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).

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.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ArkansasIDEAS</strong></td>
<td>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.aetn.org/">http://ideas.aetn.org/</a></td>
</tr>
<tr>
<td><strong>Division of Elementary and Secondary Education (ADE)</strong></td>
<td>The DESE (formerly 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></td>
</tr>
<tr>
<td><strong>Candidate (Pre-service Teacher)</strong></td>
<td>An unlicensed person admitted to an educator preparation program approved by ADE that is offered by an institution of higher education in Arkansas.</td>
</tr>
<tr>
<td><strong>Clinical Educator (CE)</strong></td>
<td>Licensed practitioners in P–12 schools who provide instruction, supervision, and direction for candidates during field-based assignments.</td>
</tr>
<tr>
<td><strong>Endorsement</strong></td>
<td>Any licensure area or license level that may be added only to an existing Standard License.</td>
</tr>
<tr>
<td><strong>Field Experience</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Internship (Clinical Experience)</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Placement</strong></td>
<td>Either a field experience or an internship during a program of study.</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>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).</td>
</tr>
<tr>
<td><strong>Provisional Teaching License</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Standard License</strong></td>
<td>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/bqQZGB">http://goo.gl/bqQZGB</a></td>
</tr>
<tr>
<td><strong>Student</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>TESS</strong></td>
<td>Teacher Excellence and Support System is the teacher evaluation and effectiveness system used by all school districts in the State of Arkansas.</td>
</tr>
<tr>
<td><strong>University Supervisor</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

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 acceptable scores School of Education Approved Standardized Exams (Accuplacer Next Generation, ACT, SAT, GRE, LSTAT, MCAT) (See Appendix A).
☐ Evidence of approved State, Federal, and Child Maltreatment Central Registry Background Checks


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](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 UA Little Rock 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 UA Little Rock 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.)

<table>
<thead>
<tr>
<th>Level of Licensure</th>
<th>Level</th>
<th>Adviser</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education (K-6)</td>
<td>Undergraduate</td>
<td>Dr. John Burgin</td>
<td><a href="mailto:jsburgin@ualr.edu">jsburgin@ualr.edu</a></td>
</tr>
<tr>
<td>Middle Childhood Education (4-8)</td>
<td>Undergraduate and Graduate</td>
<td>Dr. Bruce Smith</td>
<td><a href="mailto:bdsmit@ualr.edu">bdsmit@ualr.edu</a></td>
</tr>
<tr>
<td>Secondary and Broad Range Education (7-12, 4-12, K-12)</td>
<td>Undergraduate and Graduate</td>
<td>Dr. Andrew Hunt</td>
<td><a href="mailto:alhunt@ualr.edu">alhunt@ualr.edu</a></td>
</tr>
<tr>
<td>Guidance &amp; Counseling (K-12)</td>
<td>Graduate</td>
<td>Dr. Jason Kushner</td>
<td><a href="mailto:jdkushner@ualr.edu">jdkushner@ualr.edu</a></td>
</tr>
<tr>
<td>Special Education (K-12)</td>
<td>Undergraduate</td>
<td>Dr. Bruce Smith</td>
<td><a href="mailto:bdsmit@ualr.edu">bdsmit@ualr.edu</a></td>
</tr>
<tr>
<td>Special Education (K-12)</td>
<td>Graduate</td>
<td>Dr. Jennifer Hune</td>
<td><a href="mailto:jbhune@ualr.edu">jbhune@ualr.edu</a></td>
</tr>
</tbody>
</table>

### Secondary Education Minor (Undergraduate Level):

- **Art** - Dr. Tom Clifton  
  Email: tgclifton@ualr.edu

- **Biology** - Dr. David William Tonkyn  
  Email: dwtonkyn@ualr.edu

- **Chemistry** - Ronia Kattoum  
  Email: rnkattoum@ualr.edu

- **English** - Dr. Paul Crutcher  
  Email: pacrutcher@ualr.edu

- **Foreign Language & ESL** - Dr. Stephanie Dhonau  
  Email: sadhonau@ualr.edu

- **Health and PE/Coaching** - Dr. Bennie Prince  
  Email: bfprince@ualr.edu

- **History** - Dr. Kristin Mann  
  Email: kdmann@ualr.edu

- **Math** - Dr. James Fulmer & Dr. Lianfang Lu  
  Email: jrfulmer@ualr.edu  
  Email: lxlq@ualr.edu

- **Music** - Dr. Ken Goff  
  Email: kkgoff@ualr.edu

- **Physics and Astronomy** - Dr. Tony Hall  
  Email: tahall@ualr.edu
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 3rd 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.

Director of Teacher Licensure and Placement
The Director of Teacher Licensure and Placement office is located in the School of Education Office in room 419G. 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 affect 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 UA Little Rock (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
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 H.

