



UNIVERSITY OF  
**ARKANSAS**

COLLEGE OF EDUCATION  
& HEALTH PROFESSIONS

**Clinical Experience Handbook**  
Multi-level Licensure: K-12 and Secondary  
Master of Arts in Teaching Education

*2017-18*

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## **University of Arkansas: Vision & Goals**

### **Vision**

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

### **Goals**

The five instructional goals for the University of Arkansas are:

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

### **Graduate School Objectives**

The general objective of the Graduate School is to provide an opportunity for the development of the intellectual potential of individuals in an environment of freedom of expression and inquiry and to enhance the academic integrity of the institution.

## **College of Education and Health Professions: Mission & Goals**

### **Mission**

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

### **Goals**

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

- Strengthening academic quality and reputation of the College of Education and Health Professions by development and enhancing programs of excellence in teaching, research, and service;
- Improve the quality and diversity of our students, faculty and staff, and increase the size of our student enrollment;
- Generate increased private and public support for the college's research, academic and service initiatives. (College of Education and Health Professions Strategic Plan, 2005)  
Has this been updated?

## **Education Preparation Provider (EPP): Philosophy & Goals**

### **Philosophy**

The philosophy of the Education Preparation Provider (EPP) is based on a set of beliefs that guide faculty in program development:

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

### **Goals**

The preceding philosophy provides the foundation for the goals for the Education Preparation Provider (EPP). These goals are:

- To conduct courses that reflect the understanding of teaching and learning as a 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 pre-service teachers develop an appreciation for diverse populations and educational setting

**Scholar-Practitioner Curriculum Model**—Note: this needs to be updated. Can't locate on website

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

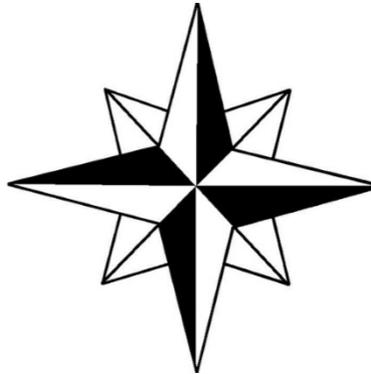
**Tenets of a Scholar-Practitioner**

**Knowledgeable**

One who accesses, uses, and/or generates knowledge.  
One who understands, respects, or values diversity.  
One who is knowledgeable about teachers and teaching, learners and learning, and schools and schooling.

**Skillful**

One who plans, implements, and models best practices.  
One who communicates, cooperates, and collaborates with others.



**Caring**

One who understands, respects, and values diversity.  
One who makes decisions based upon professional criteria.

**Inquiring**

One who is a developing professional and lifelong learner.

## **Council for the Accreditation of Educator Preparation (CAEP)**

As mandated by the state of Arkansas, the University of Arkansas must maintain accreditation through CAEP in order to certify teachers in all of their program areas. Faculty members and interns are required to collect assessments needed to provide evidence that our graduates are qualified in their content areas, that they are competent teachers, and that they have a positive effect on student learning.

Secondary Education M.A.T. graduates are certified to teach specific content areas. Therefore, several of the assessments are related to their coursework and expertise in their respective discipline (drama, English, foreign language, mathematics, science, speech/theater, social studies). Many of the assessments also require evidence from their performance in their field placements. The following list highlights these assessments.

- Licensure assessment related to content knowledge: CAEP Standards 1 and 3 (PRAXIS II Content Area Tests and Oral Proficiency Interview for Foreign Language)
- Assessment of knowledge, skills, and dispositions for teaching: CAEP Standard 3 (admission interview, portfolio, professional recommendations)
- Assessment of content knowledge: CAEP Standard I (undergraduate GPA and content area GPA)
- Assessment of candidate ability to plan instruction: CAEP Standard 2 (lesson/unit plans from methods courses)
- Assessment of clinical practice: CAEP Standard 2 (Danielson Framework for Teaching, Praxis Test: Principles of Learning and Teaching, Praxis Test: World Languages Pedagogy)
- Assessment of candidate effect on student learning: CAEP Standards 2 and 4 (teacher candidate work sample)
- Provider Assessment: CAEP Standard 5 (exit interviews of candidates, graduate surveys of in-service teachers and former students)

### **TaskStream**

TaskStream is the software database program used by the Office of Teacher Education to compile and consolidate data from these assessments in order to complete reports as part of accreditation process.

