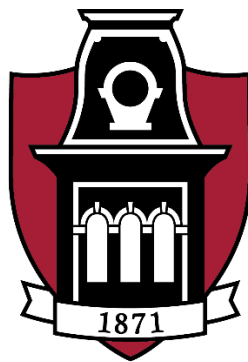# College of Education and Health Professions

UNIVERSITY OF ARKANSAS

Handbook for Students Seeking a Bachelor of Education in Special Education

2025-2026

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University of Arkansas' Mission, Vision, Values, and Goals

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.

Our **core values** help frame a desired culture that best supports that mission. We value:

Curiosity
Curiosity drives progress – the need to know more, understand better, ask questions and find answers. We embrace the challenges that come with exploring the unknown and seeking solutions to problems shared by all. This intellectual curiosity feeds our determination to improve lives through discovery, innovation and the expansion of knowledge.

Character
We value personal integrity and the related behaviors that make us better people, collectively strengthening our community and society. We strive to be trustworthy, to lead by example, to get better every day and to have a positive impact on others. We cultivate a culture of honesty, fairness, respect and understanding. We are accountable to ourselves, each other and the publics we serve.

Creativity
We are inspired by the art, music, literature, architecture and other creative works that enrich our lives. But creativity is not limited to the arts and humanities; it is no less important to the sciences, driving innovation and new technologies. A creative environment stimulates original thought, varied perspectives and new ways of looking at things. Creative people and approaches lead to new ideas, improved outcomes and other valuable contributions that make our lives better.

Our Shared Humanity
We care about the safety, health and well-being of those around us. We support an open exchange of ideas and respect the unique perspectives and contributions that each of us provides. We help nourish an environment where opportunity and civility are valued. Recognizing our differences creates better understanding of our shared humanity, the foundation of our mission to build a better world.

The three **institutional goals** for the University of Arkansas are:

- Student Success through a) academic success and intellectual engagement, b) career readiness, c) affordability, and d) wellness and belonging.

- Research Excellence: The University relentlessly pursues its land-grant mission by promoting scientific inquiry, knowledge creation, and creative works that integrate and coordinate education, research, and service activities.

- Enhancing the University's Status as an Employer of Choice by fostering a work environment where everyone feels a sense of belonging, works toward a meaningful purpose, and has the data, resources, connection, and foundation of support to be most effective, grow and advance their careers, and thrive in their personal and professional lives.

Special Education Program's Mission and Values

Mission

Our Special Education Program prepares creative, compassionate, and collaborative professionals who champion inclusive, strength-based practices. We empower future educators to become self-determined agents of change who are responsive to the diverse support needs of learners, families, and communities through immersive field experiences across diverse, authentic educational contexts.

Values

Creativity & Mindful Flexibility
We embrace innovation and adaptability to meet the diverse support needs of learners in dynamic educational environments.

Self-Determination & Empowerment
We empower self-determined professionals who support learners in becoming causal agents for inclusive education.

Inclusion & Advocacy
We advocate for inclusive practices and equitable access to meaningful education for *all* learners.

Collaboration & Community
We value authentic and equitable partnerships with families, educators, community members, and administrators, grounded in trust and mutual respect.

Professionalism
We are committed to building knowledge and skills related to ethical practice, critical reflection, and empathy.

Strengths-Based Perspectives
We recognize and build upon the strengths, interests, preferences, support needs, and aspirations of learners with disabilities.

Future-Focused Practice
We prepare candidates—at all levels—to navigate complex systems and prioritize decisions that impact long-term outcomes for learners, families, and communities.

Bachelor of Education in Special Education

About the Program

This handbook is for students who are seeking a Bachelor of Education in Special Education (BSE).

The Bachelor of Science in Special Education degree program in the College of Education and Health Professions (Undergraduate Catalog Link) is the initial teacher preparation program for candidates seeking a K-12 special education Arkansas teaching license. The program prepares candidates for teaching students with disabilities in public school settings and community-based programs.

Arkansas State Licensure

Candidates who complete all requirements for the Bachelor of Education in Special Education will end with an Arkansas teaching license. Please visit the Razorback Educator Development Hub (https://teach.uark.edu/redhub/index.php) for more information and to review and complete the online teacher licensure checklist. You will apply for licensure when the checklist is complete.

Educator Residency Programs

If seeking an initial license, candidates will complete a year-long residency program. This is part of the Bachelor's in education program. Please review the Residency Handbook for more detailed information.

Program Faculty

Faculty & Contact	Program Advisement	Research & Expertise
Dr. Kathleen Collins – kxc01@uark.edu	• Resource Academy • MEd Endorsement	Mixed methodology
Dr. Elizabeth Lorah – lorah@uark.edu	• IECP Program Coordinator • Applied Behavior Analysis	Augmentative and Alternative Communication, and Applied Behavior Analysis
Dr. Marcia Imbeau – mimbeau@uark.edu	Gifted and Talented	Gifted education, Elementary education
Dr. Suzanne Kucharczyk – suzannek@uark.edu	CIED Department Chair	Interdisciplinary preparation, Sustainable transition
Dr. Sheida Raley – sheida@uark.edu	Educational Examiner	Self-determination, Inclusive Education
Dr. Melissa Savage – mns029@uark.edu	• Special Education M.Ed. initial licensure • Micro Certificate in ASD	Physical health, Assistive technology, Extensive support needs
Jacquelyn T. Scalf – jtscalf@uark.edu	• Special Education BSE • Dyslexia	Teacher preparation, literacy
Dr. Renee Speight – rspeight@uark.edu	Special Education BSE	Positive Behavior Supports, Single-case Research Design
Dr. James Sinclair – jamesin@uark.edu	Transition Services Graduate Certificate	School Mental Health, Transition Practices

Administrative Staff

Faculty & Contact	Program Administration	Administrative Support
Lourdes Yanez – lyanez@uark.edu	IECP	Enrollment, Accounts, Fellowship Stipend Tuition Award Notice (FSTAs),
Ross Powell – powell13@uark.edu	Curriculum & Instruction	Programmatic Administration

Bachelor of Education in Special Education Admission & Retention Procedures

Progression 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 Residency
4) Recommendation for Licensure

Admission into 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). 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.

Stage I: Pre-SPED (PSPED)

1) Complete all program pre-requisites and campus core courses with a cumulative average GPA of 3.0 or higher
2) Complete all CIED courses with a minimum grade of "C"
3) Complete a background check
4) Must meet one requirement in each of the following skill areas:
   a. Writing:
      i. 3.0 average in ENGL 1013 and ENGL 1023 within last 7 years;
      i. Passing ACT/SAT/Praxis Core score in Writing; or
      ii. Accuplacer Next Generation score of 251
   b. Math:
      i. Earned B or higher in College Algebra or equivalent course within last 7 years,
      ii. Passing ACT/SAT/Praxis score in Math, or
      iii. Accuplacer Next Generation score of 251
   c. Reading:

     i.   3.0 Cumulative GPA,
    ii.   Passing ACT/SAT/Praxis Core score in Reading, or
   iii.   Accuplacer Next Generation score of 251

Stage II: Admissions to the Special Education Program (SPED)

Admission to the Special Education Program occurs after completion of all Pre-SPED requirements (those listed in the first two years under the 8-semester plan) and prior to the beginning of the fall semester of the junior year.

