

Pre-Professional Handbook

Fall 2010 – Spring 2011

**Undergraduate
Minor in Secondary Education
University of Arkansas at Little Rock**



**COLLEGE OF EDUCATION
LEADERS IN LEARNING**

**UALR Secondary Education Undergraduate Minor
Teacher Education Program
Fall 2010 – Spring 2011**

This document is an addendum to the College of Education's placement handbook for initial licensure programs.

Program Contacts:

Department Chair:	Dr. Andrew Hunt	DKSN 300	ahunt@ualr.edu
Coordinator/Assist.Prof.:	Dr. Karina Clemmons	DKSN 319	krelemmons@ualr.edu
Associate Professor:	Dr. Judith Hayn	DKSN 318	jahayn@ualr.edu
Visiting Professor:	Dr. Amy Sedivy-Benton	DKSN 314	alsedivy@ualr.edu
Licensure:	René Carson	DKSN 323	rtcarrson@ualr.edu

Content Advisor Contacts:

Art:	Dr. Heidi Mullins	hcmullins@ualr.edu
Biology:	Dr. Forrest Payne	fepayne@ualr.edu
Chemistry:	Dr. Robert Belford	rebelford@ualr.edu
Earth Science:	Dr. Mike Ledbetter	mtledbetter@ualr.edu
English:	Dr. Brad Minnick	jbminnick@ualr.edu
Foreign Language:	Dr. Dave McAlpine	dcmcalpine@ualr.edu
Mathematics:	Dr. Jim Fulmer	jrfulmer@ualr.edu
Music:	Dr. Karen Bryan	kmbryan@ualr.edu
Phys. Ed. & Health:	Dr. Benny Prince	bfprince@ualr.edu
Physics:	Dr. Tony Hall	tahall@ualr.edu
Social Studies:	Dr. Kristin Mann	kdmann@ualr.edu

Program Mission

Mission Statement of the Secondary Education Program

The mission of the secondary education undergraduate minor, combined with initial licensure, is to meet the needs of Central Arkansas schools for teachers with strong content knowledge who are able to use exemplary teaching practices to help all students learn; to adapt to new technological, cultural and social environments; and to use research, problem solving and reflective thinking to contribute to deliberations about educational policies.

Knowledge Base

The knowledge base of the program was developed through an analysis of the Arkansas Department of Education licensure principles (based on INTASC), the NCTE, NCTM, NSTA, NCBT, NCSS, NSTA and other SPAS such as Music, Art and Foreign Language, The Pathwise Domains (ETS), the Arkansas Curriculum Frameworks Grades 7-12, and our assessment of unique needs of our students and of the needs of students in Central Arkansas.

PROGRAM AVAILABILITY

The Secondary Education Minor program is available to students earning a bachelor's degree in a field related to the following licensure areas:

- Art
- English
- Foreign Language – French, German or Spanish
- Life / Earth Science (Biology)
- Mathematics
- Music (Vocal)
- Physical Education, Wellness and Leisure
- Physical / Earth Science (Chemistry)
- Physics
- Social Studies

Information on admission and program requirements is located in UALR's current [undergraduate catalogue](#), available online, or in the Teacher Education office in DKSN 300.

PRAXIS EXAMS

All Secondary Education candidates must meet the State of Arkansas's requirements for teacher licensure. To ensure that all candidates are eligible for licensure in their area of study, the following timeline is to be followed:

Praxis I

Passed prior to entrance to the program. Passing score sheets must be on file with the College of Education's licensure officer before being admitted into the program.

Praxis II Content Knowledge

Passed prior to internship. Passing score sheets must be on file with the College of Education's licensure officer before the candidate can be placed in an internship. (Note: Internship placements are made the semester immediately preceding the candidate's Block III semester.)

Praxis II Pedagogy or Principals of Learning and Teaching

Passed prior to graduation. Passing score sheets must be on file with the College of Education's licensure officer before a candidate is eligible for graduation.

All questions regarding required licensure exams should be directed to:

René Carson
Licensure Officer
College of Education
DKSN 323
(501) 683-7306
rtcarson@ualr.edu

FIELD EXPERIENCE

Note: Candidates receiving K-12 licensure (art, foreign language, music, and health sciences) will be required to have at least one field experience in lower grade levels and at least one field experience in upper grade levels to meet Arkansas licensing requirements.

Block I

Teacher candidates complete SCED 3110 Field I which consists of 30 hours of observation in a middle school or high school secondary classroom setting with a Cooperating Teacher with focus on instructional skills and student learning. (Note: Health Sciences, Art, Music and Foreign Language candidates will also be placed in an elementary setting).

All Block I teacher candidates are required to purchase a subscription to the online portfolio management system Chalk and Wire from the UALR Bookstore. At purchase, students will receive a receipt from the bookstore. Take the receipt to the EAST Lab staff in DKS N 109 to set up your Chalk and Wire account. Students will be required to make multiple submissions of work to their online Chalk and Wire portfolio throughout the course of their Secondary Education Minor program. <http://chalkandwire.com/ualr/>

Block II

Teacher candidates complete SCED 4124 Field II which consists of 30 hours of observation in a middle school or high school classroom setting with a focus on adolescent diversity, classroom management and students with special needs. Candidates are required to teach a minimum of 2 lessons under the supervision of their Cooperating Teacher and University Supervisor. (Note: PE, Art, Music and Foreign Language candidates may be placed in an elementary setting.)