Graduation

Graduation Requirements
UALR Graduation requirements are listed in the Undergraduate Catalog, which can be found at [http://ualr.edu/catalogs/undergraduate-catalog/](http://ualr.edu/catalogs/undergraduate-catalog/) and in the Graduate Catalog located at [http://ualr.edu/gradschool/home/graduate-catalog/](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/](http://ualr.edu/deanofstudents/).

Licensure Requirements

Completion of an Educator Preparation Program leads to a standard education license. Therefore, all Standard License Requirements must be met. Students must pass all required licensure 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/or 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 approves your online licensure application the Division of Elementary and Secondary Education, the DESE will process the application and, if approved, mail the license(s) to the address provided in AELS.

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

Items required for Licensure:

- Completion of online ADE License Application and payment of fee ($75.00), which can be completed here: [http://adeaels.arkansas.gov/AelsWeb/Account/TeacherLogin.aspx](http://adeaels.arkansas.gov/AelsWeb/Account/TeacherLogin.aspx)
- Six required Professional Development certificates through AR Ideas. Contact the Director of Licensure and Placement for instructions on completing these courses.
  - Once completed, please attach all six to one email and send to the Director of Teacher Licensure and Placement.
- HWB17118 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.”
  - Request your official transcript, showing your undergraduate degree be sent electronically to the DESE using the destination Arkansas Department of Education Licensure. Be sure to indicate that you want your transcript "held for degree".
  - Praxis Score Report (If you sent one to UA Little Rock, 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

Your application will be approved when complete in the Division of Elementary and Secondary Education (DESE) online licensing system. DESE 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;

B. Learning
   1. Is committed and willing to assist learners;
   2. Demonstrates interest in the welfare of learners;

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 professional and ethical behavior, 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, while on school premises or at school-sponsored activities involving students, refrains from:
   a) using, possessing and/or being under the influence of alcohol or unauthorized drugs/substances, and/or possessing items prohibited by law, or
   b) possessing or using tobacco or tobacco-related products, e-cigarettes, e-liquid, or vapor products, or
   c) abusing/misusing prescription medications or other authorized substances as evidenced by impairment
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:

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 UA Little Rock/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 UA Little Rock 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 UA Little Rock 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. UA Little Rock 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 OFFICE 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, Special Education and the Education Minor. 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 H.
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

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 School of Education Night
   a. Fall – Early August
   b. Spring – Mid November.
5. Complete the Placement Request Form via the link provided by your advisor.
6. All requests are due by **February 1st** for Spring Semester placements and by **September 1st** 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.
1. Complete the Placement Request Form via the link given to you by your advisor.

2. All requests are due by **February 1st** for Spring Semester placements and by **September 1st** 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).

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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 Central Registry checks. State and federal checks may be completed at this link: http://www.arkansased.gov/divisions/educator%20effectiveness/educator-licensure/background-checks. Your Central Registry Check can be completed using the form in Appendix H.

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:

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSN</td>
<td></td>
</tr>
<tr>
<td>Last Name</td>
<td></td>
</tr>
</tbody>
</table>

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

3. Complete the Placement Request Form at the link provided to you by your advisor.

4. All requests are due by **February 1st** for Spring Semester placements and by **September 1st** for Fall Semester placements. Failure to meet this deadline may impact your ability to secure a placement.

5. 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).

6. Once you are placed, you will be notified via email of your Clinical Educator’s (CE) information.

7. You are expected to contact your CE to arrange your schedule. Always copy your adviser in every email to your CE.

8. Familiarize yourself with your placement school’s academic calendar.

9. 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).

10. After you have several dates selected with your CE, you must contact your University Supervisor (copy your adviser) to arrange your observation times.

11. 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 by following the link proved to you by your advisor.

2. All requests are due by **February 1st** for Spring Semester placements and by **September 1st** 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

Admissions Exam Policy:

UA Little Rock undergraduate, first time licensure programs (BSE in Elementary Education, BSE in Middle Childhood Education, BSE in Special Education, and the Education Minor) will accept as an admission exam:

- ACT scores at or above a minimum
  - Math 19
  - Reading 19
  - Writing 6 or English/Writing combined 19.

If an individual has taken the ACT multiple times, we will consider the highest score in each category from those multiple exams.

- SAT at or above the minimum
  - Math 510 (Before 3/2016 = 470)
  - Evidence-Based Reading and Writing 510 (Before 3/2016 Writing + Critical Reading Section= 910)
  - Writing 5 (Before 3/16 = No Equivalent)

If an individual has taken the SAT multiple times, we will consider the highest score in each category from those multiple exams.

- If a prospective student has ACT scores below the minimum score, or if they do not have ACT scores:
  - They may take the corresponding Accuplacer Next Generation exam or exams at the UA Little Rock Testing Center (testing services site: https://ualr.edu/testing/ and to the exam registration site https://www2.registerblast.com/ualr/Exam/List and must make at least a score that corresponds to the comparative ACT minimum score:
    - Accuplacer WritePlacer a score of 5 = Comp I or ACT 19
    - Next Gen Reading 253 = ACT 19
    - Next Gen Math 250 = ACT 19
  - They may choose to retake the ACT:
    - ACT – Reading 19; Math 19; Writing 6 or English / Writing combined 19

Please Note: If a prospective student has taken the Praxis Core and not passed all sections, the EPP will consider Praxis Core minimum scores (reading 156; math 150; writing 162) in conjunction with their ACT passed sections. If a prospective student has taken the older PPST the EPP will consider PPST minimum scores of Reading 172, Math 171, and Writing 173. There will also be an appeals process for students who do not meet the minimum scores and wish to pursue admission.
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.