Admission to the program is very competitive; not all students who meet the minimum requirements will be admitted to the program.

Applications to the Special Education program **must be submitted by January 31 for admission in the Fall term**. Courses must be taken in sequence within the cohort to which the applicant was accepted.

Application Process & Requirements

1) Submission of the Special Education Program application.
2) Submission of transcripts for all completed coursework.
3) Submission of advising sheet.
4) Interview with program faculty.
5) Submission of a personal statement.
6) Submission of passing scores on Math, Reading, and Writing sections of the Praxis Core Exam or ACT as described above.
   a. *Enrollment for the fall semester, junior year is not permitted unless all three parts of Praxis Exam are passed.*
7) Registration with the Office of Teacher Education
8) Current background check.
9) All CIED courses must have a grade of C or higher.
10) Students must complete and successfully pass the criminal background check before beginning field experiences in the schools in the fall semester of the sophomore year and each semester thereafter.
11) Candidates, once admitted, must register with the Office of Teacher Education and complete a background check prior to registration for courses.

Special Education Courses

Fall first year in SPED BSE Program

SPED 44503 Assessment of Students with Disabilities
SPED 44803 Teaching Literacy Skills to Students with Disabilities
SPED 44903 Introduction to Students with High Incidence Disabilities

SPED 44403 Career Development and Transition Planning for Students with Dis.
SPED 44203 Technology for the Inclusive Classroom

Spring first year in SPED BSE Program

SPED 44303 Curriculum Development and Instructional Planning
SPED 44103 ABA and Classroom Management for Teachers
SPED 44703 Teaching Students with Disabilities in Math and Science
SPED 44603 Teaching Students with Extensive Support Needs
SPED 41703 Intro. to Dyslexia: Literacy Development and Structure of Language

Fall second year in SPED BSE Program

SPED 45309 Special Education Residency Kindergarten through 6th grade
SPED 45403 Special Education Seminar (K-6)
SPED 45503 Special Education Research (K-6)

Spring second year in SPED BSE Program

SPED 45608 Special Education Residency 7th through 12th grade
SPED 45703 Special Education Seminar (7-12)
SPED 45803 Special Education Research (7-12)

Program total is a minimum of 120-credit hours, which includes 9-10 electives completed prior to starting the BSE program. See Appendix A for a sample schedule.

Fieldwork experiences:

Students are required to take courses with fieldwork experiences in order to provide students with opportunities to apply what they learn in relevant settings. Students are expected to develop relationships with school districts and other relevant settings.

Courses that are assigned as fieldwork experience courses require approximately 20-25 hours per course of fieldwork. Students are expected to communicate course requirements with school personnel (e.g., principal, classroom teacher) and seek approval for fieldwork activities and hours.

Students are required to submit documentation of fieldwork hours, experiences/activities completed, and reflections at the end of each semester for each course.

Courses requiring fieldwork experiences:

- SPED 44103 - ABA for Teachers   20 hrs.
- SPED 44703 - Math & Science   25 hrs.
- SPED 44503 - Assessment SPED   15 hrs.
- SPED 44803 - Teaching Literacy Skills   15 hrs.

It is strongly suggested that all teacher candidates save course materials (e.g., course syllabi, readings, content from classes) as access to Blackboard is removed once a course is completed.

Admission to Senior Year Teaching Residency

Continuation to senior year Teaching internship block is based on cumulative GPA and grades described above and positive teacher disposition reviews by faculty.

These requirements are:

1) Minimum 3.0 GPA
2) Criminal background check
3) All SPED courses must have a B or higher prior to the student intern semester.
   a. No teaching methods courses may be taken as self-paced (correspondence) courses.
4) All coursework, except designated 6-hours of SPED courses and seminar must be completed prior to senior year.
5) Candidates who have a Notification of Concern (NOC) to the Office of Special Education are cleared for residency by faculty.

Residency Year Seminar, Research Course, and SPED Courses

In the residency year, teacher candidates meet once a week for two classes – seminar and research.

In the seminar course, individual concerns, issues, and internship expectations are addressed in a small group setting during the seminar courses.

The research course has specific objectives to enhance candidate readiness for effective practice as a special educator.

All teacher candidates:

1) are required to attend these classes just as any other University class for which they register and receive credit
2) If teacher candidates should be acting as a substitute teacher in their current assigned classroom on seminar class day, it is the school's responsibility to arrange for coverage so that the teacher candidate will not miss class

Recommendation for Teaching License

Teacher license requirements include the following:

1) Consistent display of professional teaching disposition qualities as reviewed by faculty and school partners
2) Written support related to demonstrating special education practice-based competencies from participating school partners
3) Students must have a cumulative GPA of 3.0 or higher
4) Students must pass all Division of Elementary and Secondary Education required examinations (e.g., Praxis II, Arkansas Foundations of Reading Exam)

Notification of Concerns and Program Progression Delay

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), 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 an NOC and to initiate contact with the person who filed the NOC within the timeframe stated in the email.

Notification of Concerns

The electronic Notification of Concern (NOC) (APPENDIX B) 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 an 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 Committee (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.

Student Disposition

Student Attendance Policy:

Regular and punctual attendance in class is expected. Students must receive prior permission from the instructor (at least 24-hours in advance when able) to miss a class. You may not earn points for in-class participation or tardiness for missing a class.

Across the program and individual courses excessive absences (as defined in the BSE Handbook) will result in a student being placed on a Notice of Concern to provide additional support to the student to ensure engagement with course content, materials, and expectations.

Please review the University Attendance Policy for more specifics on excused absences.

Disposition Assessment

In accordance with the state and national standards teacher candidates are assessed on their knowledge, disposition, and performance.

Dispositions (Appendix F) are separate from scholarship or achievement criteria. Teacher candidates are expected to exhibit the following dispositions:

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 Social and Emotional Intelligence to Promote Personal and Educational Goals/Stability

If students evidence concerns related to disposition during any point in the special education program a Notification of Concern (NoC) may be submitted to the Office of Teacher Education.

The purpose of the NoC is to ensure that all supports are in place to provide opportunities for the student to practice these dispositions and be successful.

Ultimately, if concerns related to disposition continue, a special education student may not be eligible for recommendation for licensure and/or may be released from the special education program.

Disposition Assessment included in Appendix F

Student Residency Year Expectations

During the senior year, teacher candidates will participate in two full-time residency rotations in a K-6 public school setting and a 7-12th public school setting.

These residencies provide opportunities for teacher candidates to practice skills learned in coursework and observe exemplary special education teachers across public school contexts.

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

The Special Education Teacher education program provides an opportunity to develop appropriate attitudes and understanding and to acquire knowledge, skills, and techniques under the guidance of an instructional team consisting of special education faculty, mentor teachers, and building administrators.

The residency begins with the school district calendar and ends the Thursday before Reading Day each semester. Teacher candidates will observe the holidays and other breaks in accordance with the public-school calendar in which they are assigned.

Student Expectations

Teacher Candidate Responsibilities

The purpose of the residency is for Special Education teacher candidates to implement the practices learned throughout their coursework.