Additional information will be provided by the Office of Teacher Education about this requirement.

## **Cohort Partnerships: Definition, Mission, Beliefs & Criteria**

### **Definition**

A partnership is the relationship between public schools and universities to cooperatively engage in facilitating the development of the M.A.T. students' skills as Scholar-Practitioners.

### **Mission**

The mission of the University of Arkansas, Fayetteville, Education Preparation Provider (EPP) in partnership with public schools is to collaboratively create and maintain an intensive field-based fifth-year master's degree program that produces highly qualified educators capable of enhancing the learning of all youth.

### **Beliefs**

- Highly qualified educators must teach K-12 students.
- Learning occurs in meaningful contexts through ongoing observation and meaningful, reflective feedback.
- Everyone is both a teacher and a learner.
- Communication is the key to successful collaboration; flexibility is the key to innovation. The M.A.T. program must be beneficial to students and teacher candidates, a hallmark of exemplary educational programs.
- The M.A.T. program must reflect a diversity of people, perspectives, ideas and experiences.
- The M.A.T. program must operate at the interaction of research and practice.

### **Criteria**

Successful completion of the following steps are required for admission into the Multi-Level M.A.T. program in Education:

- Apply to the Office of Teacher Education for the Multi-Level M.A.T. program in education.
- Receive clearance on fingerprinting and maltreatment application.
- Complete the pre-education core with a minimum of "C" in all courses.
- Complete all prerequisite courses in teaching field.
- Provide passing scores on the Praxis Core test or equivalent scores on ACT, SAT, or GRE exams.
- Complete an appropriate undergraduate degree program with degree posted in May prior to beginning summer coursework.
- Have a cumulative GPA of 3.0 in the last 60 hours of coursework.
- Apply to the Graduate School.
- Submit three letters of recommendation.
- Submit scores on the Praxis II Content Area Test (or admission ticket for test at interview).

- Submit an admission portfolio
- Interview with content area specialists.
- Note: The number admitted into specific teaching fields will be determined by both availability of internship spaces in the public schools that are participating in the partnership cohort agreements and job market potential.

## **Pre-Internship Interview Preparation**

All students interested in the Multi-Level M.A.T. program must successfully complete an admission interview with faculty and staff from this program. As part of the interview process, applicants will need to prepare a portfolio containing the following:

- Resume
- Three Letters of Recommendation
- Philosophy of Education
- Artifacts/examples of background experiences related to education organized around the seven tenets of the Scholarship-Practitioner model (see below)

## **Tenets of the Scholarship-Practitioner Model**

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

The tenets of the scholar-practitioner are:

1. One who accesses, uses, and/or generates knowledge;
2. One who plans, implements, and models best practices;
3. One who understands, respects, and values diversity;
4. One who is a developing professional and lifelong learner;
5. One who communicates, cooperates, and collaborates with others;
6. One who makes decisions based upon professional standards and ethical criteria; and
7. One who is knowledgeable about teachers and teaching, learners and learning, schools and schooling.

## Multi-Level Master of Arts in Teaching (M.A.T.) Education Program: Description & Commonalities

### Description

The Multi-Level Master of Arts in Teaching (M.A.T.) Education degree program in the College of Education and Health Professions is the initial preparation program for teachers seeking licensure in English/Speech/Drama, Foreign Languages, Math, Science, and Social Studies. The M.A.T. consists of 33 semester hours of graduate level course work in a cohort year including summer, fall, and spring semesters.