<table>
<thead>
<tr>
<th>Student Service</th>
<th>Location</th>
<th>Contact Information</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising</td>
<td>Dickinson Hall, Room 600</td>
<td>682-8625</td>
<td></td>
</tr>
<tr>
<td>Academic Success Center</td>
<td>Speech Building 101</td>
<td>569-3280</td>
<td><a href="http://ualr.edu/academicsuccess/">http://ualr.edu/academicsuccess/</a></td>
</tr>
<tr>
<td>Information Technology Services</td>
<td>Student Union B, 205</td>
<td>916-3011</td>
<td><a href="http://ualr.edu/itservices">http://ualr.edu/itservices</a></td>
</tr>
<tr>
<td>Extended Programs</td>
<td>Old Education Building 100-101</td>
<td>569-3003</td>
<td><a href="http://ualr.edu/online/online-programs/">http://ualr.edu/online/online-programs/</a></td>
</tr>
<tr>
<td>Counseling Services</td>
<td>Student Services Center 119</td>
<td>569-3185</td>
<td><a href="http://ualr.edu/counseling/">http://ualr.edu/counseling/</a></td>
</tr>
<tr>
<td>Cooperative Education Internship and Placement</td>
<td>ED 204</td>
<td>569-3584</td>
<td><a href="http://ualr.edu/co-op/">http://ualr.edu/co-op/</a></td>
</tr>
<tr>
<td>Disability Resource Center</td>
<td>Donaghey Student Center 103</td>
<td>569-3143</td>
<td><a href="http://ualr.edu/disability/">http://ualr.edu/disability/</a></td>
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<tr>
<td>Office of Campus Life</td>
<td>Donaghey Student Center Room 216</td>
<td>569-3308</td>
<td><a href="http://ualr.edu/campuslife/">http://ualr.edu/campuslife/</a></td>
</tr>
<tr>
<td>Service</td>
<td>Location</td>
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<tr>
<td>Ottenheimer Library</td>
<td>Southwest of Student Services Center</td>
<td>569-3123</td>
<td><a href="http://ualr.edu/library/">http://ualr.edu/library/</a></td>
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<tr>
<td>Office of Admissions</td>
<td>Student Services Center Room 219</td>
<td>569-3127</td>
<td><a href="http://ualr.edu/admissions/">http://ualr.edu/admissions/</a></td>
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<tr>
<td>Office of Financial Aid</td>
<td>Student Services Center Room 219</td>
<td>569-3035</td>
<td><a href="http://ualr.edu/financialaid/">http://ualr.edu/financialaid/</a></td>
</tr>
<tr>
<td>Office of Health Services</td>
<td>Donaghey Student Center Suite 102</td>
<td>569-3188</td>
<td><a href="http://ualr.edu/health/">http://ualr.edu/health/</a></td>
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<tr>
<td>Office of Testing Services and Student Life Research</td>
<td>Student Services Center Room 315</td>
<td>569-3198</td>
<td><a href="http://ualr.edu/testing/">http://ualr.edu/testing/</a></td>
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<tr>
<td>Scholarly Technology and Resources</td>
<td>DKSN Hall 105</td>
<td>569-8954</td>
<td><a href="http://ualr.edu/star/">http://ualr.edu/star/</a></td>
</tr>
<tr>
<td>Academic and Support Center</td>
<td>Dickinson Hall, Room 300</td>
<td>682-8625</td>
<td></td>
</tr>
<tr>
<td>University Writing Center</td>
<td>Student Union B (SUB) Room 116</td>
<td>569-8343</td>
<td><a href="http://ualr.edu/writingcenter/">http://ualr.edu/writingcenter/</a></td>
</tr>
</tbody>
</table>
## TESS Formative Evaluation Form (Sample)

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

<table>
<thead>
<tr>
<th>Domain 1: Planning and Preparation</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  Demonstrating knowledge of content and pedagogy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B  Demonstrating knowledge of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C  Selecting instructional outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D  Demonstrating knowledge of resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E  Designing coherent instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F  Assessing student learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 2: The Classroom Environment</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  Designing an environment of respect and rapport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B  Establishing a culture for learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C  Managing classroom procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D  Managing student behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E  Organizing physical space</td>
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</table>

<table>
<thead>
<tr>
<th>Domain 3: Instruction</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  Communicating with students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B  Using questioning and discussion techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C  Engaging students in learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D  Using assessment in instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E  Demonstrating flexibility and responsiveness</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 4: Professional Responsibilities</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  Reflecting on teaching in terms of accuracy and use in further teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B  Maintaining accurate records</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C  Communicating with families</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D  Participating in a professional community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E  Developing and growing professionally</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F  Demonstrating professionalism</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### General Commendations