While completing the residency in special education, teacher candidates are expected to demonstrate the qualities and dispositions of education professionals. Expectations of Teacher Candidates include:

- Learn and abide by school rules and norms
- Demonstrate dependability through attendance and punctuality
- Communicate concerns, questions, and issues appropriately and respectfully with school district personnel, mentor teachers, and university supervisor

- Understand role of intern as a learner and the opportunities to improve teaching practice with feedback and support
- Implement evidence-based/high-leverage practices in teaching and behavior management
- Seek and apply feedback
- Demonstrate professional disposition (e.g., consider social media privacy settings, positive attitude, preparedness)
- Continuously reflect on teaching practice
- **ALWAYS** maintain student confidentiality

Overall Professionalism

Professionalism requires a high level of mature judgment concerning confidential matters. Student records and information relating to parents, school, staff, and administrative personnel are professional concerns.

Confidential 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 not be limited to:
- students' IQ scores;
- individual achievement test scores;
- psychological test information, or any other test results used to determine eligibility for special programs;
- names of students on free or reduced lunch;
- family information gained from parent teacher conferences or from student records;
- student conduct, behavior and/or discipline issues.

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

Professionalism in Dress and Attitude

Professional dress and grooming are expected from all teacher candidates. Each school district and school will have expectations, written and unwritten, about dress and professional behavior. Take time to review your school's

handbook for faculty and students, seek information from your mentor teacher, and be observant.

Promptness and Absences

Promptness and regular attendance are a part of each teacher candidates' professional requirements. Adequate travel time should be allowed to arrive at the school assignment on time.

Teacher Education Program Policies & Procedures

Code of Ethics of the Education Profession

The College of Education and Health Professions professional education unit adheres to the Code of Ethics of the Education Profession as established by the National Education Association.

Violation of these principles may result in probation, suspension, or dismissal of the residency. The full document of the Code of Ethics may be found https://www.nea.org/resource-library/code-ethics-educators Principles I and II are described below:

Principle 1: Commitment to the Student

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

In fulfillment of the obligation to the student, the educator –
- Shall not unreasonably restrain the student from independent action in the pursuit of learning.
- Shall not unreasonably deny the student's access to varying points of view.
- Shall not deliberately suppress or distort subject matter relevant to the student's progress.
- Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
- Shall not intentionally expose the student to embarrassment or disparagement.
- 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 –
  - o exclude any student from participation in any program,
  - o deny benefits to any student, and
  - o grant any advantage to any student.

- Shall not use professional relationships with students for private advantage.
- 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 2: 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.

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

Also supports Arkansas Code of Ethics established by the Arkansas Department of Education: https://dese.ade.arkansas.gov/Offices/educator-effectiveness/plsb-professional-ethicsdiscipline/code of-ethics-for-arkansas-educators

Appeal Procedures

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 Razorback Educator Development HUB (teach-ed@uark.edu) within the stated timeline. This includes an appeal of an NOC, entry into a teacher education program, or suspension from a teacher education program.

Academic Probation in Teacher Education Program

If your required GPA drop 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 Razorback Educator Development HUB. 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 are for a minimum of one 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.

Suspension from the Program Due to Notice of Concern

If you have multiple unresolved Notification of Concerns indicating significant concerns in meeting the standards for the Teacher Education Program, you will be considered for suspension from the Program.

Suspension from the Program 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, candidates 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.

Dismissal from the Special Education Program Based on Unethical or Unprofessional Behaviors

The University of Arkansas' teacher preparation programs adhere to the Code of Ethics of the Education Profession as established by the National Education Association as described in NEA Code of Ethics, Arkansas Division of Elementary and Secondary Education Code of Ethics, as well as discipline specific codes of ethics and standards found in program handbooks. Violation of these principles may result in probation, suspension, or dismissal of the residency as described:

- Any incident of ethical misconduct or concern will be documented by the faculty member(s), discussed directly with the student and their mentor, and referred to the program's coordinator or supervising faculty. It may also be reported to the Teacher Candidate Professional Review Committee.
- The Teacher Candidate Professional Review Committee evaluates the concerns and recommends a course of action, which may range from a zero score on the academic and/or residency work, a failing grade for the course, probation, up to dismissal from a teacher education program.
- Any candidate may be suspended by a Teacher Education Program Coordinator for extreme, unforeseen circumstances such as endangerment of students or others, 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 Teacher Candidate Professional Review Committee for review and may become permanent.

The Program Coordinator, in consultation with the Teacher Education Professional Review Committee and the Dean's Office for Academic and Student Affairs in the College of Education and Health Professions, has the authority and responsibility to dismiss a student from the teacher education program for unethical or unprofessional behavior and/or not recommend the student for licensure.

More detailed guidelines about the policies, supports, and other requirements are provided in the program's handbook, as well as on the Teacher Education Website or the Teacher Education Support page.

Students who have been dismissed on the basis of unethical or unprofessional conduct may appeal the decision following the procedures outlined under the

<u>Student Grievances and Appeals section of the Undergraduate Catalog of Studies.</u>

Licensure and Employment

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 Bachelor of Education Special Education will be awarded. This is only one step leading to the recommendation by the certification officer at the University of Arkansas.

Arkansas law specifies that each application for a teaching license or a request to add an additional endorsement area must be supported by the appropriate exam scores (Praxis II, Foundations of Reading) and program of study if required.

All applicants must also complete a Teacher Record Check.

Forms on which to make application for an Arkansas License may be obtained from the Arkansas Department of Education at (501) 682-4342 or Office of Teacher Education.

Arkansas Department of Education Licensure Contact Information and Procedures

Professional Licensure Contact Information

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

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

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

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

Telephone Number: 501-682-4342

Fax Number: 501-682-4898

Accessing Licensure Information

General licensure information on teachers and administrators may be accessed at the following Website address: https://teacher-education.uark.edu/

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

Licensure in Other States

Usually, qualifying for a license in Arkansas facilitates licensure in another state. An application in another state must be made on the application form for the state which can be obtained by request from the state teacher certification office in the capital city.

An official transcript should accompany the application. In many instances, the applications are referred to the preparing institution's certification officer to verify the completion of a program approved by the National Council for the Accreditation of Teacher Education.

Student Supports and Policies

Career Ready Skills

The following skills have been identified as part of the National Association of Colleges and Employers (NACE) Career Readiness Competencies Framework.

Sample career-ready skill descriptions, behaviors & practice suggestions can be found on the Career Connections' Be Career Ready webpage.

University Resources

Student One Stop

For information about the different student services available to you, please visit https://onestop.uark.edu. Additional information about specific services is also available below.

Student Success Center @TheCORD

The Student Success Center offers a variety of individualized programs and services that support student academic success. Students are encouraged to visit https://success.uark.edu for more information.

Center for Learning and Student Success Class+:

The Center for Learning and Student Success (CLASS+) works with students to refine and strengthen the academic skills necessary for success at the University of Arkansas. Call 479.575.2885 or visit the office in Gregson Hall, or visit their website.

Writing Center:

CLASS+ Writing Support provides one-on-one tutoring assistance. You can work with writing tutors in person or upload your paper for online feedback. Writing tutors help you learn revision strategies for developing your academic and professional writing skills. Schedule a free online or in-person appointment. Call 479-575-6747 or email writcent@uark.edu. 315 Kimpel Hall, or visit their website.

Center for Education Access:

The Center for Educational Access (CEA) serves as the central campus resource for the University community in regards to students with disabilities and accommodations to remove barriers to access. Call 479-575-3104 or email ada@uark.edu. 209 Arkansas Union, or visit their website.

