



STUDENT POLICIES  
and  
PROCEDURES MANUAL

Teacher Education Programs  
School of Education  
419 Dickinson Hall  
College of Education & Health Professions  
University of Arkansas at Little Rock  
Little Rock, AR 72204

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## INTRODUCTION

The School of Education (SOE) in the College of Education and Health Professions (CEHP) Student Policies and Procedures Manual (SPPM) has been developed to provide candidates with information concerning teacher education programs' policies and procedures. The SPPM will be posted on Blackboard in every course.

*Candidates will be required to provide an electronic signature affirming they have read the SPPM. This process will be explained and occur at School of Education Night. Evidence of candidate compliance with this requirement will remain on Degree Works. Additional mandated documentation will be explained and collected at that meeting.*

UALR and the School of Education reserve the right to change policies or procedures at any time without prior notice. Policy or procedure changes will be posted and emailed to students. Students are required to **read and return the email**. **Return of the email** will serve as an acknowledgment of having read the revised/new policy. Students are required to review the **UALR Student Handbook** for information on university policies and procedures ([ualr.edu/deanofstudents/files/2006/10/UALRStudentHandbook2015-2016.pdf](http://ualr.edu/deanofstudents/files/2006/10/UALRStudentHandbook2015-2016.pdf)).

## SCHOOL OF EDUCATION VISION, MISSION, AND GOALS

### Vision

Teach, Lead, Innovate

### Mission

To make scholarly and professional contributions to the communities in central Arkansas as well as the academic community more broadly. We commit our combined resources and expertise to promoting best practices in the broad range of educational contexts we represent as well as to the discovery and communication of knowledge in the field of education. We are dedicated to promoting and supporting learning communities that are diverse and equitable and that approach problem solving with both innovation and collaboration (<http://ualr.edu/education/>).

### Goals

1. Proficiency in the AR teaching standards
2. leadership and advocacy for diverse populations
3. Innovative best practices including technology

The UALR School of Education embraces the Strategic Initiatives of the University. (<http://ualr.edu/about/home/strategic-initiatives/>) Each teacher preparation program at UALR is designed for specific licensure areas and populations, and you may receive additions to this document that pertain to your specific program of study. Your adviser/instructor will provide you with directions and information to ensure onsite learning experiences that focus on the attainment of student learning and align with the student learning outcomes of each course.

The faculty works consistently and continuously to provide quality instruction in field/internship experiences and in classroom and online settings while engaging with knowledge needed to contribute to the profession.

## GLOSSARY OF TERMS

*The following definitions are used throughout the handbook and have been provided to help introduce new teacher candidates to the specialized language of professional education.*

<b>ArkansasIDEAS</b>	Internet Delivered Education for Arkansas Schools, a partnership between the ADE and the Arkansas Educational Television Network (AETN) to provide, through the AETN, access to high-quality, online professional development for Arkansas licensed educators. <a href="http://ideas.aetm.org/">http://ideas.aetm.org/</a>
<b>Arkansas Department of Education (ADE)</b>	The ADE is a dedicated service agency that provides leadership, resources, and technical support to school districts, schools, and educators. <a href="http://www.arkansased.gov/">http://www.arkansased.gov/</a>
<b>Candidate (Pre-service Teacher)</b>	An unlicensed person admitted to an educator preparation program approved by ADE that is offered by an institution of higher education in Arkansas.
<b>Clinical Educator (CE)</b>	Licensed practitioners in P–12 schools who provide instruction, supervision, and direction for candidates during field-based assignments.
<b>Endorsement</b>	Any licensure area or license level that may be added only to an existing Standard License.
<b>Field Experience</b>	A variety of early and ongoing, field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research in P-12 schools.
<b>Internship (Clinical Experience)</b>	Practical P-12 curricular experience within a program of study, which provides the teacher candidate with practice in the specific level and licensure content area.
<b>Placement</b>	Either a field experience or an internship during a program of study.
<b>Professional Development</b>	Coordinated set of planned, learning development activities for teachers that are based on research, are standards-based, and that meet the focus areas for the professional development (required by ADE).
<b>Provisional Teaching License</b> Must be in Masters of Education (MEd) program to be eligible.	A nonrenewable, two-year provisional license issued to an individual enrolled in a MEd program for the purpose of teaching on a part-time or full-time basis as teacher-of-record in an Arkansas public or charter school.
<b>Standard License</b>	Five-year renewable license, issued by the Arkansas State Board of Education, which allows the license holder to perform professional education services for the licensure content area and licensure level specified on the license. <a href="http://goo.gl/bqOZGB">http://goo.gl/bqOZGB</a>
<b>Student</b>	Children and adolescents enrolled in P-12 schools. Students are distinguished from candidates (students enrolled in a teacher education program), who are not students in school placement settings.
<b>TESS</b>	Teacher Excellence and Support System is the teacher evaluation and effectiveness system used by all school districts in the State of Arkansas.
<b>University Supervisor</b>	University personnel (faculty and adjunct faculty) who observe the candidate in the P-12 setting during scheduled observations and provide written and oral feedback for growth, evaluation, and assessment.

*Adapted from Arkansas Department of Education Rules Governing Educator Licensure:  
<http://www.arkansased.gov/>*

## PROGRAM OVERVIEW

### Admission Checklist

Admission to UALR DOES NOT guarantee admission to the Teacher Education Program. ALL candidates seeking state teacher licensure must first be admitted to the School of Education. Listed below are the general requirements for admission. Other specific requirements may apply for each program.

- Formal Admission to UALR.
- Undergraduate programs: Complete Advising and Support Center counselor advisement. Complete specified Core Course Requirements (RHET 1311, 1312; MATH 1302 or 1321; SPCH 1300, or equivalents for most programs) with a C or higher, or an Associate of Science or Associate of Arts Degree.  
Graduate programs: Provide evidence of completion of Bachelor's Degree of Arts or Sciences from an accredited institution of higher learning or equivalent.
- Meet minimum GPA Requirement (2.70 or higher, as required by individual program; 2.75 for graduate students).
- Attain passing Scores for Praxis Core or other State Approved Standardized Exams (ACT, SAT, GRE, LSTAT, MCAT) (See Appendix A).
- Attend the School of Education Night: Mandatory for All New Students (interested students are encouraged to attend).
- Evidence of approved State, Federal, and Child Maltreatment Central Registry Background Checks

Background Consent Form/Fingerprinting Request:

[http://www.arkansased.gov/public/userfiles/HR\\_and\\_Educator\\_Effectiveness/HR\\_Educator\\_Licensure/Background\\_Check\\_Consent\\_Form\\_07\\_26\\_16.pdf](http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/HR_Educator_Licensure/Background_Check_Consent_Form_07_26_16.pdf)

Arkansas Child Maltreatment Central Registry Background Check Form:

[http://www.arkansased.gov/public/userfiles/HR\\_and\\_Educator\\_Effectiveness/HR\\_Educator\\_Licensure/Central\\_Registry\\_Form\\_011513.pdf](http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/HR_Educator_Licensure/Central_Registry_Form_011513.pdf)

**Note, students will NOT be permitted to enter any school setting before obtaining an approved background check status in the Arkansas Educator Licensure System:**

<https://adeaels.arkansas.gov/Aelsweb/Search.aspx>

**\*Complete the Child Maltreatment Central Registry Check form and the online portion of the Background Check process only.** You will have an opportunity to be scanned at the School of Education Night. Therefore, please bring the Background Check Form with your Transaction Control Number (TCN) to the School of Education night.

### Conditional Admission

Undergraduate candidates may be admitted conditionally into a program if certain School of Education Admission Requirements are pending. See adviser for accepted conditions.

Graduate candidates will follow the policies of the UALR Graduate School concerning conditional admission. Please contact your adviser for more information.

If you are admitted conditionally, you will sign a "Conditionally Admitted Form" posted on Degree Works with your adviser. Conditionally admitted students must meet all School of Education Admission Requirements prior to enrollment in the next semester.

## Academic Advising

### **Advisers**

Candidates will be assigned to an adviser in the School of Education. Candidates in the minor will have an academic adviser in the content area. Assignment is based on licensure area. Please refer to faculty contact information listed below. Faculty advisers routinely contact candidates during regular advising times; however, faculty schedules vary. Advising may be completed face-to-face, via telephone, or electronically.

Contact your assigned faculty adviser for an appointment if you have questions or if you are requesting a change in the degree completion plan. Candidates must check UALR email accounts on a regular basis for information about registration and advising.

It is the responsibility of the candidate to obtain academic advising in mid-Spring for the Summer/Fall terms and in mid-Fall for the following Spring term. Failure to obtain academic advising will prevent registration.

### **Clearance for Registration**

Candidates are responsible for ensuring that academic records and program requirements are maintained. The following information is reviewed each semester to ensure the candidate is in compliance with program requirements:

- a signed, dated, and current degree plan;
- completion of co-requisite requirements;
- maintenance of required grade point averages; and
- passing Praxis scores, as applicable.

**Faculty and Staff Contact Information**

(Listed by Program Coordinator/ Initial Teacher Licensure area.)

Level of Licensure	Graduate/Undergraduate	Name of Adviser and Area	Email Address
Elementary Education (K-6)	Undergraduate	Dr. John Burgin	<a href="mailto:jsburgin@ualr.edu">jsburgin@ualr.edu</a>
Middle Childhood Education (4-8)	Undergraduate and Graduate	Dr. Amy Sedivy-Benton	<a href="mailto:alsedivy@ualr.edu">alsedivy@ualr.edu</a>
Secondary Education (7-12)	Graduate	Dr. Judith Hayn	<a href="mailto:jahavn@ualr.edu">jahavn@ualr.edu</a>
Guidance and Counseling (K-12)	Graduate	Dr. Jason Kushner	<a href="mailto:jdkushner@ualr.edu">jdkushner@ualr.edu</a>
Special Education (K-12)	Undergraduate	Dr. Bruce Smith	<a href="mailto:bdsmith@ualr.edu">bdsmith@ualr.edu</a>
Special Education (K-12)	Graduate	Dr. Jennifer Hune	<a href="mailto:jbhune@ualr.edu">jbhune@ualr.edu</a>

**Secondary Education Minor, by Area (Undergraduate Level):**

<b>Art-</b> Dr. Tim Garth	<a href="mailto:tbgarth@ualr.edu">tbgarth@ualr.edu</a>
<b>Biology-</b> Dr. Forrest Payne	<a href="mailto:fepayne@ualr.edu">fepayne@ualr.edu</a>
<b>Chemistry-</b> Ronia Kattoum	<a href="mailto:rnkattoum@ualr.edu">rnkattoum@ualr.edu</a>
<b>English-</b> Dr. Paul Crutcher & Dr. Brad Minnick	<a href="mailto:pacrutcher@ualr.edu">pacrutcher@ualr.edu</a> <a href="mailto:jbminnick@ualr.edu">jbminnick@ualr.edu</a>
<b>Foreign Language and ESL-</b> Dr. Stephanie Dhonau	<a href="mailto:sadhonau@ualr.edu">sadhonau@ualr.edu</a>
<b>Health and PE/Coaching-</b> Dr. Bennie Prince	<a href="mailto:bfprince@ualr.edu">bfprince@ualr.edu</a>
<b>History-</b> Dr. Kristin Mann	<a href="mailto:kdmann@ualr.edu">kdmann@ualr.edu</a>
<b>Math-</b> Dr. James Fulmer & Dr. Lianfang Lu	<a href="mailto:jrfulmer@ualr.edu">jrfulmer@ualr.edu</a> <a href="mailto:lxlu@ualr.edu">lxlu@ualr.edu</a>
<b>Music-</b> Dr. Vicki Lind	<a href="mailto:vrind@ualr.edu">vrind@ualr.edu</a>
<b>Physics and Astronomy-</b> Dr. Tony Hall	<a href="mailto:tahall@ualr.edu">tahall@ualr.edu</a>

## Communication/Contact Information

### **Education Program Main Office**

The School of Education Office is located on the 4th floor of Dickinson Hall, Room 419. The main office telephone number is 501-569-3124. Office hours are Monday-Friday 8:00-5:00.

Voice mail is activated 24 hours per day, seven days a week. If you leave a voice mail, please leave a clear and complete message, including contact information.

### **Advising and Support Center (ASC)**

The ASC office is located on the 3<sup>rd</sup> floor of Dickinson Hall, Room 300. The office telephone number is 501-682-8625. Office hours are Monday-Friday 8:00-5:00. For an advising appointment, please schedule your appointment online: [ualr.mywconline.com](http://ualr.mywconline.com).