### Focus areas for next observation
### TESS Summative Evaluation Form (Sample)

<table>
<thead>
<tr>
<th>Score</th>
<th>Domain 1: Planning and Preparation</th>
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</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td>f: Assessing student learning</td>
</tr>
</tbody>
</table>

#### Key Proficient “Look Fors”

**Classroom Observation**
- Effective and accurate oral communication
- Feedback to students furthers learning
- Interdisciplinary connections

**Teacher Lesson Plans**
- Reflect important concepts in discipline
- Accommodate prerequisites concepts/skills
- Intra-interdisciplinary connections
- Appropriate mechanics in all oral and written communication

**Teacher Plans/Interviews**
- Represent big ideas;
- Challenge students
- Connect to national, state, and local standards
- Permit assessment (observable/measurable)
- Are differentiated for all students’ needs
- Represent concepts/skills central to the discipline and related to those in other disciplines

**Teacher Plans**
- Utilizes several and differentiated resources
  - District-provided materials
  - Range of texts
  - Internet resources
  - Materials provided by professional organizations
  - Community resources

**Teacher Plans**
- Structured lesson plan supports outcome and reflects important concepts & challenges
- Indicates relationships to prior learning
- Activities represent high-level thinking
- Opportunities for student choice

**Teacher Plans**
- Assessments match outcomes and students
- Expectations clearly defined
- Develops appropriate strategies to monitor progress
- Results guide future instruction

### Criteria

- **a.** Teacher is familiar with major concepts/skills of the subject he/she teaches.
  - Familiar with connections between subject and other disciplines.
  - Knowledge of prerequisite relationships
  - Knowledge of content-related pedagogy

- **b.** Teacher demonstrates knowledge of students.
  - Knowledge of child and adolescent development
  - Knowledge of the learning process
  - Knowledge of students’ skills, knowledge, and language proficiency
  - Knowledge of students' interest and cultural heritage
  - Knowledge of students with special needs

- **c.** Teacher selects instructional outcomes.
  - Value, sequence, and alignment
  - Clarity
  - Balance
  - Suitability for diverse learners

- **d.** Teacher demonstrates knowledge of resources.
  - Resources for classroom use
  - Resources to extend content knowledge and pedagogy
  - Resources for students

- **e.** Teacher designs coherent instruction.
  - Learning activities
  - Instructional materials and resources
  - Instructional groups
  - Lesson and unit structure

- **f.** Teacher assesses student learning.
  - Congruent with instructional outcomes
  - Criteria and standards
  - Design of formative assessments
  - Used for Planning
### Domain 2: The Classroom Environment

<table>
<thead>
<tr>
<th>Score</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a:</td>
<td>Designing an environment of respect and report</td>
</tr>
<tr>
<td>b:</td>
<td>Establishing a culture for learning</td>
</tr>
<tr>
<td>c:</td>
<td>Managing classroom procedures</td>
</tr>
<tr>
<td>d:</td>
<td>Managing student behavior</td>
</tr>
<tr>
<td>e:</td>
<td>Organizing physical space</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Key “Look Fors”</th>
</tr>
</thead>
</table>
| a: Teacher interactions with students. Students’ interactions with one another. | • Polite language & encouragement is used in each interaction with students  
• Respect for students' background and their life situations  
• A caring environment is established  
• Acknowledges and listens to each student thoughtfully |
| **Comments:** |
| b: The importance of the content. Expectations of learning and achievement. Student pride in work. | • Teacher shares the lesson’s goal and explains the lesson’s purpose  
• Expectations are high and supported by positive voice and body language  
• Quality participation and work are expected and recognized  
• Effort and persistence are anticipated and acknowledged |
| **Comments:** |
| 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. | • All routines function smoothly  
• Minimal or no loss of instructional time  
• Students are empowered to carry out the routines; they know what to do and where to proceed  
• Groups and/ or individuals productively work to meet the learning goal  
• Materials and supplies are handled smoothly and efficiently |
| **Comments:** |
| 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. | • Clear standards of conduct are stated and referred to during a lesson  
• Positive behavior is acknowledged  
• Preventative action is taken and clear consequences are established  
• Teacher remains fair and consistent  
• Teacher is constantly aware of student conduct |
| **Comments:** |
| 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. | • Surroundings are appealing, suitable and facilitate learning  
• The space is accessible and safe for all students  
• Physical resources including computer technology are effectively utilized by teacher and students |
| **Comments:** |