CAPS and U of A Cares

As a student, you may experience a range of issues that can cause barriers to learning such as relationship issues, anxiety, depression, alcohol/drug issues, difficulty concentrating, and lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce one's ability to participate in daily activities, and the University of Arkansas has resources to help! If you or a friend are in need of assistance, please reach out to the following resources:

- U of A CARES – resources, referrals, and advocacy for students in need, https://uofacares.uark.edu/
- UARK Wellness/Wellness Coaching – supporting academic and personal success, https://urec.uark.edu/wellness/wellness-coaching.php
- Counseling and Psychological Services (CAPS) – (479) 575-5276, services available 24/7 (after hours by phone), https://health.uark.edu/mental-health/index.php
- Substance Education, Assessment, and Recovery (SEAR) sear@uark.edu, https://health.uark.edu/sear/

Pat Walker Health Center

The Pat Walker Health Center has a verity of health service available to University of Arkansas students. This includes medical and substance education in addition to counseling and psychological services.

Please visit https://health.uark.edu or call (479) 575-5276 for more information.

Research Librarians:

Ask a Librarian! Text: 479-385-0803, Call: 479-575-6645, email: refer@uark.edu, or live chat! Visit their website.

Full Circle Pantry:

The Jane B. Gearhart Full Circle Food Pantry is available as a free grocery assistance center for all U of A students, staff, and faculty. Full Circle is located on the backside of Walton Residence Hall and is open Mondays from 11a-3p, Wednesdays from 3p-5p, and Thursdays from 10a-2p. If you need assistance outside of these hours, please email pantry@uark.edu to set up an alternate time. For more information visit fullcircle.uark.edu or email pantry2@uark.edu.

University Policies

Emergency Procedures

The University of Arkansas is prepared for a wide range of emergencies. Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at http://emergency.uark.edu/.

Violence/Active Shooter (CADD)

- **CALL:** 9-1-1
- **AVOID:** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY:** Barricade the door with desk, chairs, bookcases, or any other items available in the space. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- **DEFEND:** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Inclement Weather (Tornado Warning)

Each faculty member should include an inclement weather policy and plan on the course syllabus. The campus has an inclement weather policy (link below), though faculty are encouraged to augment the policy to meet any unique needs of courses or students. In general, students need to know how and when they will be notified in the event that class is cancelled for weather-related reasons. http://safety.uark.edu/inclement-weather/

Tornado Warning

- Follow the directions of the instructor or emergency personnel.
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
- If you are in a multi-story building and you cannot get to the lowest floor, pick a hallway in the center of the building.
- Stay in the center of the room, away from exterior walls, windows, and doors.
- For more on emergency information, visit emergency.uark.edu

RazALERT

The University of Arkansas has a campus-wide alert system for any hazardous conditions that may arise on campus. To learn more and to sign up, visit the RazALERT website.

Academic Support

A complete list and brief description of academic support programs can be found on the University's Academic Support site, along with links to the specific services, hours, and locations. Faculty are encouraged to be familiar with these programs and to assist students with finding and using the support services that will help them be successful.http://www.uark.edu/academics/academic-support.php

Attendance Policy

"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. Instructors have the responsibility to provide a written policy on student attendance that is tied to course objectives and included in a course syllabus. There may be times, however, when illness, family crisis, or university-sponsored activities make full attendance or participation impossible. In these situations students are responsible for making timely arrangements with the instructor to

make up work missed. Such arrangements should be made in writing and prior to the absence when possible."

"Examples of absences that should be considered excusable include those resulting from the following: 1) illness of the student, 2) serious illness or death of a member of the student's immediate family or other family crisis, 3) University-sponsored activities for which the student's attendance is required by virtue of scholarship or leadership/participation responsibilities, 4) religious observances (see Students' Religious Observances policy below), 5) jury duty or subpoena for court appearance, and 6) military duty. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused." from Attendance Policy in the Faculty Handbook

Academic Integrity

All students should review and abide by the University of Arkansas' Academic Honesty Policy.

All faculty are encouraged by the Provost to include the recommended Academic Honesty Syllabus Statement on every course syllabus. The statement can be found on the Provost's website, along with the full Academic Integrity Policy. It is important for faculty to be able to provide students with answers about their questions related to academic honesty, as well as providing very specific application of the policy for assignments in their courses. For guidance, faculty are encouraged to study the sanction rubric, as well as answers to "what if?" questions.

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."

"Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at provost.uark.edu Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor." From honesty.uark.edu/faculty/

Want more suggestions on promoting academic integrity in your class? Check out our posts on academic integrity.

Disability Related Accommodation Statement

"University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit cea.uark.edu for more information on registration procedures)." From CEA Syllabus Statement

Accommodations under the Americans with Disabilities Act

The University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content.

You must first verify your eligibility for these services through the Center for Educational Access. You can contact CEA by calling (479) 575-3104 or visit cea.uark.edu.

Reminder About Concealed Carry on Campus

Faculty who would like to include information about concealed carry on campus as a part of their syllabi are encouraged to use the Campus Carry Statement below.

Reminder About Concealed Carry on Campus

Handguns are only allowed on campus (including all classrooms) to the extent specifically authorized by state law. Each individual who lawfully possesses a handgun and an enhanced carry permit is required to keep the handgun concealed from public view at all times and is responsible for carrying the handgun in a safe manner.

If an individual carries a concealed handgun in a personal carrier such as a backpack, purse, or handbag, the carrier must remain within the individual's immediate vicinity (within arm's reach). During this course, you may be required to engage in activities that may require you to separate from your belongings such as taking a quiz or examination, and thus you should plan accordingly. Any student who violates the concealed carry laws while on campus may be subject to criminal prosecution and/or discipline by the University, up to and including dismissal. If you observe someone displaying a handgun or other

weapon on campus, it should be reported to the University of Arkansas Police Department.

For more information, please go to safety.uark.edu.

Use of Generative Artificial Intelligence (AI)

UARK faculty have discretion over whether generative artificial intelligence tools (e.g., ChatGPT) can be used by students in their courses. Faculty are encouraged to communicate clear expectations regarding how these resources can be used in their courses, if at all. The statements below provide verbiage faculty are encouraged to consider including in their syllabus. The statements below were approved by the Faculty Senate's Academic Integrity & Student Conduct Code Committee, Academic Integrity Monitors, All University Academic Integrity Board members, and the Provost's Office.

Ensure that you check with each instructor and the course syllabi to understand course expectations and students' use of AI.

Prohibited: The use of generative artificial intelligence tools in any capacity while completing academic work that is submitted for credit, independently or collaboratively, will be considered academic dishonesty in this course and reported to the Office of Academic Initiatives and Integrity.

Restricted: Specific permissions will be provided to students regarding the use of generative artificial intelligence tools on certain graded activities in this course. In these instances, I will communicate explicit permission as well as expectations and any pertinent limitations for use and attribution. Without this permission, the use of generative artificial intelligence tools in any capacity while completing academic work submitted for credit, independently or collaboratively, will be considered academic dishonesty and reported to the Office of Academic Initiatives and Integrity.