Goals

The purpose of the field placement is to provide an observational experience for learning and practicing the skills necessary to become an effective teacher of students with diverse abilities and backgrounds. The Teacher Candidate is expected to have experiences organizing, planning, communicating, tutoring and reflecting on learning experiences according to the competencies described in the Pathwise Criteria for evaluation.

SCED 4124 Pathwise Domains A, B, and C

The field placement experience is performance-based and the Teacher Candidate is evaluated on the basis of demonstrated competency of the Pathwise Criteria and completion of the hourly requirements of the field experience. The Teacher Candidate is learning effective instructional methods, classroom management techniques, modifications of students with special needs, and appropriate assessment skills. The Teacher Candidate will:

1. Participate in the complete hourly requirement of the field experience.
2. Follow established school and classroom routines, procedures, and policies.
3. Plan and teach two effective lessons under the supervision of the Cooperating Teacher and the University Supervisor.

4. Work collaboratively with other professionals.
5. Successfully apply the professional literature and make use of other resources for effective teaching.
6. Identify and develop personal and professional strengths.
7. Identify and develop personal and professional areas which require attention and growth.
8. Reflect upon and refine techniques for effective teaching and classroom management of a diverse student population.
9. Be responsive to the needs of students.
10. Post observation and teaching reflections on Blackboard journal.

Responsibilities

1. Teacher candidates will abide by all public school rules and policies of teachers.
2. If the teacher candidate is scheduled for an observation and/or teaching a lesson and must be absent, he or she will call the Cooperating Teacher and the University Supervisor before 7:00 a.m. on the day of the absence (if not before).
3. Two lesson plans will be developed according to prescribed methods and will be approved by the Cooperating Teacher a minimum of 3 days prior to being taught. The Cooperating Teacher may suggest revisions. Lesson plans are also provided to the University Supervisor (in advance).
4. Observation log sheets will be signed by the Cooperating Teacher and kept in a binder with lesson plans, evaluation forms, etc; for scanning and loading into Chalk and Wire.
5. Teacher candidates will post a reflection (according to reflection guidelines) within 24 hours after each observation and the 2 teaching experiences.
6. Teacher candidates are responsible for maintaining communication with their University Supervisor, and weekly communication with the Cooperating Teacher.
7. Respect all confidential information and do not communicate privileged information to any person not entitled or required to receive it.

Withdrawal from Field Experience

The teacher candidate will be subject to removal from their placement for the remainder of the semester under any of the following circumstances:

- Engaging in unprofessional conduct
- Demonstrating an uncooperative, disrespectful attitude or immaturity toward the Cooperating Teacher, the University Supervisor, or any other professionals
- Prolonged unexcused absences
- Appearing unable to work professionally with students

PATHWISE PLUS TEACHER ASSESSMENT SYSTEM

The New State Assessment Program

The Praxis assessments are a series of teacher evaluation examinations designed by the Educational Testing Service and adopted by the Arkansas Department of Education. Arkansas licensure requirements require all teachers to pass the Praxis I and II written examinations and the Praxis III classroom observation examination. The Praxis III examinations will be taken during the first years of actual teaching and will require observation by an outside evaluator, who will come to the classroom.

UALR's Pathwise Plus instruments are designed to coach students on the skills that are required to pass the Praxis III examination. They are based on the domains and criteria of the Praxis III, but are adapted to the conditions of pre-service field placements. They are also used for assessment of field placements and internships in the secondary education program.

The Praxis assessment system divides teaching skills into four domains:

- Domain A: Planning (Getting to know the class and lesson planning)
- Domain B: Creating an environment for learning (Classroom management)
- Domain C: Teaching (Instructional skills demonstrated in the classroom)
- Domain D: Professionalism (Skills shown outside the classroom)

More detailed descriptions of the domains can be found in the Pathwise Orientation Guide, available from Educational Testing Service. UALR courses are coordinated with these domains. The following are the courses and field placements in which each domain is evaluated. All domains are evaluated by the University Supervisor.

Block II Assessment Form

Student: _____ Observer: _____

School: _____ Date: _____

Grade & Subject: _____

Domain A: Planning Score: _____

- _____ A1 Becoming familiar with relevant aspects of student's background.
- _____ A2 Articulating clear learning goals for the lesson that are appropriate for students.
- _____ A3 Demonstrating connections between past, present, and future content.
- _____ A4 Creating or selecting appropriate methods, activities and materials.
- _____ A5 Creating or selecting appropriate evaluation strategies aligned with objectives.