### **Director of Teacher Licensure and Placement**

The Director of Teacher Licensure and Placement office is located in the School of Education Office in room 419F. Hours are generally Monday-Friday 8:00-5:00. The director is responsible for field and internship placements with scheduled timeframes at placement sites. For an appointment or questions regarding licensure, please contact this office (501-569-3553)

### **Email Accounts**

UALR student email accounts (<http://mail.ualr.edu>) are an official means of communicating university-related information. Course and/or school specific information may be sent to Blackboard e-mail accounts. Candidates are responsible for regularly (weekly at a minimum) reading messages in both email accounts.

### **Personal Contact Information**

It is the candidate's responsibility to maintain current contact information at the university (Office of the Registrar) level. Required department information includes:

- local address,
- home or cellular telephone number,
- work telephone number,
- change in marital status,
- change in name, or
- emergency contact information.

Candidates are responsible for all communication forwarded to them via the provided contact information.

### **Required Documents**

It is the candidate's responsibility to maintain current and accurate documents. The student will submit appropriate documents to the appropriate office upon admission and by designated date(s). Candidates who fail to report or submit required documentation by the assigned date(s) will be administratively withdrawn; withdrawal may impact field/internship placement and projected graduation date. Administrative withdrawal will also occur for failure to respond to delinquent notifications.

### **Professional Role**

Education is a profession and candidates are expected to communicate with faculty, staff and peers in a professional manner. The following lines of communication are to be followed if there is a candidate concern.

Course:

1. Faculty Instructor
2. School Director
3. CEHP Dean

Professional communication with education programs will be between administration/faculty/staff and the individual student.

## **PROGRAM COMPLETION**

### **Course Grades & Praxis Requirements**

#### **Course Grade and GPA Requirements**

Undergraduates must earn a minimum of “C” in each of the following in order to progress in the education sequence:

- General education courses,
- Education courses, and
- Prerequisite and co-requisite courses.

A minimum cumulative GPA of 2.7 at UALR must be maintained in order to progress through the education program; candidates enrolled in the graduate teacher licensure program must maintain a 3.0 GPA.

#### **Praxis Requirements for Internship and Graduation**

Candidates who fail to pass the Praxis Content Exam (specific to the area of licensure pursued) will not be permitted to participate in his/her internship. This may or may not impact a student’s graduation date.

Candidates who fail to pass the final Praxis exam will not pass the course and will not be eligible for graduation. Candidates planning to graduate in the fall are to take the Principles of Learning and Teaching (PLT) exam no later than October. Candidates planning to graduate in the spring should take the PLT no later than April. Testing in a timely manner supports the graduation process and expedites the licensure process.

#### **Satisfactory Progress**

Satisfactory progress in a specific program of teacher education includes maintenance of the appropriate GPA for the level of enrollment (undergraduate/graduate) and adherence to the dispositional requirements for teacher licensure, which are outlined in the Professional Dispositions section of the Handbook.

#### **Course Withdrawal or Failure**

If the candidate intends to withdraw from a course or fails a required education course is required to:

- 1) Contact the faculty member to schedule either a face-to-face meeting or by phone. A candidate who fails to complete the scheduled meeting may be deemed ineligible for reentry, and
- 2) Sign a new degree plan.

Repeating a course after withdrawing or failing will change the degree plan and can effect the graduation timeline. The School of Education cannot guarantee the availability of courses for candidates who deviate from sequential progression or fail to monitor progress on Degree Works.

A candidate who does not complete the exit meeting with the faculty may be deemed ineligible for reentry.

A candidate will be dismissed from the program if the candidate fails more than one course, including failure of a repeated course.

#### **Program Deviation**

A candidate deviates from the program if he/she

- Fails to participate in his/her registered courses,
- Withdraws from a course,
- Fails a single education course one time,
- Declares academic clemency for a semester that includes an education course, or
- Takes a course out of their degree plan sequential progression.

A candidate who deviates must meet with his/her adviser or the program coordinator in person or by phone to negotiate how to proceed based on the individual situation. A Concern’s Conference may be held.

### **Program Reentry**

A candidate is considered for reentry if he/she is not enrolled for one or more full semesters. Reentry into a teacher education program is never guaranteed. A candidate may be considered for reentry if he/she:

- 1) Has met with his/her adviser for guidance;
- 2) Is in good academic standing and was not dismissed for professional misconduct;
- 3) Has 2.7 cumulative GPA at UALR (3.0 for graduate programs);
- 4) Has 2.7 GPA in undergraduate education courses (excluding education course(s) to be repeated); and
- 5) Meets current application and admission criteria.

### **Program Failure**

A candidate will not be re-admitted if he/she:

- 1) Fails more than one education course or education course reattempt;
- 2) Was dismissed for professional misconduct;
- 3) Does not meet reentry requirements; or
- 4) Exceeds the limit for completion of the program.

A candidate who fails more than one education course or education course reattempt is required to attend a Concerns Conference within two weeks of the date of exit.

### **Concerns Conference**

A teacher education candidate who violates any aspect of professional dispositions behavior policies or fails to meet program requirements or placement expectations may be asked to attend a Concerns Conference in order to discuss steps for professional growth. A Concerns Conference may occur at any time during the program. For graduate candidates teaching under a provisional license, decisions made at the Concerns Conference do not take the place of actions by the Arkansas Department of Education regarding licensure. An agreed upon time will be decided for the candidate to meet in person with appropriate personnel, which may include any or all of the following: adviser, university supervisor, Director of Teacher Licensure and Placement, cooperating teacher, and/or Dean's office representative. Department chair/director as the official representative of the SOE does not attend unless personally involved in the situation.

1. The Concerns Conference will be documented with an opportunity for each attending person to respond in writing.
2. Placement and program modifications will be determined during the Concerns Conference and agreed upon by all attending parties.

#### **Based on the Concerns Conference, any of the following outcomes may occur:**

- a. required remediation;
- b. a lower or failing grade, a grade of "incomplete" (I), or "no credit" (NC);
- c. removal from placement to another placement (SEE BELOW);
- d. removal from placement without placement in another setting (SEE BELOW);
- e. removal from program of study; or
- f. ineligibility for educator license.

Records of Concerns Conference proceedings will be housed in the Director of Teacher Licensure and Placement's Office files

### **Immediate Removal From Placement**

A candidate may be removed from a placement for the remainder of the semester under any of the following circumstances:

1. Engaging in unprofessional conduct;
2. Violation of Ethics for Arkansas Educators listed above (more information can be found at: <http://www.arkansased.gov/divisions/human-resources-educator-effectiveness-and-licensure/professional-licensure-standards-board/code-of-ethics-for-arkansas-educators>); or
3. Request from a school for removal of candidate.

### **Chalk And Wire**

Candidates in School Personnel Preparation programs, including certificate programs, are expected to purchase a Chalk and Wire account and to upload major assignments into the data collection system as directed by course faculty. Please note that failure to upload assignments into Chalk and Wire and/or lack of assessment of the assignments may result in an “I” in the course and will impede successful completion of the program of study. Candidates must complete the e-portfolio appropriate to their program(s) of study prior to graduation and licensure. Tables of Content for both undergraduate and graduate Chalk and Wire requirements appear in Appendix G.

### **Graduation**

#### **Graduation Requirements**

UALR Graduation requirements are listed in the Undergraduate Catalog, which can be found at <http://ualr.edu/catalogs/undergraduate-catalog/> and in the Graduate Catalog located at <http://ualr.edu/gradschool/home/graduate-catalog/>

#### **Graduation Timelines**

Candidates are responsible for obtaining information pertaining to graduation and meeting all deadlines. If a candidate fails to meet the requirements for graduation in the semester of application, he/she must re-apply for graduation in the semester the requirements will be completed. **Candidates must apply for graduation by the date(s) indicated in the Undergraduate Catalog and on the Graduate School website.**

### **Student Grievance Policy**

Students will follow the University Grievance Policy found in the UALR Student Handbook, which can be found at <http://ualr.edu/deanofstudents/>

### **Licensure Requirements**

Completion of a Teacher Education Program leads to a standard education license. Therefore, all Standard License Requirements must be met. Students must pass all required Praxis exams, obtain a C or better in Education Courses, and successfully complete at least one full time internship. The internship requires at least 10 consecutive weeks, Monday through Friday, in the classroom setting. Some education programs require additional weeks and/or semesters of internship. Please contact your adviser for program specifics.

To apply for your license, please obtain and submit the following required documents to the Director of Teacher Licensure and Placement (DKSN 419F) during your final semester. All applications will be held until student degrees are posted. Once the Director submits all required items to the Arkansas Department of Education, the ADE will process the application and, if approved, mail the license(s) to the address provided on the application.

Please email or call the Director of Teacher Licensure and Placement with questions **(501-569-3553)**.

Items required for Licensure:

- ADE License Application, which is available here: [http://www.arkansased.gov/public/userfiles/HR\\_and\\_Educator\\_Effectiveness/HR\\_Educator\\_Licensure/Educator\\_License\\_Application\\_revised\\_071113.pdf](http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/HR_Educator_Licensure/Educator_License_Application_revised_071113.pdf)
- Licensure Application Fee (\$75). Pay online: <https://www.ark.org/ade-renewal/index.php>
- Six required PD certificates through AR Ideas: <http://www.arkansased.gov/divisions/human-resources-educator-effectiveness-and-licensure/educator-licensure-unit/renewing-a-standard->

[educator-license](#). Once completed, please attach all six to one email and send to the Director of Teacher Licensure and Placement.

- HWB14002 Child Maltreatment (2 Hours)
  - HWB15054 Something to Talk About: Suicide Awareness (2.5 hours)
  - PIB14001 Parental Involvement Introduction (Hours Vary Depending on Grade Level)
  - PIB14009, 14010, or 14001 Parental Involvement Application (Hours Vary Depending on Grade Level)
  - Parental Involvement Round Table PIB14005, 14004, or 14003 for your grade level (Hours Vary Depending on Grade Level)
  - HWG14003 Dyslexia: A Three-Part Professional Awareness Request your official UALR transcript be “‘picked up’ by Licensure Officer” (leave the address blank). Be sure to indicate that you want your transcript "held for degree.”
- Praxis Score Report (If you sent one to UALR, you do not need to send an additional one.)
  - Your background checks must be approved within a year from your licensure application date. You can check your status here: <https://adeaels.arkansas.gov/Aelsweb/Search.aspx>

The screenshot shows the 'Arkansas Educator Licensure System' search page. At the top, there is a navigation bar with the Arkansas Department of Education logo and links for 'Public Access | Log In | Educator Log In'. Below the navigation bar, there is a search bar with a 'Case ID:' label, a 'View' button, and a 'Search' button. Underneath, there is a 'Search' section with five input fields: 'Case ID', 'SSN (Last 4)', 'Last Name', 'First Name', and 'Middle Name'. To the right of these fields are 'Search' and 'Reset' buttons.

Your application will be mailed to the Arkansas Department of Education (ADE). ADE has a 5-12 day turnaround. If you have concerns or questions regarding approval status, call ADE 501-682-4342.

## PROFESSIONAL DISPOSITIONS

“Dispositions are the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect student learning, motivation, and development as well as the educator’s own professional growth” (<http://caepnet.org/glossary?letter=D>). Professional behavior should be maintained at all times. Failure to maintain appropriate behavior in any setting pertaining to the candidate’s program of study for licensure can be grounds for suspension, dismissal, and/or legal action. Candidates should be mindful of behaviors which could be considered unprofessional. Listed below are guidelines for maintaining professional and ethical behaviors for candidates in a teacher education program.

### **Professional Expectations For A Preservice/Provisionally Licensed Teacher**

#### A. Fairness and Equity

1. Provide equal opportunities for all learners;
2. Treat all stakeholders in an equitable manner;
3. Respect learners as individuals;
4. Demonstrate respect for the diverse knowledge and talents of all learners;
5. Model fair and ethical behavior;
6. Be aware of the nature of privilege in education.

#### B. Learning

1. Is committed and willing to assist learners;
2. Demonstrates interest in the welfare of learners;
3. Models enthusiasm for and engagement in learning.

#### C. Establishing a Professional Community

1. Is respectful to all stakeholders;
2. Demonstrates collaboration;
3. Contributes to a supportive learning environment.