Unrestricted Use: Students have permission to use generative artificial intelligence tools in any capacity to complete academic work in this course. Please be aware of the limitations of such tools and verify the accuracy of the content generated before submitting any work for credit. Additionally, you are expected to properly attribute any content generated by artificial intelligence tools using [INSERT STYLE] format. Please refer to the examples/guidance provided by this University of Arkansas Library Research Guide on AI and Academic Integrity for more information. The use of content generated by artificial intelligence, without proper citation, will be considered academic dishonesty and reported to the Office of Academic Initiatives and Integrity.

Appendix A: Example Eight Semester Program of Study

First Year	Units	
	FA	SPR
ENGL 10103 Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1)	3	
Math State Minimum Core (Satisfies General Education Outcome 2.1)	3	
Science State Minimum Core with lab (Satisfies General Education Outcome 3.4)[1]	4	
U.S. History or Government State Minimum Core	3	
Fine Arts State Minimum Core (Satisfies General Education Outcome 3.1)[1]	3	
ENGL 10203 Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1)		3
MATH 22103 Survey of Mathematical Structures I		3
Social Sciences State Minimum Core (Satisfies General Education Outcome 3.3)[1]		3
Science State Minimum Core with lab (Satisfies General Education Outcome 3.4)[1]		4
HDFS 24103 Family Relations (Satisfies General Education Outcomes 3.3, 4.1, and 4.2)		3
Year Total:	16	16

Second Year	Units	
	FA	SPR
Application must be made for admission to Professional Education Courses for beginning of spring semester		
MATH 22203 Survey of Mathematical Structures II	3	
Social Sciences State Minimum Core (Satisfies General Education Outcome 3.3)[1]	3	
CIED 30203 Survey of Exceptionalities	3	
Humanities State Minimum Core (Satisfies General Education Outcome 3.2)[1]	3	
Elective	3	
SPCH 10003 Public Speaking (ACTS Equivalency = SPCH 1003) (Satisfies General Education Outcomes 1.2 and 5.1)		3
CIED 30303 Classroom Learning Theory		3
CSDI 22503 Introduction to Communicative Disorders		3
Elective		6
Year Total:	15	15

Third Year	Units	
	FA	**SPR**
SPED 44503 Assessment of Students with Disabilities	3	
SPED 44803 Teaching Literacy Skills to Students with Disabilities	3	
SPED 44903 Introduction to Students with High Incidence Disabilities	3	
SPED 44403 Career Development and Transition Planning for Students with Disabilities	3	
SPED 44203 Technology for the Inclusive Classroom	3	
SPED 47803 Professional and Family Partnerships		3
SPED 44103 ABA and Classroom Management for Teachers		3
SPED 44703 Teaching Students with Disabilities in Math and Science		3
SPED 44603 Teaching Students with Extensive Support Needs		3
SPED 41703 Introduction to Dyslexia: Literacy Development and Structure of Language		3
Year Total:	15	15

Fourth Year	Units	
	FA	**SPR**
SPED 45309 Special Education Residency	9	
SPED 45403 Special Education Seminar	3	
SPED 44303 Curriculum Development and Instructional Planning	3	
SPED 45609 Special Education Teaching Residency		9
SPED 45703 Special Education Seminar		3
SPED 45801 Special Education Research (Satisfies General Education Outcome 6.1)		1
Year Total:	15	13

Appendix B: Notice of Concern

UNIVERSITY OF ARKANSAS

Email completed form to: jgbeasle@uark.edu

Notification of Concern
University of Arkansas

The Notification of Concern (NOC) form is used by UA Teacher Education faculty and the Razorback Educator Development (R.E.D.) Hub to alert candidates, the Teacher Candidate Professional Review Committee (TCPRC) and the teacher education assessment system to problems that may prevent a candidate from successfully completing the teacher education program. **The NOC should be reserved for only those situations that, if not corrected or addressed, would be a significant barrier to success in the teaching profession.** The process involved with the Notification of Concern form is focused on helping the candidate and may include tracking concerns and identifying and applying action plans designed to alleviate the concerns. In some cases, however, it may also be used to identify candidates who should seriously consider changing majors. This form should be filled out as completely and specifically as possible. When appropriate, the faculty should involve the candidate in reviewing the information below and inform the candidate before it is filed.

Candidate Information

☐ I have informed the candidate.   ☐ I have **not** informed the candidate

Candidate Name:	Student ID:
Program:	Email:

General Information

Date Issued:	Resolved By:	Date Resolved:
Course No:	Course Title:	Semester:
Originator:	Professor of Record	Date Candidate Responded:

Identify the area of your concern: Please check all areas that apply and rate your level of concern for each area.

Low-alert status. The actions already taken were sufficiently successful in my course, or no action has been taken as yet, but this concern should be monitored. *Signals notification to candidate, faculty, program coordinator
Medium-in need of remediation. The candidate needs assistance formulating an action plan and identifying services and resources to help him/ her be successful. *Signals notification to candidate, faculty, and program coordinator **In some cases, academic advisor
High-serious action needed. The issue may warrant removal from program. *Signals notification to candidate, faculty, program coordinator, and administration

☐ SKILLS	☐ CONTENT KNOWLEDGE	☐ PEDAGOGY or PERFORMANCE	☐ PROFESSIONAL DISPOSITIONS
May include concerns in: Speaking, Writing, Reading, Listening, or other skills	May include concerns in factual accuracy, conceptual understanding, procedural understanding, problem solving or other knowledge issues	May include concerns with rapport with students, instructional strategies, management confidence, response to diversity or other performance issues	May include attitude, attendance, respect, teamwork, attire, honesty, initiative, emotional coping strategies, or other dispositions
RATE YOUR LEVEL OF CONCERN IN THIS AREA (see above): ○ high ○ medium ○ low ⊙ not applicable	RATE YOUR LEVEL OF CONCERN IN THIS AREA (see above): ○ high ○ medium ○ low ⊙ not applicable	RATE YOUR LEVEL OF CONCERN IN THIS AREA (see above): ○ high ○ medium ○ low ⊙ not applicable	RATE YOUR LEVEL OF CONCERN IN THIS AREA (see above): ○ high ○ medium ○ low ⊙ not applicable

Describe your concern as specifically as possible. Explain what you have already done to assist the candidate in resolving this concern (recommended resources/services, accommodations, discussing the concern, allowing additional opportunities to demonstrate competence, etc.). This information will help the Teacher Candidate Professional Review Committee to recommend effective interventions and to avoid repeating strategies that have already proved unsuccessful.

Action Plan: Identify what needs to be completed and/or demonstrated so that the candidate may move forward in the teacher education program. Specify the completion date(s). If applicable, identify other faculty members/administrators who will participate in determining the student a success in resolving the concern.

Appendix C: Formative Residency Assessment

Candidate Name: Mentor Name:

School: Grade Levels:

Administration Dates					
One	Two	Three	Four	Five	Six

Mentor Instructions:
Please assess candidate progress across all domains (as applicable) at least six times each semester.

Domain 1: Planning and Preparation				
Component	**1** **Ineffective**	**2** **Progressing**	**3** **Effective**	**4** **Highly Effective**
Knowledge of Content and Pedagogy Lesson plans include modified instructional strategies that promote appropriate presentation of content and align with individual student strengths and needs. Lesson plans demonstrate knowledge of student prerequisite skills and anticipation of common student misconceptions related to content.				