Domain B: Classroom Management Score: _____

- _____ B1 Creating a climate that promotes fairness
- _____ B2 Establishing and maintaining rapport with students
- _____ B3 Communicating challenging learning expectations to student
- _____ B4 Establishing and maintaining consistent standards of classroom behavior
- _____ B5 Making the physical environment as safe and conducive to learning as possible

Domain C: Instructional Skills: _____

- _____ C1 Making learning goals and instructional procedures clear to students
- _____ C2 Making content comprehensible to students
- _____ C3 Encouraging students to extend their thinking
- _____ C4 Monitoring, adjusting and providing feedback
- _____ C5 Using instructional time effectively
- _____ C6 Communicating effectively

Strengths and achievements:

Priorities for improvement:

INTERNSHIP

Block III

Teacher candidates complete TCED 4600 which consists of a 12 week internship in a diverse public school setting. Candidates teach fulltime for 6 weeks and mirror the Cooperating Teacher's schedule and duties. Assignments during the internship include but are not limited to teaching, reflection, professional reading and journal assignments through the use of a listserv.

In addition to student teaching, candidates complete an internship seminar, which consists of the completion of a professional portfolio on their Chalk and Wire account.

Goals

The purpose of internship is to provide a structured experience for learning and refining the skills necessary to become an effective teacher of students with diverse abilities and backgrounds. The intern is expected to exhibit the ability to organize, plan, communicate, and evaluate learning experiences according to the competencies described in the Pathwise Criteria for evaluation.

Interns will participate in all activities typically expected of their Cooperating Teachers.

The internship experience is performance-based and the intern is evaluated on the basis of demonstrated competency of the Pathwise Criteria. Successful teaching occurs when one initiates and implements a variety of instructional strategies that address the individual needs of students and uses proper classroom management strategies to ensure optimal student learning.

Expectations

1. Participate in a full 12-week field placement, which will include 6-weeks of full-day teaching.
2. Plan and teach four effective lessons under the supervision of the Cooperating Teacher and the University Supervisor.
3. Follow established school and classroom routines, procedures, and policies.
4. Develop effective teaching skills under the supervision of the Cooperating Teacher and the University Supervisor.
5. Develop interpersonal skills responsive to the needs of the students.
6. Develop solutions to classroom challenges.
7. Work collaboratively with other professionals.
8. Provide information for and communication with parents (through intern website and other mediums).
9. Successfully apply the professional literature and make use of other resources for effective teaching.
10. Identify and develop personal and professional strengths.
11. Identify and develop personal and professional areas, which require attention and growth.
12. Reflect upon and refine a philosophy of teaching.
13. Serve as a liaison to Block I and Block II field placements at your school.

Responsibilities

1. Interns will abide by all school rules and policies concerning teachers.
2. If the intern must be absent, he or she will call the Cooperating Teacher and the University Supervisor before 7:00 a.m. on the day of the absence. All absences must be made up.
3. Daily lesson plans will be developed according to prescribed methods and will be approved by the Cooperating Teacher a minimum of 3 days prior to being taught. Revisions may be suggested by the Cooperating Teacher.
4. All lesson plans will be kept chronologically in a binder. Observation log sheets will also be kept in the back of the lesson plan binder.
5. A separate binder/file is to be kept of teacher artifacts, such as; class schedules, seating charts, semester and unit plans, activity descriptions, classroom rules and discipline procedures, copies of quizzes and tests, copies of recorded grades, samples of students' work, examples of feedback given to students, copies of handouts, student surveys, samples of messages and communication to parents, etc.
6. Interns will keep a daily journal with reflections. This will serve as part of the listserv requirements.
7. Interns are responsible for maintaining weekly communication with the University Supervisor, and daily communication with the Cooperating Teacher.
8. Interns are expected to attend faculty meetings, planned staff-development days, parent conferences, and any other daily events planned by the school or district.
9. Interns are encouraged to attend school events.
10. Interns are encouraged to gradually increase the teaching responsibility during the first three weeks, and gradually decrease the teaching responsibility during the last three weeks of internship. There must be six weeks of full-day teaching responsibilities.
11. Respect all confidential information and do not communicate privileged information to any person not entitled or required to receive it.
12. Interns are required to arrive on time and leave school as defined by the district as hours of the teacher workday.

*In all placement experiences, it is against policy for a Candidate/Non-Licensed Educator to supervise students alone. At no time, should a candidate be left unsupervised in the room with students. If the Cooperating Teacher must leave for any period of time, an approved member of the school staff must supervise in his/her absence. Any disregard of this policy could result in significant liability for the school and district, with which the candidate is placed.

Withdrawal from Internship

The teacher candidate will be subject to removal from their placement for the remainder of the semester under any of the following circumstances:

- Engaging in unprofessional conduct.
- Demonstrating an uncooperative, disrespectful attitude or immaturity toward the cooperating teacher, the university supervisor, or any other professional.
- Prolonged unexcused absences or tardies.
- Appearing to be unable to work professionally with students.

SCED Practicum Attendance Log

Student Name: _____
School Placement: _____
Cooperating Teacher Name: _____
Cooperating Teacher (CT) Email: _____
CT Phone: _____

Attendance Log

Date	Time in	Time out	Number of Hours	Class(es) observed	CT Signature
			+		
			+		
			+		
			+		
			+		
			+		
			+		
			+		
			+		
			+		
			+		
			+		
			+		
			+		
			+		
			+		
			+		
			+		
			+		
			Total Hours = (30 hours minimum)		