### Commonalities among Partnership Schools

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

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

### Partnership Team: Composition, Roles & Responsibilities

#### *Composition*

Each partnership school team consists of licensed public school mentors and administrators from formal cohort partner schools and a teacher candidate supervisor from the Education Preparation Provider (EPP) of the University of Arkansas.

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

- Determine procedures for calling meetings of the cohort team members.
- Plan and implement M.A.T. coursework and field experiences.
- Monitor and support progress for teacher candidates.
- Assist teacher candidates in planning for observations and teaching experiences.
- Support teacher candidates in carrying out specific requirements set up by the University, such as projects required as part of graduate coursework.
- Provide evaluative data regarding progress of teacher candidates.
- Discuss issues related to the M.A.T. program.

- Make recommendations about the M.A.T. program to the cohort partner schools, university faculty, and appropriate departments.

### **Public School Faculty**

- Hold a standard teaching license in the appropriate field, preferably a master’s degree, have a minimum three years teaching experiences, and have successfully completed the Arkansas Teacher Excellence Support System (TESS) training.
- Must be approved cooperatively by the school administrators, the Office of Teacher Education, and the MAT program director.
- Participate in instructional teams (faculty, mentor, and supervisor) for fostering professional development of candidates.
- 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 with candidates.
- Review lesson plans prior to teaching by the candidates and provide feedback and suggestions.
- Utilize evaluation tools to document candidate’s progress and provide that data to candidates and the members of the instructional team.
- Provide feedback to the candidates on a regular basis.
- Participate in and/or plan training sessions offered to enhance skills in curriculum, instruction, mentoring, and supervision.
- Promote communication between and among faculty at the public school and the University of Arkansas.

### **University Supervisors**

- Schedule at least two (2) informal observations per semester for each candidate.
- Schedule at least one (1) formal observation per semester for each candidate.
- Schedule meetings among candidate, mentor teacher, and other school administration as warranted by the performance of the candidate.
- Maintain communication among candidate and mentor teacher as warranted by the performance of the candidate.
- Liaison among candidate and mentor teacher to assure that M.A.T. coursework directly related to internship tasks can be fulfilled.

### **University Faculty**

- Become a “member” of the public school community and understand their concerns/realities.
- Act as liaison between content area mentors and candidates as needed.
- Facilitate/coordinate relationships between public schools and the University of

Arkansas.

- Promote communication between public schools and the University faculty.
- Keep faculty informed of public school and cohort activities.
- Participate in partnership teams for the purpose of fostering professional development of candidates.
- Meet with cohort partner school faculty to plan and implement field-based coursework and experiences.
- Model effective instructional practices in order to maximize learning opportunities for candidates.
- Share models of learning and unit plans.
- Review lesson plans and provide feedback to candidates.
- Utilize evaluation tools to document candidate progress and provide that data to candidates and the members of the partnership team.
- Provide feedback to candidates 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 partner school and University faculty.

## **MAT Cohort Meetings**

The program operates most successfully when candidates, mentors, liaisons, and school administrators are in constant communication with each other to share successes, challenges, questions and/or concerns.

### *Cohort Meetings*

Candidates meet bi-monthly on campus for professional development to enhance the development of the skills, knowledge, and dispositions necessary for effective teaching. The cohort meeting is very important since individual concerns and issues are addressed at this time as well as information pertinent to the internship. Therefore, all candidates are expected to attend these required meetings. Mentors will be provided a schedule of the meeting times and dates at the beginning of each semester.

### *Other*

Mentor teachers may have specific concerns or issues regarding a candidate, which should be discussed privately with the supervisor and content faculty. Each supervisor and content faculty is available to assist with such concerns. Mentor teachers should ask their supervisor and content faculty about his/her preference for how they wish to be contacted regarding individual concerns.