### Domain 3: Instruction

<table>
<thead>
<tr>
<th>Score</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a:</td>
<td>Communicating with students</td>
</tr>
<tr>
<td>b:</td>
<td>Using questioning and discussion techniques</td>
</tr>
<tr>
<td>c:</td>
<td>Engaging students in learning</td>
</tr>
<tr>
<td>d:</td>
<td>Using Assessment in Instruction</td>
</tr>
<tr>
<td>e:</td>
<td>Demonstrating flexibility and responsiveness</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Key Proficient “Look Fors”</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| • Clear directions and procedures specific to lesson activities  
• Absence of content errors  
• Clear explanations of concepts  
• Students understand the content  
• Correct and imaginative use of language | a: Expectations for learning. Directions and procedures. Explanations of content.  
Comments: |
Suggestions:

- Domain 4: Professional Responsibilities

<table>
<thead>
<tr>
<th>a</th>
<th>b: Quality of questions. Discussion techniques. Student participation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflecting on teaching in terms of accuracy and use in further teaching</td>
<td>Comments:</td>
</tr>
<tr>
<td>Maintaining accurate records</td>
<td></td>
</tr>
<tr>
<td>Communicating with families</td>
<td>c: Activities and assignments. Grouping of students. Instructional materials and resources. Structure and pacing.</td>
</tr>
<tr>
<td>Participating in a professional community</td>
<td>Comments:</td>
</tr>
<tr>
<td>Demonstrating professionalism</td>
<td>Comments:</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Key Proficient “Look Fors”</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Reflecting on teaching—Accuracy/Use in future teaching</td>
<td>Comments:</td>
</tr>
<tr>
<td>b. Maintaining accurate records</td>
<td>Notes:</td>
</tr>
<tr>
<td>- Student completion of assignments</td>
<td></td>
</tr>
<tr>
<td>- Student progress in learning</td>
<td></td>
</tr>
<tr>
<td>- Non-instructional records</td>
<td></td>
</tr>
<tr>
<td>c. Communicating with families</td>
<td>Notes:</td>
</tr>
<tr>
<td>- Information about the instructional program</td>
<td></td>
</tr>
<tr>
<td>- Information about individual students</td>
<td></td>
</tr>
<tr>
<td>- Engagement of families in the instructional program</td>
<td>Comments:</td>
</tr>
<tr>
<td>d. Participating in a professional community</td>
<td>Notes:</td>
</tr>
<tr>
<td>- Participating in a professional community</td>
<td></td>
</tr>
<tr>
<td>- Involvement in a culture of professional inquiry</td>
<td></td>
</tr>
<tr>
<td>- Service to the school</td>
<td></td>
</tr>
<tr>
<td>- Participation in school and district projects</td>
<td>Comments:</td>
</tr>
<tr>
<td>e. Growing and developing professionally</td>
<td>Notes:</td>
</tr>
<tr>
<td>- Enhancement of content knowledge and pedagogical skill</td>
<td></td>
</tr>
<tr>
<td>- Receptivity to feedback from colleagues</td>
<td></td>
</tr>
<tr>
<td>- Service to the profession</td>
<td>Comments:</td>
</tr>
<tr>
<td>Participation in professional organizations supporting academic inquiry</td>
<td>Comments:</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>- Displays high standards of honesty, integrity, and confidentiality in interactions with colleague, students, and the public.</td>
<td></td>
</tr>
<tr>
<td>- Actions demonstrate that students are the highest priority ensuring that all students have the opportunity to succeed.</td>
<td></td>
</tr>
<tr>
<td>- Consistently fulfilling school district mandates regarding policies and procedures</td>
<td></td>
</tr>
<tr>
<td>- Regular attendance and participation in team and faculty meetings.</td>
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</tr>
<tr>
<td>- Consistent and on time in attendance,</td>
<td></td>
</tr>
<tr>
<td>- Professional dress and demeanor.</td>
<td></td>
</tr>
</tbody>
</table>

| Overall Evaluation: |
| f. Showing professionalism |
| - Integrity and ethical conduct |
| - Service to students |
| - Advocacy |
| - Decision making |
| - Compliance with school and district regulations |

Comments:
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 15 of the Student Policies and Procedures Manual or https://tinyurl.com/wlq88my)
3. 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.
4. Inform my school, cooperating teacher, university supervisor of any absences at least 30 minutes before the start of the school day;
5. Complete and turn in all documentation in a timely manner (see adviser/instructor for program specifics);
6. Attend all academic, professional development and school-related functions;
7. 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. Candidates will be asked to leave school and change clothes if dressed unprofessionally. Any missed time, must be made-up at a later time.
8. Maintain record of attendance.
9. 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.
10. Wear your school ID on a lanyard.
11. Fulfill all other placement requirements as outlined in this Student Handbook.
12. Demonstrate a cooperative, respectful and mature attitude at all times;
13. 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 11 of Student Policies and Procedures Manual for more information).