Knowledge of Students Teacher demonstrates extensive knowledge of individual student abilities, disabilities, interests, cultural heritage, and developmental levels by customizing lesson plans to reflect unique student learning and behavior objectives				
Instructional Outcomes Instruction outcomes directly target IEP goals identified by all members of the IEP team.				
Knowledge of Resources Teacher uses instructional materials that are suitable for student acquisition of skills, promote student engagement, and are in good condition.				
Coherent Instruction Learning activities are individualized to support student acquisition, are aligned with student skill level, promote student engagement, and include intentional and organized individual or small group learning opportunities.)				
Student Assessment Data are collected on all IEP goals in multiple formats with clear mastery criteria present. Evidence of assessing student prerequisite knowledge and skills.				
Domain 1 Comments:				

Domain 2: Classroom Environment				
Component	1 **Ineffective**	2 **Progressing**	3 **Effective**	4 **Highly Effective**
Environment of Respect and Rapport Teacher interactions are positive, friendly, and respectful of students' diverse backgrounds. Teacher provides direct instruction to students on target behaviors. Teacher individualizes response to target behaviors by awarding points, providing social praise.				
Culture for Learning Teacher demonstrates consistently high expectations. Teacher provides choices for task completion, gradually reduces prompting to promote independence, and uses positive behavior supports to promote appropriate student behavior.				
Managing Classroom Procedures Daily routines are predictable, and teacher reviews the schedule for the day with the group. Students are observed gathering necessary materials and transitioning between activities independently. Students are on task and engaged throughout the instructional period.)				

	1 Ineffective	2 Progressing	3 Effective	4 Highly Effective
Managing Student Behavior Teacher works with students to establish rules for conduct during activities. Teacher has clear expectations that are modeled and reinforced. Teacher is observed prompting students to use appropriate behaviors.				
Organizing Physical Space Classroom environment is safe and arranged to promote different instructional grouping arrangements. Materials are stored or positioned so that they are accessible to all students.				
Domain 2 Comments:				

Domain 3: Instruction				
Component	**1 Ineffective**	**2 Progressing**	**3 Effective**	**4 Highly Effective**
Communicating with Students Teacher provides specific and well-constructed examples to promote behavior and learning expectations. Teacher models targets, addresses misunderstandings, and provides visual, audio, and other supports for students to complete assignments and activities.				

Questioning and Discussion Techniques Teacher asks questions that encourage student independent thinking and responding and are also appropriately aligned with student abilities. Teacher emphasizes functional and spontaneous communication. Teacher includes activities and strategies to promote peer-to-peer communication in multiple situations with multiple partners.				
Engaging Students Teacher incorporates various activities and student grouping to engage students in learning process. Teachers works to minimize distractions in the learning environment to maximize student engagement.				
Assessing Instruction Teacher conducts ongoing assessments throughout instruction with white boards or other response systems. Teacher uses data to inform instruction and determine if students are ready to move on or if the content should be revisited.				
Flexibility & Responsiveness Teacher creates individual routines and interventions to support student participation and learning. Teacher incorporates student interests into instruction and readily adjusts activities to meet student learning needs. Teacher provides immediate and frequent feedback.				
Domain 3 Comments:				

Domain 4: Professional Responsibilities				
Component	1 **Ineffective**	2 **Progressing**	3 **Effective**	4 **Highly Effective**
Reflecting on Teaching Teacher demonstrates reflection by making notes on lesson plan, identifying the struggles students had with the content, and what changes would be made to future instruction. The teacher actively revises lesson plans to meet student needs.				
Accurate Records Teacher maintains accurate records of student progress, mastery, and generalization. Teacher has a comprehensive method for collecting and maintaining student records weekly, such as, a file folder, portfolio, digital spreadsheet. Teacher keeps records of communication with families.				
Communicating with Families Teacher communication is frequent, culturally sensitive, and individualized. Teacher collaborates with families to create materials for use at home, such as, visual schedules, social stories, etc. Teacher engages with families frequently by planning meetings, after school activities, and family workshops. Teacher includes families in all aspects of IEP development.				

Professional Community Participation Teacher takes an active role in school activities and takes leadership roles in such activities. Teacher fosters positive relationships with colleagues and provides colleagues with training and support for the implementation of effective strategies. Teacher participates in professional organizations and often takes an active role in such organizations.				
Growing & Developing Professionally Teacher provides feedback and coaching for peers and colleagues in order to support their implementation of evidence-based practices. Teacher participates in professional development activities locally and nationally, seeks to learn new strategies to meet student needs, and seeks feedback on the implementation of such strategies.				
Showing Professionalism Teacher demonstrates integrity and ethical conduct in interactions with colleagues, students, and supervisors. Teacher participates as an active decision maker in school policies and regulations in order to work as an advocate in the school and district for students with disabilities.)				
Domain 4 Comments:				

Appendix D: University of Arkansas – End of Placement Evaluation

Date: School: Grade Level:

Teacher Candidate:

Mentor/Evaluator:

Absences: # Tardies:

Please place a number by each criterion and then add supporting evidence in the space provided: 1 = Ineffective; 2 = Progressing; 3 = Effective; 4 = Very Effective	
Domain 1: Planning and Preparation	
Demonstrating knowledge of content and pedagogy.	
Demonstrating knowledge of students	
Setting instructional outcomes	
Demonstrating knowledge of resources	
Designing coherent instruction	
Designing student assessments	
Comments for Domain 1:	
Domain 2: The Classroom Environment	
Creating an environment of respect and rapport	
Establishing a culture of learning	
Managing classroom procedures	
Managing student behavior	
Organizing physical space	
Comments for Domain 2:	

Domain 3: Instruction	
Communicating with students	
Using questioning and discussion techniques	
Engaging students in learning	
Using assessment in instruction	
Demonstrating flexibility and responsiveness	
Comments for Domain 3:	
Domain 4: Professional Responsibilities	
Reflecting on teaching	
Maintaining accurate records	
Communicating with families	
Participating in a professional community	
Growing and developing professionally	
Showing professionalism	
Comments for Domain 4:	

Appendix E: Teacher Candidate Experience Log

Date: Week of:

Use the key to complete the chart below: **O** = Observed **T** = Taught **t** = Taught using mentor's plan **C** = Co-taught a lesson with the mentor teacher*

List day and time of lesson and describe how you participated

Subject	Mon.	Tue.	Wed.	Thr.	Fri.	Participation

*One way to co-teach and progress to teaching an entire lesson is to divide a lesson into three parts: introduction, body, and conclusion. Let the candidate do one or more parts while the mentor does the other(s).

Mentor Teacher Signature: Teacher Candidate Signature:

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

Appendix F: Educator Disposition Assessment

Name: Date:

Evaluator:

Directions: Please use this Educators Disposition Assessment to rate each teacher candidate on each disposition based on the following scale. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells. Scores for each of the nine dispositions will be averaged to calculate an overall composite score. Lastly, please add comments to support ratings as needed.