## **Guidelines for the Clinical Experience**

### *Introduction*

The clinical experience is an integral and vital part of the M.A.T. degree. The clinical experience has two components: the fall field experience and the spring internship. The fall field experience is a full-time field experience that allows the interns to make further application of theoretical principles of teaching and learning. It is the initial preparation program for future teachers. It is an opportunity to develop appropriate attitudes and understanding and to acquire knowledge skills, and techniques under the guidance of an instructional team consisting of University faculty and supervisors, mentor teachers, and the building principal.

The degree program consists of 33 hours of graduate level course work completed during a cohort year including summer, fall, and spring semesters. Each teacher candidate is required to complete a core of 17-20 semester hours of professional education courses and 15 semester hours in their area of specialization, including a 6-hour clinical experience. Presentation of the Non-Thesis project is the final step leading to completion of the M.A.T.

### *Terminology*

- **Teacher Candidate / Candidate:** University of Arkansas student participating in a clinical experience in a public school setting
- **Mentor Teacher:** Classroom teacher who supervises clinical experience.
- **Partnership Team:** Licensed public school mentors and administrators from each formal cohort collaborate school and a supervisor and content area faculty member from the Educator Preparation Program of the University of Arkansas.
- **Program Director:** University faculty member who directs the multi-level education preparation provider (M.A.T.) and acts as intermediary between the University and the partnership school.
- **University Supervisor:** A licensed content area specialist with school-based experience who conducts supervision of teacher candidates and serves as liaison between the mentor, student, school administration and University faculty.

### *Length of Clinical Experience*

Teacher candidates are assigned into two (2) rotations lasting between 12 and 15 weeks. Each rotation includes observations, modeling, co-teaching and teaching immersion. Teacher candidates are expected to actively observe and note policy at the beginning of the rotation to prepare for the teaching phase. Teacher candidates will gradually assume teaching responsibility until they are solo teaching for each rotation. After solo teaching, the mentor teacher gradually resumes all teaching responsibilities, allowing time at the end of each rotation for candidates to observe other teachers in the building and/or district.

The clinical experience 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.

### *Out-of-Area Placement*

Students in the multi-level education M.A.T. program have the opportunity to student teach somewhere outside of Northwest Arkansas for the last four weeks of the academic year. Placements include urban environments, independent schools, and international locations such as

Peru and Sweden. New sites are added each year.

## **Professionalism/Dispositions**

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 or to teacher or pupil behaviors are **NOT** to be discussed with persons outside the professional experience. Some examples of confidential matters would include, but are not 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.

All teacher candidates will be judged by the quality of their teaching during both rotations, and by their conduct and overall disposition while representing the multi-level education M.A.T. program in the public schools. All teacher candidates must at all times behave at the highest professional level in this program. Teacher candidates complete the following professional development requirements for licensure from the Arkansas Department of Education during the summer term: the Code of Ethics for Arkansas Educators, Child Maltreatment, Parental Involvement, Teen Suicide, and At-Risk Students for Dyslexia and Related Disorders. Failure to uphold the highest standards of behavior will result in removal from the clinical experience and the MAT program.

Please read carefully the following list of policies and procedures related to this program.

## **Policies and Procedures**

### **Code of Ethics of the Education Profession**

The College of Education and Health Professions Education Preparation Provider (EPP) adheres to the Code of Ethics of the Education Profession as established by the National Education Association. Violation of these principles may result probation, suspension, or dismissal of the internship.

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

Principles I and II are described below:

#### *Principle I: Commitment to the Student*

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

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

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.

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

*Principle II: Commitment to the Profession*

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

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

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

Source: <http://www.nea.org/code.html>

**Dress Code**

Professional dress and grooming are expected from all candidates. Each candidate will confer with the partnership team regarding appropriate dress for the cohort setting. Failure to abide by this code could result in suspension from the clinical experience.