__________________________________________________________________________
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.
### ATTENDANCE LOG

Candidate Name: ____________________________ Program: ______________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Cooperating Teacher's Signature/Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Notes:**
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 DKSN 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
ishburgin@ualr.edu
(501) 569-8934 DKSN 302

LaShonda Norfolk
Licensure Adviser
lknorfolk@ualr.edu
(501) 569-8942 DKSN 317

University Core (21 Hours)

<table>
<thead>
<tr>
<th>Fine Arts 3 hrs</th>
<th>US History/Government 3 hrs</th>
<th>Social Sciences 3 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ARHA2305 Intro to Visual Arts</td>
<td>___POLS 1310 American Nat'l Gov't</td>
<td>___ANTH 2316 Cultural Anthropology</td>
</tr>
<tr>
<td>___THEA 2305 Intro to Theatre/Dance</td>
<td>___HIST 2311 US History to 1877</td>
<td>___CRJU 2300 Intro to Criminal Justice</td>
</tr>
<tr>
<td>___MUCHL2305 Intro to Music</td>
<td>___HIST 2312 US History from 1877</td>
<td>___PSYC 2300 Psych &amp; Human Exp *</td>
</tr>
<tr>
<td>___MCOM 2306 Intro to Motion Pictures</td>
<td></td>
<td>___GEOG 2312 Cultural Geography</td>
</tr>
</tbody>
</table>

Communication- Written 6 hrs

<table>
<thead>
<tr>
<th>Humanities 3 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>___RHET 1311 Composition I</td>
</tr>
<tr>
<td>___RHET 1312 Composition II</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

History of Civilization 3 hrs

<table>
<thead>
<tr>
<th>Humanities/Social Science/Speech/Interdisciplinary 3 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>___HIST 1311 History of Civilization I</td>
</tr>
<tr>
<td>___HIST 1312 History of Civilization II</td>
</tr>
</tbody>
</table>

College Core (14 Hours)

<table>
<thead>
<tr>
<th>Mathematics 3 hrs</th>
<th>Science 8 hrs</th>
<th>Social Sciences 3 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>___MATH 1321 Quantitative Math</td>
<td>___ANTH 1415 Physical Anthropology</td>
<td>___CHEM 1042 General Chemistry I</td>
</tr>
<tr>
<td>___MATH 1302 College Algebra</td>
<td>___ASTR 1301/1101 Intro to Astronomy</td>
<td>___CHEM 1409 Chemistry &amp; Society</td>
</tr>
<tr>
<td>___MATH 1451 Calculus I</td>
<td>___BIOL 1400 Evol &amp; Environ. Biology</td>
<td>___ERSC 1302/1102 Physical Geology</td>
</tr>
<tr>
<td>___MATH 1401 Pre-calculus</td>
<td>___BIOL 1401 Science of Biology</td>
<td>___ERSC 1303/1103 Historical Geography</td>
</tr>
<tr>
<td>___STAT 2350 Intro to Statistical Method</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Humanities/Social Science/Speech/Interdisciplinary 3 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>___SPCH 1300 Speech Communication or</td>
</tr>
<tr>
<td>___ Any Humanities- Select from core list or</td>
</tr>
<tr>
<td>___ Any Social Science – Select from core list</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Block I (17 hrs.)</th>
<th>Block II (17 hrs.)</th>
<th>Block III (17 hrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ELEM 2200 Field Exp. I Grades K-1 (2 hrs.)</td>
<td>___ELEM 3200 Field Exp. II Grades 2 or 3 (2 hrs.)</td>
<td>___ELEM 4200 Field Exp. III Grades 4-6 (2 hrs.)</td>
</tr>
<tr>
<td>___ELEM 2300 Foundations of Elem. Ed. (3 hrs.)</td>
<td>___ELEM 3300 Building Learning Environments</td>
<td>___ELEM 4300 Assessment Methods K-6 (3 hrs.)</td>
</tr>
<tr>
<td>___ELEM 2301 Children’s Literature (3 hrs.)</td>
<td>___ELEM 3301 Integrated Lit &amp; Lang. I (3 hrs.)</td>
<td>___ELEM 4301 Integrated Lit &amp; Lang. II (3 hrs.)</td>
</tr>
<tr>
<td>___ELEM 2302 Child Growth &amp; Dev. (3 hrs.)</td>
<td>___ELEM 3302 Social Studies Methods (3 hrs.)</td>
<td>___ELEM 4302 Integ. Science II (3 hrs.)</td>
</tr>
<tr>
<td>___ELEM 2304 Emergent Literacy (3 hrs.)</td>
<td>___MATH 3380 Math Methods I (3 hrs.)</td>
<td>___MATH 3382 Math Methods II (3 hrs.)</td>
</tr>
<tr>
<td>___ELEM 2307 Science Literacy (3 hrs.)</td>
<td>___LANG 4324 Teach People Other Cult. (3 hrs.)+</td>
<td>___SPED 4301 Ed. Exceptional Learners (3 hrs.)</td>
</tr>
<tr>
<td>___ELEM 2308 Integrated Science I (3 hrs.)</td>
<td>___LANG 4325 Teach People Other Cult. (3 hrs.)+</td>
<td></td>
</tr>
<tr>
<td>___ELEM 2309 Social Science I (3 hrs.)</td>
<td>___LANG 4326 Teach People Other Cult. (3 hrs.)+</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Block IV (12 hrs.)</th>
<th>Block V (12 hrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ELEM 4304 Internship Seminar I (3 hrs.)</td>
<td>___ELEM 4306 Internship Seminar II (3 hrs.)</td>
</tr>
<tr>
<td>___ELEM 4600 Internship I Grades K-3 (6 hrs.)</td>
<td>___ELEM 4900 Internship II Grades 4-6 (9 hrs.)</td>
</tr>
<tr>
<td>___ELEM 4305 Collaboration w/ Families (3 hrs.)</td>
<td></td>
</tr>
</tbody>
</table>
## Middle Childhood Education Degree Plan
**Bachelor of Science in Education, 4-8 licensure**