#### D. Professionalism

1. Demonstrates dependability;
2. Accepts responsibility for actions;
3. Maintains privacy and confidentiality when appropriate;
4. Follows through and completes tasks;
5. Meets attendance requirements and is punctual;
6. Dresses according to professional expectations;
7. Is organized and prepared;
8. Uses knowledge of the privacy regulations;
9. Uses reasonable care to prevent the unauthorized disclosure of K-12 student information by avoiding the following:
  - a. Discussing a K-12 student’s progress, condition, status, etc. with your CE, peers, or others in public areas where unauthorized persons may overhear;
  - b. Leaving documents that contain K-12 student information accessible and visible to unauthorized persons;
  - c. Leaving K-12 student information displayed on computer screens and visible to unauthorized persons.
10. Observes professional social networking behaviors by avoiding the following:
  - a. Discussing displeasure, problems, or concerns regarding faculty, staff, peers, or practice site personnel;
  - b. Sharing information in direct violation of the federal or facility policies including but not limited to identifying students by name, school, school district or other identifiers;

- c. Posting pictures of any kind related to the practice setting, even if without mention of student, location, or other identifiers;
  - d. Engaging in unprofessional behavior and/or immature behavior in a social network setting.
11. Maintains good netiquette (polite online behavior) in email and online discussion by avoiding the following:
- a. Typing in all capital letters, which is considered yelling;
  - b. Use of !!!!!!! , \*&^%\$^ , etc., as these symbols may be interpreted as anger;
  - c. Unprofessional tone in discussions, which can be perceived as arguing;
  - d. Use of text language as formal communication tool.

### Ethics For Arkansas Educators

**The Code of Ethics for Arkansas Educators defines minimum standards of ethical conduct for all licensed educators. The State Board of Education approved the standards on September 1, 2008. The ADE Rules Governing the Code of Ethics for Arkansas Educators further defines these standards and provides a process for investigating alleged violations.**

#### **Standard 1**

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

#### **Standard 2**

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

#### **Standard 3**

An educator honestly fulfills reporting obligations associated with professional practices.

#### **Standard 4**

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

#### **Standard 5**

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

#### **Standard 6**

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

#### **Standard 7**

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

#### **Standard 8**

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

Who has to abide by the Code of Ethics?

Arkansas law mandates that every person with a valid Arkansas teaching license is required to abide by the Code of Ethics for Arkansas Educators.

Who can file a complaint?

Any person can fill out an [allegation form](#) and file it with the Department of Education, school district superintendent, or a public school district, but it must be signed under penalty of perjury.

Source:

<http://www.arkansased.gov/divisions/human-resources-educator-effectiveness-and-licensure/professional-licensure-standards-board/code-of-ethics-for-arkansas-educators>

### **ACADEMIC INTEGRITY**

The following are selected Student Violations from the UALR Student Handbook. A complete UALR Student Handbook can be obtained through the UALR Office of Campus Life or at <http://www.ualr.edu/deanofstudents>

#### **Academic Dishonesty**

1. ***Cheating***: To give or receive, to offer or solicit information on any quiz or examination.

Etc. This includes the following classes of dishonesty:

- copying from another student's paper;
- use during the examination of prepared materials, notes, or texts other than those specifically permitted by the professor;
- collaboration with another student during the examination;
- buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be released contents of a coming examination, or the use of any such material;
- substituting for another person during an examination or allowing such substitution for oneself; or
- bribery of any person to obtain examination information.

2. ***Collusion***: To obtain from another party, without specific approval in advance by the professor, assistance in the production of work offered for credit.

3. ***Duplicity***: To offer for credit identical or substantially unchanged work in two or more courses, without specific advance approval of the professors involved.

4. ***Plagiarism***: To adopt and reproduce as one's own, to appropriate for one's own use and incorporate in one's own work without acknowledgement, the ideas of others or passages from their writings and works.

#### **Aiding, Abetting, or Concealing Violators**

Any student, student organization, or groups of students aiding, abetting, or concealing a violator or violation is subject to disciplinary action.

#### **Alcoholic Beverages**

Students shall not drink, dispense, or possess alcoholic beverages on university property or at university functions on campus. However, persons of legal age, as prescribed by state law regarding alcoholic beverages, may possess and consume these beverages in the privacy of assigned rooms in university apartments or houses. Irresponsible behavior while under the influence of intoxicants is not condoned and disciplinary action will be taken.

### **General UALR/SOE Policies**

#### **Americans with Disability Act Compliance**

Your success in this program is important to us, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact us privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable

accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact us and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website.

#### **Accommodation Requests**

The candidate must provide the School of Education with a UALR Faculty Notification Letter for each semester that accommodations are requested. A copy of the notification letter will be placed in the student's primary office file.

#### **Nondiscrimination**

UALR adheres to a policy that enables all individuals, regardless of race, color, gender, national origin, age, sexual orientation, veteran's status, or disability to work and study in an environment unfettered by discriminatory behavior or acts. Harassment of an individual or group will not be condoned and any person – student, faculty, or staff member – who violates this policy will be subject to disciplinary action. Any person who believes they have been discriminated against should contact the Human Relations Officer to obtain assistance and information concerning the filing of complaints.

Harassment which is considered discriminatory includes actions or conduct (verbal, graphic, gestural, or written) directed against any person or group with the intent to demean or create a hostile or threatening environment.

It is not the intent of this policy to infringe upon or limit educational, scholarly, or artistic expression. At the same time the University prohibits discriminatory practices, it promotes equal opportunity through affirmative action. Nondiscriminatory affirmative action equal opportunity policies apply to: recruitment, hiring, job classification and placement, work conditions, promotional opportunities, demotions/transfers, terminations, training, compensation, choice of contractors and suppliers of goods and services, educational opportunities, disciplinary action, recreational and social activities, use of facilities, housing, and University sponsored programs.

#### **Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA prevents the School of Education from discussing any student information with any other party except for the student.

#### **Faculty and Department Copyrights**

UA Little Rock teacher education programs, course materials, web-based content, and Power Points/other presentations are copyrighted. Candidates may not reproduce, in whole or in part, course content, student policy and procedure manuals, or study materials present by a professor without specific approval in advance by the professor. Publication of any such material shall only be with the express consent of the professor.

## FIELD/CLINICAL EXPERIENCES

### **FIELD EXPERIENCE AND PLACEMENT INFORMATION**

**This portion of the SPPM focuses on the field and internship (clinical) experiences** and provides information designed to help you successfully navigate your School of Education program of study. The length and number of field and internship experiences will vary depending on your program of study, but under the guidance of UALR faculty, you will receive the education and preparation that will equip you to teach each student, regardless of culture, race, language, disability or socio-economic status.

Each teacher preparation program at UALR is designed for specific licensure areas and populations, and candidates may receive additions to this document that pertain to your specific program of study.

Advisers/instructors/university supervisors will provide each candidate with instructions and documents to ensure work is in line with the goals of each placement.

To ensure each candidate moves smoothly through the field and internship experience, please read this portion carefully and follow the directions.

### **IMPORTANT INFORMATION REGARDING PLACEMENTS:**

1. The ultimate concerns of all those involved are those of the children in the classroom. Respect this priority.
2. Placements are a privilege. You are being welcomed into a professional setting and your Clinical Educator (CE) is sharing his or her precious classroom with you.
3. You are a guest and must defer to the CE for classroom standards, procedures, and policies.
4. As an adult in the classroom, maintain a level of professionalism, which encourages *mentorship* rather than *friendship* with the students. You are a role model for the students, and not a new friend.
5. Do not engage with any students via personal social media, personal emails, or personal phones.
6. Placements are within schools that meet all accreditation and licensure requirements. You may not be placed in a school where relatives work or attend.
7. UALR makes every attempt to provide you with the best placement fit, but please understand that accreditation and licensure requirements drive our placement procedures. There are many good reasons why you may not be placed in the placement site or with the CE of your choice.
8. Communicate often and consistently with your CE, Adviser, and University Supervisor.
9. For your safety and the safety of students, it is strongly recommended that you have a flu shot every year. (Flu vaccination available at Health Services on campus in November.)

### **CONTACT THE LICENSURE OFFICER IMMEDIATELY IF:**

1. Your placement is not in your area or content for which you are obtaining your license;
2. Your Cooperating Teacher is not licensed;
3. Your Cooperating Teacher leaves you alone as the substitute teacher.

For questions regarding course requirements during all placements, please refer to the Student Handbook and then contact your course instructor.

### **SCHOOL OF EDUCATION INITIAL FIELD PLACEMENT PROCEDURE**

The following sections regarding placement procedures are intended for all School of Education candidates in the following teaching licensure programs: Elementary, Middle Childhood, Secondary Education, and Special Education. For all other programs, please contact your adviser.

1. Complete State, Federal and Child Maltreatment Central Registry checks. Forms with complete instructions can be found in Appendix B.
2. Please check your status online (see information below).

Your background must have an “approved status” prior to school placements and within a year of your license application.

Please check your current status here: <https://adeaels.arkansas.gov/Aelsweb/Search.aspx>

You will see the following:

Search

Case ID	SSN (Last 4)	Last Name	First Name	Middle Name	Search	Reset
<input type="text"/>	<input type="button"/>	<input type="button"/>				

Only enter your SSN and Last Name. If you have questions, please call Ms. Clara Toney 501.682.4342

3. Once your status is “Approved”, upload the PDF to your profile on Degree Works System.
4. Attend the Mandatory School of Education Night
  - a. Fall – First Friday in August
  - b. Spring – First Friday in November.

*If admitted to program past the date of School of Education Night, please visit the Advising and Support Center in DKSJN 300 (501-682-8625) and complete the Handbook Quiz.*
5. Complete the Placement Request Form in the Placement Portal System. *Note: Requests will not be made WITHOUT the Approved Status PDF in your Data Portal System profile AND your electronic signature on Placement Policies and Procedures Agreement Form on the Placement Portal System.*
6. All requests are due by **October 31<sup>st</sup>** for Spring Semester placements and by **July 31<sup>st</sup>** for Fall Semester placements. Failure to meet this deadline may impact your ability to secure a placement.
7. You will be contacted by your Field Experience Course Instructor with detailed instructions within the first week of the semester. If you are not contacted, please contact the Advising and Support Center 501-682-8625 or (ASC Website) or your program adviser.
8. Once you are placed, you will be notified via email of your Clinical Educator’s (CE) information.
9. You are expected to contact your CE to arrange your schedule. *Always copy your adviser in every email to your CE.*
10. Familiarize yourself with your placement school’s academic calendar.
11. *Within a week of your placement if not earlier*, email your CE to introduce yourself and schedule a time to meet to arrange a schedule for the semester and complete the Field Experience Introduction Email to the University Supervisor (Appendix E).
12. *After you have several dates selected with your CE*, you must contact your University Supervisor (copy your adviser) to arrange your observation times.
13. If required, complete for each visit a Field/Internship Observation Attendance Record. Your University Supervisor or Program Adviser can provide you with a copy of this document.

### **SCHOOL OF EDUCATION CONTINUING FIELD PLACEMENT PROCEDURE**

1. Complete the Placement Request Form on the Placement Portal System. *Note: Requests will not be made WITHOUT the Approved Status PDF in your Data Portal System profile.*
2. All requests are due by **October 31<sup>st</sup>** for Spring Semester placements and by **July 31<sup>st</sup>** for Fall Semester placements.) Failure to meet this deadline may impact your ability to secure a placement.
3. You will be contacted by your Field Experience Course Instructor for detailed instructions within the first week of the semester. If you are not contacted, please contact the Advising and Support Center 501-682-8625 or (ASC Website).
4. Once you are placed, you will be notified via email of your Clinical Educator's (CE) information.
5. You are expected to contact your CE to arrange your schedule. *Always copy your adviser in every email to your CE.*
6. Within a week of your placement if not earlier, email your CE to introduce yourself and schedule a time to meet to arrange a schedule for the semester.
7. After you have several dates selected with your CE, you must contact your University Supervisor (copy your adviser) to arrange your observation times and complete the Field Experience Introduction Email to the University Supervisor (Appendix E).
8. If required, complete for each visit a Field/Internship Observation Attendance Record. Your University Supervisor or Program Adviser can provide you with a copy of this document.

## SCHOOL OF EDUCATION INITIAL INTERNSHIP PLACEMENT PROCEDURE

Your license application requires an “approved” status within one year of your application. To meet this requirement, you must complete all background and child maltreatment checks during the first semester of your internship.

1. Complete State, Federal and Child Maltreatment checks. Forms with complete instructions can be found in Appendix B.
2. Please check your status online (see information below).