## **Promptness and Attendance**

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

Teacher candidates are to be present every day, all day for the teacher clinical experience (except for seminars) unless there is a serious illness or documented emergency clearly beyond control. Should an absence be necessary, teacher candidates should inform the mentor teacher, the partnership school, and University content faculty prior to the assigned time of arrival at school. The preferred method of notification will be articulated at individual cohort meetings. Should it be necessary for teacher candidates to leave school for the same reasons, they should call the University liaison and leave a message or send an e-mail prior to departure.

Absences due to illness or other emergency as described above may need to be made up at the end of the term at the discretion of the mentor teacher and university liaison.

Teacher candidates are expected to attend any and all activities as mutually agreed upon by the partnership team. Attendance at regular faculty meetings is expected. In addition to teaching assignments, teacher candidates 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 of teaching extends beyond the school day and often to weekends. Teacher candidates having campus or community commitments or job responsibilities that interfere with the quality of assigned work may be required to withdraw from the clinical experience.

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

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

Teacher candidates will attend all parent-teacher conferences which do not conflict with regularly scheduled University classes or cohort meetings. The teacher candidates gain insight by attending conferences which address all issues such as placement in special classes, retention, behavior modifications, and so on.

## **Teaching in the Absence of Certified Personnel**

The academic University programs set their own guidelines for teaching in the absence of certified personnel. Please check with the program director as to the specific guidelines to follow. Candidates must also contract human resources and/or personnel office in the school/district for the particular requirements to follow.

In order to meet Arkansas licensure requirements set forth by CAEP and the Arkansas Department of Education, teacher candidates must have the equivalent of a minimum of 60 school days or 420 contact hours of supervised teaching. Due to the above stated licensure requirement and to concerns of liability, the teacher candidates may be allowed to assume individual responsibility for classroom teaching only if the following conditions are met:

- The principal and other members of the partnership team approve the assignment.
- The teacher candidate has already demonstrated the ability to successfully assume full teaching responsibilities.
- The teacher candidate is a strong teacher with effective classroom management skills.
- The teacher candidate is already familiar with the classroom setting where he/she would be assigned.
- In the event of an emergency, a mentor teacher should be sent to that classroom; the teacher candidate should be entitled to remain in a situation where he/she has had some experience.
- Teacher candidates may not administer medication, nor are they allowed to perform medical procedures such as cauterization or trachea cleaning.
- Attendance at class and cohort meetings is mandatory even when teacher candidates are acting as a substitute teacher in his/her classroom.
- If a teacher is out of the building, the teacher candidate will be paid for substitute teaching. If a teacher remains in the building, the teacher candidate may substitute teach, but will not be paid.
- The partnership team may approve a long-term substitution in extreme cases.

## **Plan for Diverse Field Experiences**

Diversity includes a broad spectrum of populations and experiences.

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

## **Corporal Punishment**

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

## **Firearms and Restricted Items**

Teacher candidates are not permitted to have a firearm or other restricted items such as knives, mace, pepper spray, laser pointers, and so on in his/her bodily possession at any time while on school property.

All school grounds are declared firearms, tobacco, alcohol and drug free. Smoking, the use of smokeless tobacco, the use of alcohol or any illegal drug(s) are prohibited at all times.

## **Withdrawals**

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

## **Grievance or Appeal Procedures**

During the clinical experience, 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 a teacher candidate believes that a situation is becoming uncomfortable and could lead to a poor experience, he/she should first discuss these concerns with the mentor teacher and University supervisor. If unresolved at that level, the principal and University Program Liaison and/or Program Director should be consulted. The third level involves the University of Arkansas Department Heads and the Associate Dean for Academic Affairs in the College of Education and Health Professions along with the public school superintendent.