**UALR Standard Core (21 hours)**

<table>
<thead>
<tr>
<th>Communication – Written (6 hrs)</th>
<th>Fine Arts (3 hrs)</th>
<th>Social Sciences (3 hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>_Rhet 1311 Composition I*</td>
<td>_RHET 1311 Comp I</td>
<td>_MATH 1302 College Algebra</td>
</tr>
<tr>
<td>_Rhet 1312 Composition II *</td>
<td>_ENGL 2337 World Lit.</td>
<td>_MATH 1451 Cal/MATH 1342 Bus. Cal.</td>
</tr>
<tr>
<td>_Rhet 1320 Honors Composition Human Exp.</td>
<td>RHET 3301 Editing for Usage &amp; Style</td>
<td>_MATH 2301 Discrete Math</td>
</tr>
<tr>
<td>Human Exp.</td>
<td>ENGL/RHET upper level course</td>
<td>_MATH 3384 Concepts in Geometry</td>
</tr>
</tbody>
</table>

**US History/Government (3 hrs)**

<table>
<thead>
<tr>
<th>History of Civilization (3 hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>_HIST 1311 History of Civilization I*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Humanities (3 hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ANTH 2316 Cultural Anthropology</td>
</tr>
</tbody>
</table>

**College Core (14 hours)**

<table>
<thead>
<tr>
<th>Mathematics (3 hrs)</th>
<th>Science (8 hrs)</th>
<th>Communication- Speech (3 hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>_MATH 1302 College Algebra *</td>
<td>_ASTR 1301/1101 Intro to Astronomy/Lab</td>
<td>_SPCH 1300 Speech Communication*</td>
</tr>
<tr>
<td>_MATH 1321 Quant/Math Reasoning</td>
<td>_CHEM 1400 Fundamental Chem 1</td>
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</tr>
<tr>
<td></td>
<td>_CHEM 1402 General Chem 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>_CHEM 1406 Chemistry for Engineers</td>
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</tr>
<tr>
<td></td>
<td>_BIOI 1401 Science of Biology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>_CHEM 1409 Chemistry and Society</td>
<td></td>
</tr>
<tr>
<td></td>
<td>_ERSC 1302/1102 Physical Geology/Lab</td>
<td></td>
</tr>
<tr>
<td></td>
<td>_ERSC 1303/1103 Historical Geology/Lab</td>
<td></td>
</tr>
<tr>
<td></td>
<td>_PHYS 1321/1121 College Physics I/Lab</td>
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</tr>
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</table>

**Social Studies 18 hrs**

<table>
<thead>
<tr>
<th>_HIST 1311 Hist Civ I</th>
</tr>
</thead>
<tbody>
<tr>
<td>_HIST 1312 Hist Civ II</td>
</tr>
<tr>
<td>_HIST 2311 US History to 1877 OR HIST 2321 US History since 1877</td>
</tr>
<tr>
<td>_POLS 1301 Am. Nat'l Govt.</td>
</tr>
<tr>
<td>_ECON 2301 Survey of Econ</td>
</tr>
<tr>
<td>_EGOG 1311 Physical Geography</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Arts 18 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>_RHET 1311 Comp I</td>
</tr>
<tr>
<td>_RHET 1312 Comp II</td>
</tr>
<tr>
<td>_ENGL 2337 World Lit.</td>
</tr>
<tr>
<td>_RHET 3301 Editing for Usage &amp; Style</td>
</tr>
<tr>
<td>_ENGL/RHET upper level course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math 18 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>_MATH 1302 College Algebra</td>
</tr>
<tr>
<td>_MATH 1451 Cal/MATH 1342 Bus. Cal.</td>
</tr>
<tr>
<td>_MATH 2301 Discrete Math</td>
</tr>
<tr>
<td>_MATH 3384 Concepts in Geometry</td>
</tr>
<tr>
<td>_MATH 3383 MCED Content &amp; Methods</td>
</tr>
<tr>
<td>_STAT 2350/3352</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Science 20 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>_Core Science 4 hrs</td>
</tr>
<tr>
<td>_Core Science 4 hrs</td>
</tr>
<tr>
<td>_Science w/Lab 4 hrs</td>
</tr>
<tr>
<td>_Science w/Lab 4 hrs</td>
</tr>
<tr>
<td>_IGSC 4401 Integrated Sci. Methods 4 hrs</td>
</tr>
</tbody>
</table>

**Requirements (9 hours)**

<table>
<thead>
<tr>
<th>Electives 6 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arkansas History 3 hrs</strong></td>
</tr>
</tbody>
</table>

**Required Concentrations Courses:** Select 2 content areas & complete ALL required courses for both with a grade of “C” or better.

