeframe stated in the email.

[Notification of Concerns \(Appendix B\)](#)

The electronic Notification of Concern (NOC) process was developed to identify, assist, and monitor teaching candidates who exhibit issues that could prevent them from being successful professionals. Goals of the NOC are to:

- Identify and correct issue early
- Support the teaching candidates in addressing issues
- Clarify procedures to be followed when students fail to correct the issue
- Provide systematic documentation and follow-up to support faculty, department heads, and advisors in addressing such issues

A NOC may be initiated by a faculty member or the OTE. It is the responsibility of the candidate to meet with the initiator to develop a plan for assistance. Each NOC will “flag” the candidate for support. If the concern is not resolved, there may be a second NOC initiated. When a candidate has had three unresolved NOCs, it will result in a meeting with the Teacher Candidate Professional Review (TCPRC) and suspension or academic probation may be considered. A NOC is resolved once the candidate has fulfilled any action goals resulting from the NOC.

Rights to Appeal

As a teacher education candidate, you have the right of appeal in such matters as denial of admission to various levels of the teacher education program, issuance of an **NOC**, the decision to temporarily drop you from the program because of an unresolved **NOC**, or the process by which you have been suspended from the Teacher Education Program. Any matters that overlap those related to a college policy or

procedure, or University Code of Student Life will be subject to the policies and procedures as defined by the college or University.

Appeals Procedures for the Teacher Education Program

All appeals must be submitted to the Office of Teacher Education (teach-ed@uark.edu) within the stated timeline. This includes an appeal of a NOC, entry into a teacher education program, or suspension from a teacher education program.

Entry to the Teacher Education Program

Admission to the Teacher Education Program is an honor that comes with responsibility and commitment. Any student who meets the admission requirements in full will be admitted to the Teacher Education Program unless that student has an unresolved [Notification of Concern](#) (NOC; [Appendix B](#)). Any student who is denied admission because of a NOC can appeal that decision. This appeal must be given within 15 business days after the decision and the Teacher Candidate Professional Review Committee (TCPRC) would receive that appeal and render a decision within 30 business days of appeal receipt.

Academic Probation in the Teacher Education Program

If your required GPA drops below your program's prescribed GPA requirement, you will receive an email from your program and/or the Office of Teacher Education letting you know that you must see an advisor to discuss ways to improve your performance. If the GPA does not improve by the next semester, a program committee will meet to decide if you will be allowed to stay in your program. In extraordinary situations (i.e. health concerns, family emergency), students can appeal to be allowed to continue for a maximum of one semester in the teacher education program even when they no longer meet the required GPAs. To appeal, contact the Office of Teacher Education. Please note that such appeals are only granted when circumstances beyond a candidate's control fully justify granting the appeal.

Suspension from the Teacher Education Program

If you are suspended from the Teacher Education Program for reasons other than an insufficient GPA, you may appeal this suspension. Suspensions for reasons other than GPA may be due to multiple and/or serious Notifications of Concern or extreme behaviors that threaten the safety of others. To appeal a suspension due to non-GPA related causes, you must submit a written request through the Office of Teacher Education, asking that the suspension decision be reviewed by the program. Your appeal must arrive within 15 business days of the date of the suspension notification. A decision upon your suspension will be made by the appropriate program within 15 business days of receipt of your appeal. Should the program's decision be unsatisfactory to you, you have 15 business days from the date of the decision to appeal to the Teacher Candidate Professional Review Committee (TCPRC). The TCPRC will render a final and binding decision regarding your appeal within 15 business days. Suspensions from the Teacher Education Program due to factors other than grades or GPAs is determined by the TCPRC and is for a minimum of one calendar year. Only the most extreme circumstances would warrant consideration for re-admission before one calendar year has elapsed and is determined by the TCPRC. At the time of suspension, students are informed of the conditions and procedures for re-admission to the program.

Emergency Suspension

Any candidate may be suspended by a Teacher Education Program Coordinator for extreme, unforeseen circumstances such as endangerment of students, disruption of schools or classes, felonious behaviors, or ethical violations (i.e. Arkansas Code of Ethics, Code of Student Life). Such suspensions will be referred to the TCPRC for review and may become permanent.

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.

Arkansas Department of Education Licensure Information and Procedures

Teaching licenses are issued by the Arkansas Division of Elementary and Secondary Education after completing an approved program of study at the University of Arkansas.

Licensure assessment include Praxis and the Foundations of Reading. Important information and updates are here Licensure Assessments.

(<https://dese.ade.arkansas.gov/Offices/educator-effectiveness/educator-licensure/licensure-assessments>)

Licensure information on teachers and administrators in Arkansas may be accessed at the following:
<https://teacher-education.uark.edu/licensure/index.php>
<https://dese.ade.arkansas.gov/Offices/educator-effectiveness/becoming-a-teacher-or-school-leader>

Licensure in Other States

Usually, qualifying for a license in Arkansas facilitates licensure in another state. An application can be obtained from the state teacher certification office in that state's 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 an accredited program.

Contact Information

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

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

Director of Field Placement (479) 575-4932

J.L. Jennings
University of Arkansas
Peabody Hall
Fayetteville, AR 72701
jxj027@uark.edu

Director of Licensure (479) 575-6740

Myra Haulmark
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haulmark@uark.edu

CHED/ELEL Program Coordinator

Dr. Marcia Imbeau
University of Arkansas
Peabody Hall -Room 123
Fayetteville, AR 72701
mimbeau@uark.edu

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

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

ade.educatorlicensure@ade.arkansas.gov

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

For more information, please contact:

Michael K. Rowland, Licensure Assessment Program Advisor
Arkansas Department of Education
Division of Elementary and Secondary Education
Educator Effectiveness/Licensure
4 Capitol Mall
Little Rock, AR 72201
Office: 501-682-1146
Fax: 501-682-5118
Email: michael.rowland@ade.arkansas.gov

Important Resources

Arkansas Department of Education

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

Visit <https://teacher-education.uark.edu/> for information regarding:

- U of A Additional
- Licensure Plans
- Background Checks
- Fingerprinting
- Licensure Assessment
- Appointments

► **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

► **Foundations of Reading Test:** <http://www.ar.nesinc.com/Home.aspx>

Appendix K: Candidate Acknowledgement Form

I _____ have read and understand all aspects and implications
(name of intern)

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 of Intern: _____

Date of Acknowledgement: _____