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

## **Procedure for Addressing the Problem of Weak or Challenged Interns**

Although teacher candidates are admitted to the M.A.T. program only after meeting established criteria and completing the interview process, 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 teacher candidate and University supervisor. If not resolved, then...
2. University program liaison communicates concern to the teacher candidate.
3. Program Director communicates concern to the teacher candidate.
4. Partnership team develops a plan of action in writing.
5. Partnership team confers with teacher candidate to communicate and/or refine the plan of action.
6. The teacher candidate, mentor teacher, University supervisor, and University program liaison and/or Program Director sign the agreed upon plan of action.
7. Opportunity to implement the plan to address the concern with support and frequent feedback from the mentor and University supervisor.
8. Follow up conference is conducted to evaluate progress.
9. If concerns are not adequately addressed appropriate action will be taken. (See Dismissal Policy)

### **Dismissal Policy**

Teacher candidates may be dropped from further study in the Graduate School if at any time their performance is considered unsatisfactory as determined by the school/district, program Director and content area faculty, or the Dean of the Graduate School. (See 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 clinical experience program and/or University of Arkansas. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process at the University of Arkansas. Included is an act by which a student gains or attempts to gain an academic advantage for himself/herself or another by misrepresenting his/her or another's work or by interfering with the completion, submission, or evaluation of work. See the University of Arkansas's Catalog of Studies under "Academic Regulations" for a more detailed description.

Also, teacher candidates are expected to comply with rules, regulations, and expectations of the school/district in which they are placed. It is the teacher candidate'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 teacher candidate is placed, the clinical experience may be terminated by the school's administration at any time during the experience. If a teacher candidate is removed from the clinical experience 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. Further, teacher candidates are expected to adhere to the NEA's code of Ethics for Teachers, Principle I and Principle II, the Ethics Code for Arkansas Educators, and the guidelines as established by the University of Arkansas and the College of Education and Health Professions.

Any teacher candidate who has been convicted of a felony is not allowed to participate in the M.A.T. program. Teacher candidates who have been arrested for crimes which could result in a felony conviction may be removed from their clinical experience placement pending legal resolutions. Please note that the Arkansas Department of Education will not issue a teaching license to individuals with a felony conviction.

## **Licensure & Employment**

### **Career Services**

The University of Arkansas Career Development Center is collaborating with M.A.T. teachers and university faculty to offer a comprehensive career services package, including all services currently being offered to every U of A student. M.A.T. students will be offered specific presentations in Job Searching, Resume Building, Interview Preparation and Follow-up, Use of Portfolio, and Job Offer Negotiations. Students will also be informed of campus events, and invited to M.A.T.-specific events throughout the current school year with bi-annual newsletters, and email listservs. Please feel free to 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 Masters of Arts in Teaching will be awarded. This is only one step leading to the recommendation by the licensure officer at the University of Arkansas.

Recommendation for a standard teaching license is made through the Office of Field Placement and Licensure to the Arkansas Department of Education upon completion of the following:

- A completed application for licensure;
- Documentation of required passing Praxis score(s);
- Official transcript(s) documenting the completion of the program of study;
- Successful completion of all background checks;
- Documentation of the required professional development;
- Payment of applicable licensure fees to the Arkansas Department of Education; (Applicants are responsible for payment to ADE directly)

Forms and documentation for all Arkansas licensure requirements may be obtained from the Assistant Director of the Office of Field Placement and Licensure, University of Arkansas, Graduate Education Building Room 338, 479.575.6740.

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

### *Professional Licensure Contact Information*

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

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

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

Mailing Address: Arkansas Department of Education Professional Licensure  
#4 State Capitol Mall, Room 106B and Room 107B  
Little Rock, AR 72201

Telephone Number: 501.682.4342

Fax Number: 501.682.4898

### *Accessing Licensure Information*

General licensure information on teachers and administrators may be accessed at the following Web site address: <http://adeaels.arkansas.gov/main.htm>

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

1. Click on the “AELS Public Site” link
2. Type in the last four digits of the SSN and last name
3. Click on the “select” link when name appears in search results

### **Licensure in Other States**

In most cases, 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 Council for the Accreditation of Educator Preparation.