Your background must have an “approved status” prior to school placements and within a year of your license application.

Please check your current status here: <https://adeaels.arkansas.gov/Aelsweb/Search.aspx>

You will see the following:

Search

Case ID	SSN (Last 4)	Last Name	First Name	Middle Name		
<input type="text"/>	<input type="button" value="Search"/>	<input type="button" value="Reset"/>				

Only enter your SSN and Last Name. If you have questions, please call Ms. Clara Toney 501.682.4342

4. Complete the Placement Request Form on the Placement Portal System. *Note: Requests will not be made WITHOUT the Approved Status PDF in your Data Portal System profile.*
5. All requests are due by **October 31<sup>st</sup>** for Spring Semester placements and by **July 31<sup>st</sup>** for Fall Semester placements.) Failure to meet this deadline may impact your ability to secure a placement.
6. You will be contacted by your Internship Course Instructor with detailed instructions within the first week of the semester. If you are not contacted, please contact the Advising and Support Center 501-682-8625 or (ASC Website).
7. Once you are placed, you will be notified via email of your Clinical Educator’s (CE) information.
8. You are expected to contact your CE to arrange your schedule. *Always copy your adviser in every email to your CE.*
9. Familiarize yourself with your placement school’s academic calendar.
10. *Within a week of your placement if not earlier*, email your CE to introduce yourself and schedule a time to meet to arrange a schedule for the semester and complete the Field Experience Introduction Email to the University Supervisor (Appendix E).
11. *After you have several dates selected with your CE*, you must contact your University Supervisor (copy your adviser) to arrange your observation times.
12. **If graduating at the completion of this semester**, please contact the Director of Teacher Licensure and Placemat via UA Little Rock email for instructions on how to apply for your standard license.

### **SCHOOL OF EDUCATION CONTINUING INTERNSHIP PLACEMENT PROCEDURE**

1. Complete the Placement Request Form on the Placement Portal System. *Note: Requests will not be made WITHOUT the Approved Status PDF in your Data Portal System profile.*
2. All requests are due by **October 31<sup>st</sup>** for Spring Semester placements and by **July 31<sup>st</sup>** for Fall Semester placements.) Failure to meet this deadline may impact your ability to secure a placement.
3. You will be contacted by your Field Experience Course Instructor for detailed instructions within the first week of the semester. If you are not contacted, please contact the Advising and Support Center 501-682-8625 or (ASC Website).
4. Once you are placed, you will be notified via email of your Clinical Educator's (CE) information.
5. You are expected to contact your CE to arrange your schedule. *Always copy your adviser in every email to your CE.*
6. Within a week of your placement if not earlier, email your CE to introduce yourself and schedule a time to meet to arrange a schedule for the semester.
7. After you have several dates selected with your CE, you must contact your University Supervisor (copy your adviser) to arrange your observation times and complete the Field Experience Introduction Email to the University Supervisor (Appendix E).
8. If required, complete for each visit a Field/Internship Observation Attendance Record. Your University Supervisor or Program Adviser can provide you with a copy of this document.
9. **If graduating at the completion of this semester**, please contact the Director of Teacher Licensure and Placemat via UA Little Rock email for instructions on how to apply for your standard license.

APPENDIX A

Information provided here changes; check with License Officer before paying for a test.

**Praxis Core  
Information for Education Students**

Visit <https://www.ets.org/praxis/register> to register for a Praxis Core exam.

Please indicate on your registration form to have your scores sent to UALR CODE - 6368.

For assistance, please visit the Advising and Support Center in DKSN Hall 300.

**Test Codes & Fees for Praxis Core: Computer-based testing**

Computer-delivered Test Code	Test Title: Praxis Core Academic Skills for Educators	Hours	Price	Passing Score (Must pass all sections)
5751	Praxis: Core <b>Combined</b>	5	<b>\$150</b>	
5712	Praxis: Core Reading	1 & 25 mins	\$90	156
5722	Praxis: Core Writing	1 & 40 mins	\$90	162
5732	Praxis: Core Mathematics	1 & 25 mins	\$90	150
<b>For More Information</b> <a href="http://www.ets.org/praxis/about/fees/">http://www.ets.org/praxis/about/fees/</a>				

**Note:**

- Any section not passed may be retaken after 21 days.
- Core Combined Exam Schedule: Reading, Math, Writing.
- While testing, you may request a 10 minute break between the Reading and Math **OR** the Math and Writing Exams.
- You are **not** required to take the Combined Core.
- You may qualify for a Praxis Core Waiver if you have qualifying standardized test scores. See reverse side for more information.

**Overview of Arkansas Testing Requirements:** <http://www.ets.org/praxis/ar>  
Practice information can be found under the Quick Link, "Prepare for a Test".

**Fee Waiver:** information for students who may qualify due to financial need:  
[http://www.ets.org/praxis/about/fees/fee\\_waivers/](http://www.ets.org/praxis/about/fees/fee_waivers/)

**Testing accommodations:** for students with disabilities or health-related needs:  
[http://www.ets.org/praxis/register/disabilities?WT.ac=praxishome\\_disabilities\\_121126](http://www.ets.org/praxis/register/disabilities?WT.ac=praxishome_disabilities_121126)

**Extended time** for students who **primary language is not English** (PLNE):  
<http://www.ets.org/praxis/register/accommodations/>

**Online Computer Test Demo:** practice with computer screen navigation:  
[http://www.ets.org/s/praxis/flash/cbt/praxis\\_cdt\\_demo\\_web1.html](http://www.ets.org/s/praxis/flash/cbt/praxis_cdt_demo_web1.html)

**Computer-based testing located at:**

Prometric Testing Center  
8114 Cantrell Rd #150, Little Rock, AR 722  
(501) 663-8280

**Helpful Study Information:**

On the ETS website, there are Study Companions available for free. Use them as study guides. For tutoring, Kahn Academy online is excellent and free. On campus, UALR students are eligible for free tutoring in the Math lab and in the writing center.

ETS: [https://www.ets.org/praxis/prepare/materials?WT.ac=praxishome\\_prepare\\_121126](https://www.ets.org/praxis/prepare/materials?WT.ac=praxishome_prepare_121126)

Kahn Academy: <https://www.khanacademy.org/>

UALR Student Services: <http://ualr.edu/studentsupport/tutoring/tutoring-schedule/>

UALR Writing Center: <http://ualr.edu/writingcenter/>

**Need Help Passing the PRAXIS Core?**

Enroll in the **Summer III (June 6-August 1) Courses:**

TCED 4200-4: Praxis Core Math 2:00-3:30 M/W & TCED 4200-3: Praxis Core Read/Write 2:00-3:30 T/Th

Or Fall/Spring Course: TCED 1200 Preparation for Education **Praxis Core**

Information for Education Students

Register for Exams at- <https://www.ets.org/praxis/register>

Please indicate on your registration form to have your scores sent to **UALR CODE – 6368**

**Test Codes & Fees for Praxis Core: Computer-Based testing**

Computer-delivered test code	Test Title: Praxis Core Academic Skills for Educators	Hours	Price	Passing Score (Must pass all sections)
5751	Praxis: Core Combined	5:00	\$150	
5712	Praxis: Core Reading	1:25	\$90	156
5722	Praxis: Core Writing	1:40	\$90	162
5732	Praxis: Core Mathematics	1:25	\$90	150
	For more information about fees: <a href="http://www.ets.org/praxis/about/fees/">http://www.ets.org/praxis/about/fees/</a>			

**Please Note:**

- Any section not passed may be retaken *after* 21 days
- Core combined exam schedule: reading, math, writing
- While testing, you may request a 10 minute break between the Reading and math or the math and Writing exams
- You are not required to take the combined core
- You may qualify for a Praxis Core Waiver if you have qualifying standardized test scores. See reverse side for more information
- UALR offers a prep course: TCED 1200 Preparation for Education

Overview of Arkansas Testing Requirements: <https://www.ets.org/praxis/ar/requirements>

Practice information can be found under the quick link, "Prepare for a Test"

Fee Waiver: Information for students who may qualify due to financial need:

[http://www.ets.org/praxis/about/fees/fee\\_waivers/](http://www.ets.org/praxis/about/fees/fee_waivers/)

Testing accommodations: For students with disabilities or health-related needs:

[http://www.ets.org/praxis/about/fees/fee\\_waivers/](http://www.ets.org/praxis/about/fees/fee_waivers/)

Extended time for students who primary language is not English (PLNE):

<http://www.ets.org/praxis/register/accommodations/>

Online Computer Test Demo: practice with computer screen navigation:

[http://www.ets.org/s/praxis/flash/cbt/praxis\\_cdt\\_demo\\_web1.html](http://www.ets.org/s/praxis/flash/cbt/praxis_cdt_demo_web1.html)

### Computer-based testing located at:

Prometric Testing Center, 8114 Cantrell Rd #150, Little Rock, AR (501)663-8280

### Helpful Study Information:

Study Companions are available for free on the ETS website. Use them as study guides. For tutoring, Kahn Academy online is excellent and free. On campus, UALR students are eligible for free tutoring in the math lab and in the writing center.

ETS: <https://www.ets.org/praxis/prepare/materials/>

Kahn Academy: <https://www.khanacademy.org/>

UALR Student Services: <http://ualr.edu/student-support/tutoring/tutoring-schedule/>

UALR Writing Center: <http://ualr.edu/writingcenter/>

### ADE Minimum Scores for Program Admission

1-2.34.2 In lieu of the state-approved basic skills assessment, an applicant may substitute: (1-2.34.2.1) A minimum composite score of 24 on the ACT with scores of at least 22 in each of the Reading, Mathematics, and either a 22 on the English/Writing section or a passing score on the Praxis Core Writing Section; or (1-2.34.2.4) A minimum SAT composite score of 1650 in combined Math and Critical Reading, and Writing, with a minimum score of 510 in each of the Math, Critical Reading, and Writing sections.\*

	Undergraduate Programs			
	Praxis Core	ACT	SAT (Before 3/2016)	SAT (After 3/2016)
Composite		24		
Reading	156	22	510	27
Math	150	22	510	29
Writing	162		510	540
		English/Writing 22		

5-1.01.4.1 An individual seeking entry into a post-baccalaureate program for first-time educator licensure may substitute passing scores, determined by the ADE from the Graduate Record Examination (GRE), the Law School Admission Test (LSAT), or the Medical College Admission Test (MCAT) in lieu of the state-approved basic skills assessment(s);\*

Post-Baccalaureate Programs			
GRE (after 2011)	GRE (before 2011)	LSAT <sup>1</sup>	MCAT(before 2013) <sup>2</sup>
(Verbal) 142	(Verbal)370	Minimum Score of 149	Minimum Average Score of 8.5
(Quantitative) 142	(Quantitative) 370		
(Writing) 3.5	(Writing) 3.5		

\* *Arkansas Department Of Education Rules Governing Educator Licensure* (Effective Date: October 26, 2015)

<sup>1</sup>Reading Comprehension, Analytical Reasoning, Logical Reasoning

<sup>2</sup>Physical Sciences, Verbal Reasoning, Biological Sciences, and Writing (dropped after 2013)

**APPENDIX B**  
**UALR/SOE STUDENT SUPPORT SERVICES**

**Advising and Support Center**

The CEHP Advising and Support Center staff are available to assist prospective and current students with any aspect of their education within CEHP programs. From your first contact with UA Little Rock and throughout your experience as a CEHP major, we can help you with Admission to the Academic College, Academic Advising, and Career Services.

*Our staff is here to assist undergraduate intended majors and pre-admits to the College of Education and Health Professions and can assist with prospective graduate students.*

The Advising and Support Center is located on the 3rd floor of Dickinson Hall in Suite 300. We can help with the following services:

- **Admission to the College of Education and Health Professions**
- **Recruiting**
- **Academic Advising**
- **Professional Development Workshops**
- **Career Guidance and Job Placement Support**
- **Graduation Checkout**

Office hours are Monday-Friday 8:00-5:00.

Prospective students are strongly encouraged to schedule an advising appointment online: [ualr.mywconline.com](http://ualr.mywconline.com). (Current students, please contact your adviser.)