0 = Needs Improvement: Minimal evidence of understanding and commitment to the disposition
1 = Developing: Some evidence of understanding and commitment to the disposition
2 = Meets Expectations: Considerable evidence of understanding and commitment to the disposition

1) Demonstrates Effective Oral Communication Skills		6) Exhibits an appreciation of and value for cultural and academic diversity	
2) Demonstrates Effective Written Communication Skills		7) Collaborates effectively with stakeholders	
3) Demonstrates professionalism		8) Demonstrates self-regulated learner behaviors/takes initiative	
4) Demonstrates a positive and enthusiastic attitude		9) Exhibits the social and emotional intelligence to promote personal and educational goals/stability	
5) Demonstrates preparedness in teaching and learning		Average:	

1. Demonstrates Effective Oral Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	□ Does not consistently demonstrate professional oral communication skills as evidenced by making *major* errors in language, grammar, and word choice □ Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation □ Choice of vocabulary is either too difficult or too simplistic	□ Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors □ Strives to vary oral communication as evidenced of some students demonstrating a lack of participation □ Occasionally uses vocabulary that is either too difficult or too simplistic	□ Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment □ Varies oral communication as evidenced by encouraging participatory behaviors □ Communicates at an age-appropriate level as evidenced by explaining content specific vocabulary
Comments:			

2. Demonstrates Effective Written Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	□ Communicates in tones that are harsh or negative as evidenced	□ Communicates respectfully and positively but with some detectable	□ Communicates respectfully and positively with all

	by fostering negative responses ☐ Demonstrates *major* spelling and grammar errors or demonstrates frequent common mistakes	negative undertones, evidenced by unproductive responses ☐ Demonstrates *common* errors in spelling and grammar	stakeholders as evidenced by fostering conventional responses ☐ Demonstrates precise spelling and grammar
Comments:			

3. Demonstrates professionalism	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Does not respond to *communications* and does not submit all assignments ☐ Fails to exhibit punctuality and/or attendance ☐ Crosses *major* boundaries of ethical standards of practice ☐ Divulges inappropriate *personal* life issues at the classroom/workplace as evidenced by uncomfortable responses from others	☐ Delayed response to *communications* and late submission of assignments ☐ Not consistently punctual and/or has absences ☐ Crosses *minor* boundaries of ethical standards of practice ☐ Occasionally divulges *inappropriate* personal life issues into the classroom/workplace, but this is kept to a minimum	☐ Responds promptly to *communications* and submits all assignments ☐ Consistently exhibits punctuality and attendance ☐ Maintains professional boundaries of ethical standards of practice ☐ Keeps *inappropriate* personal life issues out of classroom/workplace ☐ Functions as a collaborative group member as evidenced by high levels of

	□ Functions as a group member with no participation	□ Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation	participation towards productive outcomes

Comments:

4. Demonstrates a positive and enthusiastic attitude	Needs Improvement 0	Developing 1	Meets Expectations 2
	□ Often complains when encountering problems and rarely offers solutions □ Resists change and appears offended when suggestions are made to try new ideas/activities □ Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions	□ Seeks solutions to problems with prompting □ May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed □ Overlooks opportunities to demonstrate positive affect	□ Actively seeks solutions to problems without prompting or complaining □ Tries new ideas/activities that are suggested □ Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues

Comments:

5. Demonstrates preparedness in teaching and learning	Needs Improvement 0	Developing 1	Meets Expectations 2
	□ Rejects constructive feedback as evidenced by no implementation of feedback □ Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve □ Comes to class unplanned and without needed materials □ Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed	□ Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions □ Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement □ Comes to class with some plans and most needed materials □ Aware that lesson is not working but does not know how to alter plans to adjust	□ Accepts constructive feedback as evidenced by implementation of feedback as needed □ Learns and adjusts from experience and reflection as evidenced by improvements in performance □ Comes to class planned and with all needed materials □ Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits
Comments:			

6. Exhibits an appreciation of and value for cultural and academic diversity	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Demonstrates inequitable embracement of all *diversities* ☐ Is challenged to create a *safe classroom* as evidenced by ignoring *negative* behaviors by students	☐ Goes through the *expected and superficial motions* to embrace all *diversities* ☐ Strives to build a *safe classroom* with zero tolerance of *negative* behaviors towards others but needs further development in accomplishing this task	☐ Embraces all *diversities* as evidenced by implementing *inclusive activities and behaviors* with goals of *transcendence* ☐ Creates a *safe classroom* with zero tolerance of negativity to others as evidenced by correcting *negative* student behaviors

Comments:

7. Collaborates effectively with stakeholders	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus	☐ Demonstrates some flexibility ☐ Maintains a respectful tone in most circumstances but is not consistent	☐ Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus

	□ Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others □ Rarely collaborates or shares strategies and ideas even when prompted	□ Shares teaching strategies as evidenced by some effort towards collaboration	□ Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others □ Proactively shares teaching strategies as evidenced by productive collaboration

Comments:

8. Demonstrates self-regulated learner behaviors/takes initiative	Needs Improvement 0	Developing 1	Meets Expectations 2
	□ Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support □ Does not conduct appropriate research to guide the implementation of effective teaching as	□ Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth □ Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles	□ Recognizes own weaknesses as evidenced by seeking solutions before asking for support □ Researches and implements most effective teaching styles as evidenced by citing works submitted

	evidenced by a lack of citations in work		

Comments:

9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability	Needs Improvement 0	Developing 1	Meets Expectations 2
	□ Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues □ Does not demonstrate perseverance and resilience as evidenced by giving up easily □ Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness	□ Demonstrates level of maturity to self–regulate after initial response is one of overreaction to sensitive issues □ Demonstrates perseverance and resilience most of the time □ Demonstrates sensitivity to feelings of others most of the time	□ Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues □ Demonstrates perseverance and resilience as evidenced by tenacious and determined ability to persist through tough situations □ Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness

Comments:

Appendix G: Standards Based Education Crosswalk

in TASC Standards	1	2	3	4	5	6	7	8	9	10
Fall Semester Y1										
• SPED 44503: Assessment of Students with Disabilities						X	X			X
• SPED 44803: Teaching Literacy Skills to Students with Disabilities	X	X	X	X	X	X	X	X	X	X
• SPED 44903: Introduction to Students with High Incidence Disabilities	X	X	X			X	X	X	X	
• SPED 44403: Career Dev, and Transition Planning for Students with Dis.	X					X	X		X	X
• SPED 44203: Technology for the Inclusive Classroom	X	X	X				X	X	X	
Spring Semester Y1										
• SPED 47803: Professional and Family Partnerships	X	X							X	X
• SPED 44103: ABA and Classroom Management for Teachers	X	X	X			X	X		X	X
• SPED 44703: Teaching Students with Disabilities in Math and Science	X		X	X	X	X	X	X	X	X
• SPED 44603: Teaching Students with Extensive Support Needs	X	X				X	X	X	X	X
• SPED 41703: Intro. to Dyslexia: Literacy Development and Structure of Language	X	X		X	X	X	X	X		
Fall Semester Y2										
• SPED 45309: Special Education Residency	X	X	X	X	X	X	X	X	X	X
• SPED 45403: Special Education Seminar	X	X	X	X	X	X	X	X	X	X
• SPED 44303: Curriculum Development and Instructional Planning	X	X	X	X	X	X	X	X	X	
Spring Semester Y2										
• SPED 45609: Special Education Residency	X	X	X	X	X	X	X	X	X	X
• SPED 45703: Special Education Seminar	X	X	X	X	X	X	X	X	X	X
• SPED 45801: Special Education Research	X	X	X	X	X	X	X	X		X