UNIVERSITY OF ARKANSAS

College of Education and Health Professions
Checklist of Procedures Multilevel M.A.T. Degree

Name \_\_\_\_\_ Advisor \_\_\_\_\_

Degree Program Area \_\_\_\_\_ Area of Concentration \_\_\_\_\_

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

Date Completed

Prospective students must complete Application to Teacher Education by October 15, http://coehp.uark.edu/12571.php , prior to entering the M.A.T.

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For Admission to Grad School

- 1. Seek Admission to Graduate School
2. Complete “Application for Admission”
3. Submit Application Fee as set by Graduate School
4. Submit Two Official Transcripts of all Courses
5. Submit the scores for the Praxis II Content Area Test

For Admission to MAT

- 1a. Submit passing scores on Praxis CORE or equivalent scores on ACT, SAT, or GRE
1b. Submit Three Letters of Recommendation
1c. Complete portfolio and interview in February.
2. Admitted to Program and Assigned Advisor

Candidate will receive a letter directly from the Graduate School when approved or denied.

- 3. Candidate will receive a letter of acceptance to the MAT by April 30. Meet with Advisor to Plan Program of Study.

- 4. During the last semester, MAT students complete a Non-Thesis Project in lieu of a thesis or comprehensive

exam.

Faculty submit Form BCSS-13, "Master's Application for Comprehensive Examination" to Graduate School

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5. Advisor submits completed Record of Progress form to the appropriate Program/Departmental Office.

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6. Apply for degree. A student cannot be cleared for graduation until an application for the degree has been filed with Registrar's Office and the appropriate graduation fee has been paid.\*

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\*The degree application is obtained from the Graduate School, 213 Ozark Hall, and filed with the Registrar in the semester in which the student expects to receive the degree. Diplomas will be received 6-9 weeks following completion of all requirements.

An annual academic calendar of specific master's degree deadlines is published by the Graduate School and is available in 213 Ozark Hall and on the Graduate School Web page at <http://grad.uark.edu/dean/calendar/index.php>

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.

## Important Contact Information

### Department of Curriculum and Instruction

216 Peabody Hall  
Fayetteville, AR 72701  
(P) 479.575.7244  
(F) 479.575.6676  
<http://cied.uark.edu/>

### *Secondary Education Program Faculty*

Dr. Freddie Bowles, Foreign Language <i>Program Coordinator</i>	479.575.3035
Dr. Sean Connors, English	479.575.2667
Dr. Jason Endacott, Social Studies	479.575.2657
Dr. Ginney Norton, Social Studies	479.575.4771
Dr. Chris Goering, English	479.575.4270
Dr. Laura Kent, Math	479.575.8762
Dr. William McComas, Science	479.575.7525
Dr. Stephen Burgin, Science	479.575.4283

### *Secondary Education Program Staff*

Janet Johnson-Mertz	479.575.3548
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### *Office of Field Placement and Licensure*

Jake Ayo <i>Director</i>	479.575.4932 339 Graduate Education Fayetteville, AR 72701 <a href="mailto:ayo@uark.edu">ayo@uark.edu</a>
Dr. Myra Haulmark <i>Assistant Director</i>	479.575.3740 338 Graduate Education Fayetteville, AR 72701 <a href="mailto:haulmark@uark.edu">haulmark@uark.edu</a>

For **licensure information**, visit <http://www.coehp.uark.edu> and click on Teacher Licensure link under “Students.” There you can access the following: U of A Teacher Licensure Checklist, U of A Additional Licensure Plans, and Internship Evaluations.

**Arkansas Department of Education (Licensure)**

Four Capitol Mall  
Little Rock, AR 72201  
(P) 501.682.4342  
(F) 682.4898  
<http://arkedu.state.ar.us/>

**Praxis (ETS) Website**  
[www.ets.org/praxis](http://www.ets.org/praxis)