**UALR also provides a variety of student support services. Please refer to specific websites for additional information.**

<i>Student Service</i>	<i>Location</i>	<i>Contact Information</i>	<i>Website</i>
Academic Advising	Dickinson Hall, Room 600	682-8625	
Academic Success Center	Speech Building 101	569-3280	<a href="http://ualr.edu/academicsuccess/">http://ualr.edu/academicsuccess/</a>
Information Technology Services	Student Union B, 205	916-3011	<a href="http://ualr.edu/itservices">http://ualr.edu/itservices</a>
Extended Programs	Old Education Building 100-101	569-3003	<a href="http://ualr.edu/online/online-programs/">http://ualr.edu/online/online-programs/</a>
Counseling Services	Student Services Center 119	569-3185	<a href="http://ualr.edu/counseling/">http://ualr.edu/counseling/</a>
Cooperative Education Internship and Placement	ED 204	569-3584	<a href="http://ualr.edu/co-op/">http://ualr.edu/co-op/</a>
Disability Resource Center	Donaghey Student Center 103	569-3143	<a href="http://ualr.edu/disability/">http://ualr.edu/disability/</a>
Mathematics Assistance Center (MAC)	Dickinson Hall, Room 600	569-8120	<a href="http://ualr.edu/mathematics/index.php/math-lab-info/">http://ualr.edu/mathematics/index.php/math-lab-info/</a>
Office of Campus Life	Donaghey Student Center Room 216	569-3308	<a href="http://ualr.edu/campuslife/">http://ualr.edu/campuslife/</a>

Ottenheimer Library	Southwest of Student Services Center	569-3123	<a href="http://ualr.edu/library/">http://ualr.edu/library/</a>
Office of Admissions	Student Services Center Room 219	569-3127	<a href="http://ualr.edu/admissions/">http://ualr.edu/admissions/</a>
Office of Financial Aid	Student Services Center Room 219	569-3035	<a href="http://ualr.edu/financialaid/">http://ualr.edu/financialaid/</a>
Office of Health Services	Donaghey Student Center Suite 102	569-3188	<a href="http://ualr.edu/health/">http://ualr.edu/health/</a>
Office of Testing Services and Student Life Research	Student Services Center Room 315	569-3198	<a href="http://ualr.edu/testing/">http://ualr.edu/testing/</a>
Scholarly Technology and Resources	DKSN Hall 105	569-8954	<a href="http://ualr.edu/star/">http://ualr.edu/star/</a>
Academic and Support Center	Dickinson Hall, Room 300	682-8625	
University Writing Center	Student Union B (SUB) Room 116	569-8343	<a href="http://ualr.edu/writingcenter/">http://ualr.edu/writingcenter/</a>

**APPENDIX C**

**TESS Formative Evaluation Form (Sample)**

<b>Intern/Student Teacher:</b>	<b>Date:</b>	<b>School:</b>
<b>Observer:</b>	<b>Grade:</b>	<b>Rotation / Observation #:</b>
<b>Mentor:</b>	<b>Subject:</b>	<b>Program:</b>

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

<b>Domain 1: Planning and Preparation</b>		<b>Score</b>	<b>Comments</b>
<b>A</b>	Demonstrating knowledge of content and pedagogy		
<b>B</b>	Demonstrating knowledge of students		
<b>C</b>	Selecting instructional outcomes		
<b>D</b>	Demonstrating knowledge of resources		
<b>E</b>	Designing coherent instruction		
<b>F</b>	Assessing student learning		
<b>Domain 2: The Classroom Environment</b>		<b>Score</b>	<b>Comments</b>
<b>A</b>	Designing an environment of respect and rapport		
<b>B</b>	Establishing a culture for learning		
<b>C</b>	Managing classroom procedures		
<b>D</b>	Managing student behavior		
<b>E</b>	Organizing physical space		
<b>Domain 3: Instruction</b>		<b>Score</b>	<b>Comments</b>
<b>A</b>	Communicating with students		
<b>B</b>	Using questioning and discussion techniques		
<b>C</b>	Engaging students in learning		
<b>D</b>	Using assessment in instruction		
<b>E</b>	Demonstrating flexibility and responsiveness		
<b>Domain 4: Professional Responsibilities</b>		<b>Score</b>	<b>Comments</b>
<b>A</b>	Reflecting on teaching in terms of accuracy and use in further teaching		
<b>B</b>	Maintaining accurate records		
<b>C</b>	Communicating with families		
<b>D</b>	Participating in a professional community		
<b>E</b>	Developing and growing professionally		
<b>F</b>	Demonstrating professionalism		
<b>General Commendations</b>		<b>Focus areas for next observation</b>	

## TESS Summative Evaluation Form (Sample)

Intern:	Cooperating teacher:	Date:
Field Supervisor:	Grade/ School:	Semester:

Scoring: 1 = Unsatisfactory      2 = Basic    3 = Proficient      4 = Distinguished

Score	Domain 1: Planning and Preparation	
	a:	Demonstrating knowledge of content and pedagogy
	b:	Demonstrating knowledge of students
	c:	Selecting instructional outcomes
	d:	Demonstrating knowledge of resources
	e:	Designing coherent instruction
	f:	Assessing student learning
Key Proficient "Look Fors"		Criteria
<b>Classroom Observation</b> <ul style="list-style-type: none"> <li>Effective and accurate oral communication</li> <li>Feedback to students furthers learning</li> <li>Interdisciplinary connections</li> </ul> <b>Teacher Lesson Plans</b> <ul style="list-style-type: none"> <li>Reflect important concepts in discipline</li> <li>Accommodate prerequisites concepts/skills</li> <li>Intra-interdisciplinary connections</li> <li>Appropriate mechanics in all oral and written communication</li> </ul>		<b>a. Teacher is familiar with major concepts/skills of the subject he/she teaches. Familiar with connections between subject and other disciplines.</b> <ul style="list-style-type: none"> <li>Knowledge of prerequisite relationships</li> <li>Knowledge of content-related pedagogy</li> </ul> Comments:
<b>Teacher Lesson Plans</b> <ul style="list-style-type: none"> <li>Plans reflect information about students</li> <li>Plans reflect student interests and needs</li> <li>Designs or participates in opportunities for families</li> </ul>		<b>b. Teacher demonstrates knowledge of students.</b> <ul style="list-style-type: none"> <li>Knowledge of child and adolescent development</li> <li>Knowledge of the learning process</li> <li>Knowledge of students' skills, knowledge, and language proficiency</li> <li>Knowledge of students' interest and cultural heritage</li> <li>Knowledge of students with special needs</li> </ul> Comments:
<b>Teacher Plans/Interviews</b> <ul style="list-style-type: none"> <li>represent big ideas;</li> <li>challenge students</li> <li>connect to national, state, and local standards</li> <li>permit assessment (observable/measurable)</li> <li>are differentiated for all students' needs</li> <li>represent concepts/skills central to the discipline and related to those in other disciplines</li> </ul>		<b>c. Teacher selects instructional outcomes.</b> <ul style="list-style-type: none"> <li>Value, sequence, and alignment</li> <li>Clarity</li> <li>Balance</li> <li>Suitability for diverse learners</li> </ul> Comments:
<b>Teacher Plans</b> <ul style="list-style-type: none"> <li>Utilizes several and differentiated resources               <ul style="list-style-type: none"> <li>District-provided materials</li> <li>Range of texts</li> <li>Internet resources</li> <li>Materials provided by professional organizations</li> <li>Community resources</li> </ul> </li> </ul>		<b>d. Teacher demonstrates knowledge of resources.</b> <ul style="list-style-type: none"> <li>Resources for classroom use</li> <li>Resources to extend content knowledge and pedagogy</li> <li>Resources for students</li> </ul> Comments:
<b>Teacher Plans</b> <ul style="list-style-type: none"> <li>Structured lesson plan supports outcome and reflects important concepts &amp; challenges</li> <li>Indicates relationships to prior learning</li> <li>Activities represent high-level thinking</li> <li>Opportunities for student choice</li> </ul>		<b>e. Teacher designs coherent instruction.</b> <ul style="list-style-type: none"> <li>Learning activities</li> <li>Instructional materials and resources</li> <li>Instructional groups</li> <li>Lesson and unit structure</li> </ul> Comments:
<b>Teacher Plans</b> <ul style="list-style-type: none"> <li>Assessments match outcomes and students</li> <li>Expectations clearly defined</li> <li>Develops appropriate strategies to monitor progress</li> <li>Results guide future instruction</li> </ul>		<b>f. Teacher assesses student learning.</b> <ul style="list-style-type: none"> <li>Congruent with instructional outcomes</li> <li>Criteria and standards</li> <li>Design of formative assessments</li> <li>Used for Planning</li> </ul> Comments:

Suggestions

Score		Domain 2: The Classroom Environment
	a:	Designing an environment of respect and report
	b:	Establishing a culture for learning
	c:	Managing classroom procedures
	d:	Managing student behavior
	e:	Organizing physical space

Scoring: 1 = Unsatisfactory      2 = Basic3 = Proficient      4 = Distinguished

Criteria	Key "Look Fors"
<p><b>a: Teacher interactions with students. Students' interactions with one another.</b></p> <p>Comments:</p>	<ul style="list-style-type: none"> <li>Polite language &amp; encouragement is used in each interaction with students</li> <li>Respect for students' background and their life situations</li> <li>A caring environment is established</li> <li>Acknowledges and listens to each student thoughtfully</li> </ul>
<p><b>b: The importance of the content. Expectations of learning and achievement. Student pride in work.</b></p> <p>Comments:</p>	<ul style="list-style-type: none"> <li>Teacher shares the lesson's goal and explains the lesson's purpose</li> <li>Expectations are high and supported by positive voice and body language</li> <li>Quality participation and work are expected and recognized</li> <li>Effort and persistence are anticipated and acknowledged</li> </ul>
<p><b>c: Routines are clearly established to minimize loss of instructional time. Teacher has established procedures for group work making sure students understand what they are to do and how they are to accomplish it. There are clear procedures to manage transitions, distribution of materials and supplies.</b></p> <p>Comments:</p>	<ul style="list-style-type: none"> <li>All routines function smoothly</li> <li>Minimal or no loss of instructional time</li> <li>Students are empowered to carry out the routines; they know what to do and where to proceed</li> <li>Groups and/ or individuals productively work to meet the learning goal</li> <li>Materials and supplies are handled smoothly and efficiently</li> </ul>
<p><b>d: Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.</b></p> <p>Comments:</p>	<ul style="list-style-type: none"> <li>Clear standards of conduct are stated and referred to during a lesson</li> <li>Positive behavior is acknowledged</li> <li>Preventative action is taken and clear consequences are established</li> <li>Teacher remains fair and consistent</li> <li>Teacher is constantly aware of student conduct</li> </ul>
<p><b>e: The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.</b></p> <p>Comments:</p>	<ul style="list-style-type: none"> <li>Surroundings are appealing, suitable and facilitate learning</li> <li>The space is accessible and safe for all students</li> <li>Physical resources including computer technology are effectively utilized by teacher and students</li> </ul>

Suggestions:

Score		Domain 3: Instruction
	a:	Communicating with students
	b:	Using questioning and discussion techniques
	c:	Engaging students in learning
	d:	Using Assessment in Instruction
	e:	Demonstrating flexibility and responsiveness

Scoring: 1 = Unsatisfactory      2 = Basic3 = Proficient      4 = Distinguished

Key Proficient "Look Fors"	Criteria
<ul style="list-style-type: none"> <li>Clear directions and procedures specific to lesson activities</li> <li>Absence of content errors</li> <li>Clear explanations of concepts</li> <li>Students understand the content</li> <li>Correct and imaginative use of language</li> </ul>	<p><b>a: Expectations for learning. Directions and procedures. Explanations of content.</b></p> <p>Comments:</p>

<ul style="list-style-type: none"> <li>• Questions of high cognitive challenge formulated by intern/student</li> <li>• Questions with multiple correct answers</li> <li>• Effective use of student responses and ideas</li> <li>• High levels of student participation in discussion</li> </ul>	<b>b: Quality of questions. Discussion techniques. Student participation.</b>  Comments:
<ul style="list-style-type: none"> <li>• Activities aligned with the goals of the lesson</li> <li>• Student enthusiasm, interest, thinking, problem-solving, etc.</li> <li>• Learning tasks that require high-level student thinking</li> <li>• Learning tasks that are aligned with lesson objectives</li> <li>• Suitable pacing of the lesson, neither dragging nor rushed</li> <li>• Time allowed for closure and student reflection</li> </ul>	<b>c: Activities and assignments. Grouping of students. Instructional materials and resources. Structure and pacing.</b>  Comments:
<ul style="list-style-type: none"> <li>• Teacher pays close attention to evidence of student understanding</li> <li>• Teacher circulates to monitor student learning and feedback</li> <li>• Students assess their own work against established criteria</li> <li>• Teacher adjusts instruction in response to evidence of student understanding (or lack of it)</li> </ul>	<b>d: Assessment criteria. Monitoring of student learning. Feedback to students. Student self-assessment and monitoring of progress.</b>  Comments:
<ul style="list-style-type: none"> <li>• Teacher incorporates student interests and events of the day into a lesson</li> <li>• Teacher makes visible adjustment in the face of students' lack of understanding</li> <li>• Teacher seizes on a "teachable moment"</li> </ul>	<b>e: Lesson adjustment. Response to students. Persistence.</b>  Comments:

**Suggestions:**

<b>Domain 4: Professional Responsibilities</b>	
<b>a:</b>	Reflecting on teaching in terms of accuracy and use in further teaching
<b>b:</b>	Maintaining accurate records
<b>c:</b>	Communicating with families
<b>d:</b>	Participating in a professional community
<b>e:</b>	Developing and growing professionally
<b>f:</b>	Demonstrating professionalism

**Scoring: 1 = Unsatisfactory    2 = Basic    3 = Proficient    4 = Distinguished**

Key Proficient "Look Fors"	Criteria
<ul style="list-style-type: none"> <li>• Accurate reflections on a lesson</li> <li>• Citations of specific adjustments to practice,</li> <li>• Draws on a repertoire of strategies</li> </ul>	<b>a. Reflecting on teaching—Accuracy/Use in future teaching</b>  Comments:
	<b>b. Maintaining accurate records</b> - Student completion of assignments - Student progress in learning - Non-instructional records  Comments:
<ul style="list-style-type: none"> <li>• Tracks student completion of assignments.</li> <li>• Systems for measurement of student progress against instructional outcomes.</li> <li>• Maintains accurate non-instructional records</li> </ul>	<b>c. Communicating with families</b> - Information about the instructional program - Information about individual students - Engagement of families in the instructional program  Comments:
	<b>d. Participating in a professional community</b> - Participating in a professional community - Involvement in a culture of professional inquiry - Service to the school - Participation in school and district projects  Comments:
<ul style="list-style-type: none"> <li>• Frequent attendance in courses/workshops; regular academic reading</li> <li>• Participation in learning networks with colleagues;</li> <li>• Regular sharing of feedback; accepts and acts on constructive criticism.</li> </ul>	<b>e. Growing and developing professionally</b> - Enhancement of content knowledge and pedagogical skill - Receptivity to feedback from colleagues - Service to the profession

<ul style="list-style-type: none"> <li>• Participation in professional organizations supporting academic inquiry</li> </ul>	<b>Comments:</b>
<ul style="list-style-type: none"> <li>•</li> <li>• Displays high standards of honesty, integrity, and confidentiality in interactions with colleague, students, and the public.</li> <li>• Actions demonstrate that students are the highest priority ensuring that all students have the opportunity to succeed.</li> <li>• Consistently fulfilling school district mandates regarding policies and procedures</li> <li>• Regular attendance and participation in team and faculty meetings.</li> <li>• Consistent and on time in attendance,</li> <li>• Professional dress and demeanor.</li> </ul>	<b>f. Showing professionalism</b> <ul style="list-style-type: none"> <li>- Integrity and ethical conduct</li> <li>- Service to students</li> <li>- Advocacy</li> <li>- Decision making</li> <li>- Compliance with school and district regulations</li> </ul> <b>Comments:</b>

Overall Evaluation:

## APPENDIX D

### PLACEMENT POLICIES AND PROCEDURES AGREEMENT

I have received a copy of the Internship Handbook and understand that it is my responsibility to follow the policies and procedures it contains. In addition, I understand that I am responsible for other information and requests communicated to me by UALR faculty.

As a UALR School of Education candidate, I am expected to...

1. Adhere to Ethics for Arkansas Educator (please see page 9 of the Student Handbook or <http://goo.gl/BNkYYL>)
2. Although there will always be exceptions, the general expectation is that Interns arrive at least 30 minutes before school starts and depart no earlier than 30 minutes after the end of school. Consistent attendance and clear communication with your adviser and CE is crucial for success.
3. Inform my school, cooperating teacher, university supervisor of any absences at least 30 minutes before the start of the school day;
4. Complete and turn in all documentation in a timely manner (see adviser/instructor for program specifics);
5. Attend all academic, professional development and school-related functions;
6. Dress professionally (e.g. No flip-flops, tight or low cut clothing, or midriff or undergarments showing at any time. Appropriate jeans should only be worn on Friday if the school's policy allows. **Interns will be asked to leave school and change clothes if dressed unprofessionally.** Any missed time, must be made-up at a later time.
7. Maintain record of attendance.
8. **Respect all school policies.** Examples: use of electronics, parking, visitor sign in procedures, dress code, etc.
  - a. **Note:** You **should not be on any electronic devices for personal communication** at any time during your field/intern experience.
9. Wear your school ID on your UALR lanyard.
10. Fulfill all other placement requirements as outlined in this Student Handbook.
11. Demonstrate a cooperative, respectful and mature attitude at all times;
12. Work professionally with others at all times.

**I understand that failing to adhere to these and other Placement Policies and Procedures will result in a mandatory Concerns Conference** (please see page 16 of Student Handbook for more information).

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Student Signature

Print Name

DATE

**APPENDIX E**  
**FIELD EXPERIENCE INTRODUCTION EMAIL TEMPLATE**

Once placement has been secured, try to meet within a week of the first day you will be in your Clinical Educator's (CE) classroom. With your CE, please discuss and notate the following:

1. **Contact information**, communicate with your CE by his or her preferred method;
2. Your CE's needs and expectations;
3. Your needs and expectations;
4. The course requirements for student teaching;
5. Calendar issues, **schedule your Observation Dates early**;
6. Observation expectations;
7. Instructional expectations;
8. **Norms of how you will operate as a team; and**
9. Classroom profile

The student must email his/her University Supervisor with the above information within first two weeks of placement. The student should copy his/her CE on this email to the University Supervisor. This entire process must be repeated for each subsequent field/internship experience.



**APPENDIX F**  
**PROGRAMS OF STUDY**  
**Elementary Education Degree Plan (K-6)**

Student Name: \_\_\_\_\_ T# \_\_\_\_\_ Date: \_\_\_\_\_  
 Phone: \_\_\_\_\_ Email: \_\_\_\_\_ UALR Email: \_\_\_\_\_

**Admission Requirements:** Student must meet the following requirements to be admitted to the Elementary Education Program

- \* Formal Admission to UALR
- \* Completion of all core requirements, or an Associates Degree, with a cumulative grade point average (GPA) of 2.7.
- \* Grade of "C" or better in the following courses: RHET 1311, RHET 1312, MATH 1302 or MATH 1321
- \* Submit Praxis CORE test scores to Licensure Adviser in DKS 323 (Passing scores: Math 150, Reading 156, Writing 162). ACT scores of 24 and above can be substituted for the reading and math sections of the Praxis Core exam. The ACT may be substituted for Praxis "writing" if student took the open response version.
- \* Completion of all background checks (FBI, State Police, Child Maltreatment)

**Contact Information:**

Dr. John Burgin Program Coordinator <a href="mailto:jsburgin@ualr.edu">jsburgin@ualr.edu</a> (501) 569-8934 DKS 302	Licensure Adviser  (501) 569-8942 DKS 317	LaShonda Norfolk Undergraduate Adviser <a href="mailto:lnorfolk@ualr.edu">lnorfolk@ualr.edu</a> (501) 569-3263 DKS 300
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**University Core (21 Hours)**

**Fine Arts 3 hrs**

- \_\_\_ ARHA2305 Intro to Visual Arts
- \_\_\_ THEA 2305 Intro to Theatre/Dance
- \_\_\_ MUHL2305 Intro to Music
- \_\_\_ MCOM 2306 Intro to Motion Pictures

**US History/Government 3 hrs**

- \_\_\_ POLS 1310 American Nat'l Gov't
- \_\_\_ HIST 2311 US History to 1877
- \_\_\_ HIST 2312 US History from 1877

**Social Sciences 3 hrs**

- \_\_\_ ANTH 2316 Cultural Anthropology
- \_\_\_ CRJU 2300 Intro to Criminal Justice
- \_\_\_ **PSYC 2300 Psych & Human Exp \***
- \_\_\_ GEOG 2312 Cultural Geography
- \_\_\_ SOCI 2300 Intro to Sociology
- \_\_\_ POLS 2301 Intro to Political Science
- \_\_\_ GNST 2300 Intro to Gender Studies
- \_\_\_ ECON 2301 Survey of Economics
- \_\_\_ ECON 2322 Principles of Micro Econ.

**Communication- Written 6 hrs**

- \_\_\_ RHET 1311 Composition I
- \_\_\_ RHET 1312 Composition II

**Humanities 3 hrs**

- \_\_\_ ENGL 2337 World Literature
- \_\_\_ PHIL 2320 Ethics & Society
- \_\_\_ ENGL 2339 Mythology

**History of Civilization 3 hrs**

- \_\_\_ HIST 1311 History of Civilization I
- \_\_\_ HIST 1312 History of Civilization II

**\* PSYC 2300 is strongly recommended for ELEM majors**

**College Core (14 Hours)**

**Science 8 hrs**

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| ___ ANTH 1415 Physical Anthropology   | ___ CHEM 1402 General Chemistry I     |
| ___ ASTR 1301/1101 Intro to Astronomy | ___ CHEM 1409 Chemistry & Society     |
| ___ BIOL 1400 Evol & Environ. Biology | ___ ERSC 1302/1102 Physical Geology   |
| ___ BIOL 1401 Science of Biology      | ___ ERSC 1303/1103 Historical Geology |
| ___ BIOL 2401 Microbiology            | ___ ERSC 1304/1104 Earth & Environ.   |
| ___ CHEM 1409 Chemistry and Society   | ___ PHYS 1321/1121 College Physics I  |
| ___ CHEM 1400 Fund. Chemistry I       | ___ PHYS 1322/1122 College Physics II |

**Mathematics 3 hrs**

- \_\_\_ MATH 1321 Quantitative Math
- \_\_\_ MATH 1302 College Algebra
- \_\_\_ MATH 1451 Calculus I
- \_\_\_ MATH 1401 Pre-calculus
- \_\_\_ STAT 2350 Intro to Statistical Method

**Humanities/Social Science/Speech/Interdisciplinary 3 hrs**

- \_\_\_ SPCH 1300 Speech Communication **or**
- \_\_\_ Any Humanities- Select from core list **or**
- \_\_\_ Any Social Science - Select from core list

**Floating Block: (10 hrs.) Can be taken before entering the program, during the summer, or anytime during the program.**

- |   |  |
|---|--|
| ___ HHPS 3330 Teaching P.E. (3 hrs.)        | ___ MUED 3232 Elementary Classroom Music (2 hrs.)  |
| ___ OR                                      | ___ AREC 3245 Art for Elementary Teachers (2 hrs.) |
| ___ TCED 4300-2 Health/Safety/PE (Sum only) | ___ HIST 4355 History of Arkansas (3 hrs.)         |

**Elementary Education: (75 hrs.) Formal admission to the ELEM program is required to take any of the following courses.**

**Block I (17 hrs.)**

- \_\_\_ ELEM 2200 Field Exp. I Grades K-1 (2 hrs.)
- \_\_\_ ELEM 2300 Foundations of Elem. Ed. (3 hrs.)
- \_\_\_ ELEM 2301 Children's Literature (3 hrs.)
- \_\_\_ ELEM 2302 Child Growth & Dev. (3 hrs.)
- \_\_\_ ELEM 2303 Emergent Literacy (3 hrs.)
- \_\_\_ ELEM 2304 Integrated Science I (3 hrs.)

**Block II (17 hrs.)**

- \_\_\_ ELEM 3200 Field Exp. II Grades 2 or 3 (2 hrs.)
- \_\_\_ ELEM 3300 Building Learning Environments
- \_\_\_ ELEM 3301 Integrated Lit & Lang. I (3 hrs.)
- \_\_\_ ELEM 3302 Social Studies Methods (3 hrs.)
- \_\_\_ MATH 3380 Math Methods I (3 hrs.)
- \_\_\_ LANG 4324 Teach People Other Cult. (3 hrs.)+

**Block III (17 hrs.)**

- \_\_\_ ELEM 4200 Field Exp. III Grades 4-6 (2 hrs.)
- \_\_\_ ELEM 4300 Assessment Methods K-6 (3 hrs.)
- \_\_\_ ELEM 4301 Integrated Lit & Lang. II (3 hrs.)
- \_\_\_ ELEM 4302 Integ. Science II (3 hrs.)
- \_\_\_ MATH 3382 Math Methods II (3 hrs.)
- \_\_\_ SPED 4301 Ed. Exceptional Learners (3 hrs.)