CEC Standards	1	2	3	4	5	6	7
Fall Semester Y1							
• SPED 44503: Assessment of Students with Disabilities	X	X		X	X	X	X
• SPED 44803: Teaching Literacy Skills to Students with Disabilities	X	X	X	X	X	X	X
• SPED 44903: Introduction to Students with High Incidence Disabilities	X	X	X	X	X	X	X
• SPED 44403: Career Dev, and Transition Planning for Students with Dis.	X	X	X	X	X	X	X
• SPED 44203: Technology for the Inclusive Classroom	X	X	X	X	X	X	X
Spring Semester Y1							
• SPED 47803: Professional and Family Partnerships	X	X	X	X		X	X
• SPED 44103: ABA and Classroom Management for Teachers	X	X	X	X	X	X	X
• SPED 44703: Teaching Students with Disabilities in Math and Science	X	X	X	X	X	X	X
• SPED 44603: Teaching Students with Extensive Support Needs	X	X	X	X	X	X	X
• SPED 41703: Intro. to Dyslexia: Literacy Development and Structure of Language	X	X	X	X	X	X	X
Fall Semester Y2							
• SPED 45309: Special Education Residency	X	X	X	X	X	X	X
• SPED 45403: Special Education Seminar	X	X	X	X	X	X	X
• SPED 44303: Curriculum Development and Instructional Planning	X	X	X	X	X	X	
Spring Semester Y2							
• SPED 45609: Special Education Residency	X	X	X	X	X	X	X
• SPED 45701: Special Education Seminar	X	X	X	X	X	X	X
• SPED 45803: Special Education Research	X	X	X	X	X	X	X

CEC HLP Standards	Domain 1: Collab.			Domain 2: Data-Driven Plan.					Domain 3: Instruction in Beh. & Acad.												Dom. 4: Intensify & Interv.	
	Pi	E	Pi	E	E	Pi	E	E	Pi	Pi	E	E	E	E	E	E	E	E	E	E	Pi	E
	1	2	3	4	5	6	11	12	7	16	9	14	21	13	15	17	18	19	8	22	20	10
Fall Semester Y1																						
• SPED 44503: Assessment of Students with Disabilities				X	X	X	X		X	X				X				X				X
• SPED 44803: Teaching Literacy Skills to Students with Disabilities	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
• SPED 44903: Introduction to Students with High Incidence Disabilities	X	X		X	X		X		X		X				X	X	X	X				
• SPED 44403: Career Dev, and Transition Planning for Students with Dis.	X	X	X	X	X	X					X		X		X			x		X	x	
• SPED 44203: Technology for the Inclusive Classroom	X	X	X	X	X	X	X		X		X	X	X	X		X		X	X	X	X	
Spring Semester Y1																						
• SPED 47803: Professional and Family Partnerships		X	X	X		X	X		X		X		X	X	X	X		X	X		X	X
• SPED 44103: ABA and Classroom Management for Teachers	X		X		X	X								X	X		X	X	X	X	X	X
• SPED 44703: Teaching Students with Disabilities in Math and Science	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X		X	X	

• SPED 44603: Teaching Students with Extensive Support Needs	X	X		X		X	X	X	X	X	X		X	X	X		X	X	X	X	X	
• SPED 41703: Intro. to Dyslexia: Literacy Development and Structure of Language	X		X		X	X	X	X		X				X		X	X	X			X	X
Fall Semester Y2																						
• SPED 45309: Special Education Residency	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
• SPED 45403: Special Education Seminar	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
• SPED 44303: Curriculum Development and Instructional Planning	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Spring Semester Y2																						
• SPED 45609: Special Education Residency	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
• SPED 45703: Special Education Seminar	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
• SPED: 45801 Special Education Research	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Note: Pi = Pillar HLP, E = Embedded HLP

Appendix H: High Leverage Practices (HLP) Preparation Survey

Collaboration							
HLP1	Collaborate with professionals to increase student success	Very unprepared	Unprepared	Somewhat unprepared	Somewhat prepared	Prepared	Very prepared
HLP2	Organize and facilitate effective meetings with professionals and families	Very unprepared	Unprepared	Somewhat unprepared	Somewhat prepared	Prepared	Very prepared
HLP3	Collaborate with families to support student learning and secure needed services	Very unprepared	Unprepared	Somewhat unprepared	Somewhat prepared	Prepared	Very prepared
Assessment							
HLP4	Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs	Very unprepared	Unprepared	Somewhat unprepared	Somewhat prepared	Prepared	Very prepared
HLP5	Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs	Very unprepared	Unprepared	Somewhat unprepared	Somewhat prepared	Prepared	Very prepared
HLP6	Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes	Very unprepared	Unprepared	Somewhat unprepared	Somewhat prepared	Prepared	Very prepared
HLP7	Establish consistent, organized, and respectful learning environment	Very unprepared	Unprepared	Somewhat unprepared	Somewhat prepared	Prepared	Very prepared
HLP8	Provide positive and constructive feedback to guide students' learning and behavior	Very unprepared	Unprepared	Somewhat unprepared	Somewhat prepared	Prepared	Very prepared
HLP9	Teach social behaviors	Very unprepared	Unprepared	Somewhat unprepared	Somewhat prepared	Prepared	Very prepared

HLP10	Conduct functional behavior assessments to develop individual student behavior support plans	Very unprepared	Unprepared	Somewhat unprepared	Somewhat prepared	Prepared	Very prepared
Instruction							
HLP11	Identify and prioritize long- and short-term learning goals	Very unprepared	Unprepared	Somewhat unprepared	Somewhat prepared	Prepared	Very prepared
HLP12	Systematically design instruction toward a specific learning goal	Very unprepared	Unprepared	Somewhat unprepared	Somewhat prepared	Prepared	Very prepared
HLP13	Adapt curriculum tasks and materials for specific learning goals	Very unprepared	Unprepared	Somewhat unprepared	Somewhat prepared	Prepared	Very prepared
HLP14	Teach cognitive and metacognitive strategies to support learning and independence	Very unprepared	Unprepared	Somewhat unprepared	Somewhat prepared	Prepared	Very prepared
HLP15	Provide scaffolded supports	Very unprepared	Unprepared	Somewhat unprepared	Somewhat prepared	Prepared	Very prepared
HLP16	Use explicit instruction	Very unprepared	Unprepared	Somewhat unprepared	Somewhat prepared	Prepared	Very prepared
HLP17	Use flexible grouping	Very unprepared	Unprepared	Somewhat unprepared	Somewhat prepared	Prepared	Very prepared
HLP18	Use strategies to promote active student engagement	Very unprepared	Unprepared	Somewhat unprepared	Somewhat prepared	Prepared	Very prepared
HLP19	Use assistive and instructional technologies	Very unprepared	Unprepared	Somewhat unprepared	Somewhat prepared	Prepared	Very prepared
HLP20	Provide intensive instruction	Very unprepared	Unprepared	Somewhat unprepared	Somewhat prepared	Prepared	Very prepared
HLP21	Teach students to maintain and generalize new learning across time and settings	Very unprepared	Unprepared	Somewhat unprepared	Somewhat prepared	Prepared	Very prepared
HLP22	Provide positive and constructive feedback to guides students' learning and behavior	Very unprepared	Unprepared	Somewhat unprepared	Somewhat prepared	Prepared	Very prepared