**Block IV (12 hrs.)**

- \_\_\_ ELEM 4304 Internship Seminar I (3 hrs.)
- \_\_\_ ELEM 4600 Internship I Grades K-3 (6 hrs.)
- \_\_\_ ELEM 4305 Collaboration w/ Families (3 hrs.)

**Block V (12 hrs.)**

- \_\_\_ ELEM 4306 Internship Seminar II (3 hrs.)
- \_\_\_ ELEM 4900 Internship II Grades 4-6 (9 hrs.)



**Special Education K-12  
Licensure in Special Education  
Undergraduate Program of Study**

Name \_\_\_\_\_ Student ID \_\_\_\_\_

Address \_\_\_\_\_

Phone Numbers \_\_\_\_\_ (h) \_\_\_\_\_ (other) \_\_\_\_\_

Transfer Hours \_\_\_\_\_ From \_\_\_\_\_

Dates Attended \_\_\_\_\_

**ADMISSION REQUIREMENTS:**

➤ To be fully admitted to the Special Education K-12 program, candidates must possess an entry GPA of 2.70 and on the University and College of Education and Health Profession Core (35 hrs) and present state minimum passing Praxis CORE scores for Reading (156), Writing (162) and Mathematics (150). Transfer candidates from partner technical or 2 year institutions may be fully admitted with audit for equivalent Core Courses and Passing Praxis scores upon full admission to UALR.

**DIRECTIONS:**

- First Year Experience and Floating Block courses may be taken without full admission to the program.
- Undergraduate candidates may only enroll in the Teacher Education coursework in the program of study upon submission of passing Praxis CORE scores.
- Candidates must achieve a 2.70 BEFORE entering the Special Education professional coursework.
- Candidates must maintain a 2.75 before proceeding to successive coursework between preparation blocks
- Note: This program will require summer coursework to remain within the 4-year timeframe AND gain skills unique to special education study.

Key: \_\_\_\_\_ Grade achieved, (T) Transfer, (W) Waived

**University Core (21 Hours)**

- \_\_\_\_ English Language Communications (6 hours)
- \_\_\_\_ Fine Arts (3 hours)
- \_\_\_\_ Humanities (3 hours)
- \_\_\_\_ Social Sciences (3 hours)
- \_\_\_\_ History of Civilization (3 hours)
- \_\_\_\_ U. S. History/Government (3 hours)

**College Core (14 hrs)**

- \_\_\_\_ MATH 1302 College Algebra (3 hours)
- \_\_\_\_ Science (8 credits)
- \_\_\_\_ Social Sciences (3 credits)

**Floating Block ( 9 hrs)**

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**Candidates may enroll in these courses without FULL admission to the Special Education Program**

- \_\_\_\_ TCED 1100 First Year Experience: Introduction to Teaching (if necessary)
- \_\_\_\_ SPED 3304 Multicultural Families and Community Partnerships
- \_\_\_\_ HIST 4355 Arkansas History
- \_\_\_\_ INTR 1320 American Sign Language I

Benchmark: Entry into the Special Education Program. GPA \_\_\_\_\_ Advising Date: \_\_\_\_\_

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**Teacher Education Courses (18 hours)**

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- \_\_\_\_ SPED 4301 Introduction to Special Education
- \_\_\_\_ ELEM 2302 Child Growth and Development
- \_\_\_\_ ELEM 3300 Building Learning Environments
- \_\_\_\_ READ 3322 Foundations of Literacy Instruction in Special Education (Fall Semester)
- \_\_\_\_ SCED 3383 Math and Science Methods
- \_\_\_\_ EDFN 3320 Educational Psychology

Benchmark: Teacher Education Courses: GPA \_\_\_\_\_ Advising Date: \_\_\_\_\_

Professional Special Education (60 hours)

**Summer Professional Prep Courses (12 hrs)**

**Courses taken ONLY in First Summer in the Program**

- \_\_\_ SPED 4312 Medical Problems in Child Development SPED
- \_\_\_ SPED 4311 Behavior Management

**Second or Subsequent summers in the program**

- \_\_\_ SPED 4303 Assistive Technology
- \_\_\_ SPED 4353 Transition and Life Adjustment

**Professional Prep I (12 hrs)**

- \_\_\_ SPED 4343 Special Education Law
- \_\_\_ SPED 4306 Characteristics and Methods of Mild/Moderate Disabilities
- \_\_\_ READ 4322 Literacy Assm. Of Students with Special Needs
- \_\_\_ AUSP 3360 Language Acquisition
- \_\_\_ SPED 4101 Field Experience I Mild Disabilities (CR)

Benchmark: Prep I.  
GPA \_\_\_\_\_ Advising Date: \_\_\_\_\_

**Professional Prep II (12 hrs)**

- \_\_\_ SPED 4326 Assessment in Special Education
- \_\_\_ SPED 4328 Teaching Content in SPED
- \_\_\_ SPED 4330 Characteristics & Methods of Severe Disabilities
- \_\_\_ AUSP 4366 Language Disorders
- \_\_\_ SPED 4103 Field Experience II Severe Disabilities (CR)

Benchmark: Prep II.  
GPA \_\_\_\_\_ Advising Date: \_\_\_\_\_

**Professional Prep III (12 hrs)**

- \_\_\_ SPED 4901 Internship I (K-6)
- \_\_\_ SPED 4331 Internship Seminar 1

Benchmark: Prep III.  
GPA \_\_\_\_\_ Advising Date: \_\_\_\_\_

**Professional Prep IV (12 hrs)**

- \_\_\_ SPED 4902 Internship II (7-12)
- \_\_\_ SPED 4332 Internship Seminar 2

Benchmark: Exit  
GPA \_\_\_\_\_ Date: \_\_\_\_\_

122 credit hours

➤Exit Requirements

- \_\_\_ Formative Portfolio
- \_\_\_ Internship Grade
- \_\_\_ PRAXIS 5622 or 5623 or 5624
- \_\_\_ PRAXIS 5354

**UALR Minor In Education  
Advancement To Candidacy**

Student Name: \_\_\_\_\_ I.D.#: \_\_\_\_\_  
Address: \_\_\_\_\_ City: \_\_\_\_\_  
State: \_\_\_\_\_ Zip Code: \_\_\_\_\_ Telephone #: \_\_\_\_\_  
Alternate Telephone #: \_\_\_\_\_ Date Admitted: \_\_\_\_\_

The Education Minor is required in all programs and should not be confused with other blocks of courses or special minors required in some licensure areas. **Admission Requirements:** 2.75 GPA; Completion of 60 hours; Completion of the following core courses with a grade of C or greater: MATH 132 OR 1315, RHET 1311 AND 1312, SPCH 1300, Passing scores on the Praxis I exam (current pass scores, but subject to change): Reading 172 or above, Writing 173 or above, Mathematics 171 or above.

**Block I Course Requirements (3 hours):**

- SCED 3210 Instructional Skills and Assessment
- SCED 3110 Instructional Skills Practicum

**Block II; Mastery of Principles of Learning and Teaching (6 hours):**

- SCED 4321 Teaching Diverse Learners
- SCED 4122 Practicum
- SCED 4123 Learners with Special Needs
- SCED 4124 Classroom Management

**Block III: Student Teaching**

Admission Requirements: 2.75 GPA; a grade of C or greater in all Block II Classes; Passing scores on Praxis Subject Assessment Exams.

**Block III Course Requirements (9 hours):**

- TCED 4600 Student Teaching
- SCED 4330 Reflective Teaching

**Praxis Exams:**

Praxis Core: Reading, Writing, and Mathematics

Praxis Subject Assessment: All Content exams (listed on the following pages for each licensure area)

Principles of Learning and Teaching 7-12

### M.Ed. in Middle Childhood Education – Initial Certification

The non-traditional certification master of education degree is offered to those with a degree in an area other than education. This program leads to certification in middle childhood education (math, science, language, and social studies). Each person's transcript will be assessed on an individual basis and an individual program will be developed. The master of education degree program enhances the general expertise of middle level educators by providing a more comprehensive understanding of young adolescent learners and of the need for a learning environment that is responsive to students' developmental needs.

Name \_\_\_\_\_ Date \_\_\_\_\_  
Address \_\_\_\_\_ Phone \_\_\_\_\_  
City,State,Zip \_\_\_\_\_ Email \_\_\_\_\_  
Date of Admission \_\_\_\_\_ Admission Status \_\_\_\_\_ Transfer Hours \_\_\_\_\_ Cell Phone \_\_\_\_\_  
Date of Satisfactory Completion of Portfolio Requirements \_\_\_\_\_

#### Prerequisites

Applicants must receive passing scores on Praxis CORE. After reviewing the applicant's transcript, additional content hours may be required. 18 hours in the selected areas of concentration are required ~6 of which must be 3000 or above. Content area exams must be passed prior to internship, PLT exam must be passed for graduation.

#### College of Education/Foundations (12 hours)

##### **Research** (3 hours)

\_\_\_\_\_ EDFN 7303 Introduction to Educational Research

##### **Assessment** (3 hours)

\_\_\_\_\_ EDFN 7370 Educational Assessment

##### **Instructional Technology** (3 hours)

\_\_\_\_\_ TCED 7350 Integrating Tech in PK-12 Education  
\_\_\_\_\_ LSTE 7305 Survey of Computer-based Learning Systems

##### **Learning Theory** (3 hours)

\_\_\_\_\_ MCED 7312 Development of Young Adolescents  
\_\_\_\_\_ EDFN 7320 Advanced Educational Psychology

##### Middle Level Education Emphasis (24 hours)

\_\_\_\_\_ MCED 7313 Middle Level Reflective Teaching {Initial Course}  
\_\_\_\_\_ MCED 7314 Teaching the Middle Exceptional Child in the Inclusive Classroom  
\_\_\_\_\_ MCED 7315 Middle Level Curriculum and Pedagogy  
\_\_\_\_\_ MCED 7316 Literature for Young Adolescents  
\_\_\_\_\_ MCED 7317 Middle Level Literacy and Language Arts  
\_\_\_\_\_ MCED 7318 Classroom Management for the Middle Level Teacher  
\_\_\_\_\_ MCED 7319 Internship  
\_\_\_\_\_ TCED 7305 Action Research {Capstone Course}

##### Teaching Field(s) (optional hours)

In addition, candidates can choose from the following methods courses:

\_\_\_\_\_ MCED 7301 Teaching Middle School Mathematics  
\_\_\_\_\_ MCED 7302 Diagnosis/Remed of Math Lrng Difficulties  
\_\_\_\_\_ MCED 7305 Teaching Mathematics to the Gifted  
\_\_\_\_\_ MCED 7328 Science Education  
\_\_\_\_\_ MCED 7330 Social Studies in the Middle School

##### Additional Requirements for Certification and Graduation

\_\_\_\_\_ HIST 4380 History of Arkansas or comparable course  
Praxis II: \_\_\_\_\_ Principles of Teaching and Learning  
\_\_\_\_\_ Middle School: Content Knowledge

**UALR Graduate School Advancement To Candidacy  
M.Ed. In Secondary Education: Initial Licensure Track**

Student Name: \_\_\_\_\_ I.D.# \_\_\_\_\_  
 Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip \_\_\_\_\_  
 Code: \_\_\_\_\_ Telephone #: \_\_\_\_\_ Date Admitted: \_\_\_\_\_ Status: \_\_\_\_\_

Requirements for the degree include a minimum of 36 graduate credit hours, a minimum GPA of 3.0, a portfolio accepted by the committee, and passing scores on all Praxis II examinations required by the Arkansas Department of Education.

Prerequisites for the program include a baccalaureate degree, a content major, and completion of all coursework required by the Arkansas Department of Education or national accreditations agencies in one of the following teaching specialty areas: art, drama/speech, English language arts, life/earth sciences, mathematics, vocal music, health and P.E., and business. Candidates who have completed the baccalaureate degree and lack no more than 12 hours in the specialty area may be admitted to the program and may complete deficiencies concurrently with the master's program.

In the space to the left of the course number, enter a number (e.g. 3) for any course not yet completed which is a specified element of this program of study. Enter a WV for waived, a T for transfer credits (in which case a Transfer of Credit Request should accompany this form) and an APS for an approved program substitute.

**Hours of deficiencies in prerequisites:**

Deficiencies may be completed with either graduate or undergraduate hours. List any specific deficiencies below or on a separate page.

Prerequisites to be completed:
--------------------------------

Sem/Grade	Course Alpha	Course Number	Course Title
	SCED	7202	Specialized Instructional Methods
	SCED	7103	Supervised Clinical Teaching
	SCED	7306	Instructional Skills and Classroom Management
	SCED	7106	Instructional Skills Practicum
	SCED or EDFN	5321	Teaching Diverse Adolescents
		7330	Human Development
	SCED	7201	Curriculum Design Pre-reqs SCED 7306
	SPED	7301	Foundations of Special Education
	EDFN	7370	Educational Assessment
	SCED	7302	Trends and Issues in the Secondary School
	EDFN	7303	Intro to Research
	SCED	7601	Internship- Must pass Praxis II Content, have 3.0 GPA, and complete content prerequisites for admission

**Electives:** 6 hours in content, education or technology: (\*English Teacher Education Candidates are required to take SCED 5361 Adolescent Literature)

- Praxis II passed.      Portfolio     accepted by committee.

**Advancement to Candidacy  
UALR Graduate School  
Master of Education in Special Education:  
K-12**

Student Name \_\_\_\_\_ Student # \_\_\_\_\_

Address/Zip \_\_\_\_\_

Telephone: \_\_\_\_\_ H \_\_\_\_\_ B Date Submitted \_\_\_\_\_ Admission Status \_\_\_\_\_

Requirements for the degree include a minimum of 36 credit hours plus a Portfolio of Scholarship. Students must satisfy Graduation Requirements stated in the Academic Rules and Regulations section of the Graduate Bulletin and additional requirements found under the College of Education. The University reserves the right to modify policies and programs of study by supplying students written notice of the change.

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In the space to the left of the course number, enter the number of credits of each course not completed. Enter a grade to show credits for a course already completed. Enter a T for transfer credits or an S for approved Substitutions (a Transfer of Credit Request or an Approved Substitution Form must accompany this form).

**Special Education Core Courses (24 hours)**

- \_\_\_\_\_ SPED 7301 Foundations of Special Ed.
- \_\_\_\_\_ SPED 5303 Assistive Technology
- \_\_\_\_\_ SPED 7305 Managing the Learning Evn.
- \_\_\_\_\_ SPED 7343 Disability Law
- \_\_\_\_\_ SPED 5312 Medical Problems in Child Development
- \_\_\_\_\_ SPED 7351 Assessment In SPED I
- \_\_\_\_\_ EDFN 7303 Intro. to Ed. Research
- \_\_\_\_\_ SPED 7309 Seminar in Special Education

**Instructional Specialist 4-12 Emphasis (9 hours)**

- \_\_\_\_\_ SPED 7352 Assessment & Instr. Des. II
- \_\_\_\_\_ SPED 7395 Assessment&Instr. Des. II Pract.
- \_\_\_\_\_ SPED 7353 Transition and Life Adjustment

**Approved Program Substitutions**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**Deficiencies:** Candidates must present proof of teaching in the core academic subjects via the teaching license. Candidates may be required to take courses in teaching reading and math if proof is not submitted or unsubstantiated, for example, P.E. w/o core content

\_\_\_\_\_  
\_\_\_\_\_

Notes:

**APPENDIX G**  
**Undergraduate Table Of Contents**  
**TCED iLab G**  
**TABLE OF CONTENTS**

The items in your iLab Chalk & Wire portfolio serve as a basis for your professional portfolio. They should be examples of your best work that showcase what you can do as a teacher. Because all education programs across content areas for K-12 and grade ranges in between such as elementary, middle, etc. use the iLab portfolio; the collection of artifacts are those that span all areas. In addition, there is not one set model for writing a lesson plan (and other artifacts) for your portfolio. You should follow the guidance of your instructor for the course in which you enrolled when you complete the artifact (oftentimes this is your internship course). Typically you will submit each artifact as a course assignment and receive detailed grading and feedback. Next, you should make changes to the artifact before uploading your best work to your portfolio.

A major component of your portfolio is a unit plan. Unit plan assignments may vary across programs; however, they all involve the planning, teaching, and assessment of a unit in an applicable educational setting, typically their internship site. Candidates usually select their lesson plan and technology artifacts from their unit plan. Your teacher work sample artifact is most likely tied to your unit plan because the work sample artifact is the natural extension of the unit plan. The work sample artifact goes beyond developing the unit of instruction to teaching the unit and incorporating results from pre- and post-assessments of student learning into lesson revisions.

Heading	Subheading	Upload Required	Purpose of assessment
<b>1.0 Entry Level</b>			
	1.1 GPA	Automatically uploaded.	
	1.2 Praxis	Automatically uploaded.	
<b>2.0 Intermediate Level</b>			
	2.1. Lesson Plan	Upload a lesson plan taught during Internship (this <b>may</b> be one of the lessons from your unit plan).	The purpose of this assessment is to evaluate your abilities in planning and instructional strategies. You will complete activities in your methods and field experiences courses to meet this goal. Your plan must demonstrate your ability to (a) plan lessons according to the learner development and diverse learning abilities, cultural and ethnic diversity, language needs and social validity; (b) develop plans that are individualized to the learner and promote the development of an independent learner; (c) differentiate instruction and the learning environment to most effectively teach students; and (d) use appropriate assessment components.

Commented [GH1]: Spacing correction

	2.2 Case Study	Upload a case study.	The purpose of this assessment is to document your ability to identify and address specific concerns related to child learning and intervening on those concerns. Your case study should demonstrate your ability to: (a) address individual learning differences, (b) plan and deliver instruction, (c) identify effective instructional strategies, (d) assess the learning environment, (e) assure that the subject's language issues are resolved, (f) and assess intervention.
	2.3 Intermediate Level Field Experience	Upload a TESS Formative Evaluation Form completed by your field or clinical supervisor from Internship.	The purpose of this formative assessment is to observe your ability in the field and provide areas for improvement using the <i>TESS</i> Observation used to observe teachers in Arkansas' schools.
	2.4 Dispositions	Upload a TESS Formative Evaluation Form completed by your field or clinical supervisor from Internship.	The purpose of this assessment is to document your competencies in creating an environment of respect and establish a culture for learning. Candidates will show high levels of care and respect for all learners and hold high expectations. The assessment uses specific portions of the <i>TESS</i> Observation conducted while you interact with students, families, and professionals.
<b>3.0 Capstone</b>			
	3.1 Technology	Upload a multi-media project (this <b>may</b> be one of, or several lessons, from your unit plan).	The purpose of this assessment is a project based assessment, based on the ISTE standards, to document your ability to evaluate the integration of technology in teaching.
	3.2 Unit Plan	Upload a unit plan.	The purpose of this assessment is to demonstrate your understanding of the critical concepts and principles of their discipline and to use discipline specific practices to advance the learning of students. Your case study should demonstrate your ability to: select, assess, and intervene on content according to learner development and measure growth.
<b>4.0 Professional</b>			
	4.1 Teacher Work Sample	Upload the Teacher Work Sample (this <b>may</b> come from your unit plan).	<p>The purpose of this assessment is to document your ability to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, as well as knowledge of learners and the community context.</p> <p><b>Teacher Work Sample Instructions</b></p> <p>Candidate will submit a unit plan (1-2 weeks) taught in the internship with pre-assessment and post-assessment data. The unit plan should include the following elements:</p> <ol style="list-style-type: none"> <li>1. <b>Rationale</b>—Describe student(s) and setting for the study along with your rationale for instruction.</li> <li>2. <b>Learning Objectives</b>—List the Arkansas State standards with the specific learning objectives appropriate for the unit/lesson being analyzed in the work sample.</li> <li>3. <b>Pre-Assessment Measure</b>—Describe the pre-measure that applied to your lesson planning. Attach copies of student tasks, rubrics, etc.</li> <li>4. <b>Daily Lesson Plans</b>—Include the design for instruction, the lesson plans that pertain to the unit; discuss what your purpose was after the pre-assessment.</li> <li>5. <b>Post-Assessment Measure</b>—Describe your final assessment as it relates to unit learning objectives.</li> </ol>

Commented [GH2]: Spacing correction

			<p>6. <u>Analysis of Student Learning</u>—Study the results of your instruction as it relates to the data you collected. Analyze the procedures and results.</p> <p>7. <u>Evaluation of Unit Success</u>—Assess your planning, instruction, and measurement for this activity; draw conclusions about the impact of your teaching and its measurable aspects.</p> <p>8. <u>Reflection on Future Implications</u>—Include a discussion of the impact this study has for future teaching and the value of focused assessments to guide instruction.</p>
	4.2 Teaching Philosophy	Upload Philosophy of Teacher and Learning Paper.	The purpose of this performance assessment is to assess your ability to convey understanding of learners and learning differences as well as professional applications of understanding for the purposes of self-evaluation of professional abilities. The scope and content of the paper should be determined by the candidate and their instructor or advisor based on the scoring rubric.
	4.3 Internship 2	Upload TESS Summative (final) Evaluation Form completed by your field or clinical supervisor from Internship.	The purpose of this assessment is to document your ability in the field using the <i>TESS</i> Observation used to observe teachers in Arkansas' schools.
	4.4 GPA at exit	Automatically uploaded.	

**Graduate Table Of Contents**

**TCED iLab G**

**TABLE OF CONTENTS**

Heading	Subheading	Upload Required	Purpose of assessment
<b>1.0 Entry Level</b>			
	1.1 GPA	Automatically uploaded.	
	1.2 Praxis	Automatically uploaded.	
<b>2.0 Intermediate Level</b>			
	2.1. Lesson Plan	Upload a lesson plan taught during Internship.	The purpose of this assessment is to evaluate your abilities in planning and instructional strategies. You will complete activities in your methods and field experiences courses to meet this goal. Your plan must demonstrate your ability to (a) plan lessons according to the learner development and diverse learning abilities, cultural and ethnic diversity, language needs and social validity; (b) develop plans that are individualized to the learner and promote the development of an independent learner; (c) differentiate instruction and the learning environment to most effectively teach students; and (d) use appropriate assessment components.
	2.2 Case Study	Upload a case study.	The purpose of this assessment is to document your ability to identify and address specific concerns related to child learning and intervening on those concerns. Your case study should demonstrate your ability to: (a) address individual learning differences, (b) plan and deliver instruction, (c) identify effective instructional strategies, (d) assess the learning environment, (e) assure that the subject's language issues are resolved, (f) and assess intervention.
	2.3 Intermediate Level Field Experience	Upload a TESS Formative Evaluation Form from Internship.	The purpose of this formative assessment is to observe your ability in the field and provide areas for improvement using the <i>TESS</i> Observation used to observe teachers in Arkansas' schools.
	2.4 Dispositions	Upload a TESS Formative Evaluation Form from Internship.	The purpose of this assessment is to document your competencies in creating an environment of respect and establish a culture for learning. Candidates will show high levels of care and respect for all learners and hold high expectations. The assessment uses specific portions of the <i>TESS</i> Observation conducted while you interact with students, families, and professionals.
<b>3.0 Capstone</b>			

	3.1 Technology	Upload a multi-media project.	The purpose of this assessment is a project based assessment, based on the ISTE standards, to document your ability to evaluate the integration of technology in teaching.
	3.2 Unit Plan	Upload a unit plan.	The purpose of this assessment is to demonstrate your understanding of the critical concepts and principles of their discipline and to use discipline specific practices to advance the learning of students. Your case study should demonstrate your ability to: select, assess, and intervene on content according to learner development and measure growth.
<b>4.0 Professional</b>			
	4.1 Teacher Work Sample	Upload the Teacher Work Sample.	The purpose of this assessment is to document your ability to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, as well as knowledge of learners and the community context.
	4.2 Teaching Philosophy	Upload Philosophy of Teacher and Learning Paper.	The purpose of this performance assessment is to assess your ability to convey understanding of learners and learning differences as well as professional applications of understanding for the purposes of self-evaluation of professional abilities.
	4.3 Internship 2	Upload TESS Summative Evaluation Form from Internship.	The purpose of this assessment is to document your ability in the field using the <i>TESS</i> Observation used to observe teachers in Arkansas' schools.
	4.4 GPA at exit	Automatically uploaded.	