**MCED Program Courses:** Formal admission to the MCED program is required to enroll in the following courses.

### Fall Block I
- **16 hrs**
  - _MCED 4302 Mid-Level Philosophy, Trends, Family & Community_
  - _TCED 4321 Teaching Diverse Adolescents_
  - _MCED 3303 Curriculum and Planning_
  - _MCED 3105 Field Experience I ** (public school classroom)_
  - _Concentration Methods Course*_
  - _Elective (3 hrs)_

### Spring Block I
- **15 hrs**
  - _MCED 3403 Integrated Mid-Level Curriculum_
  - _SPED 4301 Education of Exceptional Learners_
  - _MCED 3240 Field Experience II ** (public school classroom)_
  - _Concentration Methods Course*_
  - _Elective (3 hrs)_

### Summer 3 hrs
- _EDFN 3304 Assess in Mid & Sec Curr_

### Fall Block II
- **13 hrs**
  - _MCED 4330 Classroom Management_
  - _MCED 4120 Licensure Seminar_
  - _MCED 4310 Mid-Level Content Literacy_
  - _MCED 4601 Internship I ** (public school classroom)_

### Spring Block II
- **12 hrs**
  - _TCED 4320 Interactive Tech for Mid-Level_
  - _MCED 4303 Professional Seminar_
  - _MCED 4602 Internship II ** (public school classroom)_

**Methods Courses:**
- _Social Studies – HIST 4397_
- _Language Arts – TCED 4300_
- _Math – MATH 3383_
- _Science – IGSC 4401_
- **Students must complete ALL REQUIRED COURSE** in their approved degree plan to graduate.
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

<table>
<thead>
<tr>
<th>University Core (21 Hours)</th>
<th>College Core (14 hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>___English Language Communications (6 hours)</td>
<td>___MATH 1302 College Algebra (3 hours)</td>
</tr>
<tr>
<td>___Fine Arts (3 hours)</td>
<td>___Science (8 credits)</td>
</tr>
<tr>
<td>___Humanities (3 hours)</td>
<td>___Social Sciences (3 credits)</td>
</tr>
<tr>
<td>___Social Sciences (3 hours)</td>
<td></td>
</tr>
<tr>
<td>___History of Civilization (3 hours)</td>
<td></td>
</tr>
<tr>
<td>___U. S. History/Government (3 hours)</td>
<td></td>
</tr>
</tbody>
</table>

Floating Block (9 hrs)

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:______________

Teacher Education Courses (18 hours)

___ 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)                      Professional Prep II (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.                                      Benchmark: Prep II.
GPA_________________________ Advising Date:________________________

Professional Prep III (12 hrs)                      Professional Prep IV (12 hrs)

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

Benchmark: Prep III.                                      Benchmark: Exit
GPA_________________________ Advising Date:________________________

GPA_________________________ Date:________________________

122 credit hours

➢ Exit Requirements

___ Formative Portfolio                                    ___ PRAXIS 5622 or 5623 or 5624
___ Internship Grade                                      ___ PRAXIS 5354
UALR Minor In Education

For K-12 and 7-12 undergraduate licensure programs

Prerequisites

SPCH 1300 (grade of C or higher)
RHET 1311 and 1312 (grade of C or higher)
MATH 1321, 1302, or any higher-level math (ie. Calculus) (grade of C or higher)

Recommended Course

TCED 1100 First Year Experience

Minor Courses (18 hours)

Required Courses

TCED 4383: Instructional Skills (dual-listed TCED 5383) – This course provides knowledge of instructional skills, assessment, and disciplinary literacy. Lesson planning and design, evaluation, equity, legal issues, technology implementation, and content area literacy strategies will be addressed. Includes a field component of 15 hours individualized or small group instruction/support in a K-12 classroom setting under the supervision of a cooperating teacher.

TCED 4321: Teaching Diverse Learners (dual-listed TCED 5321) – This course provides knowledge of educational psychology, special education, and diversity and incorporates technology for learning and teaching. Course assignment requires students to observe classes in a variety of school settings with diverse populations. Includes a field component of 15 hours of classroom observation under the supervision of a cooperating teacher. Prerequisite TCED 4383.

Education Elective (choose 1)

SPED 4301: Education of Exceptional Learners
ELEM 2302: Growth and Child Development
MCED 4310: Content Area Literacy

TCED 4330 Classroom Management (dual-listed TCED 5330) – Emphasizes creation of and fostering of classroom management techniques and strategies for the design of environments that are conducive to a safe place for teaching and learning. Includes connecting the school-home-community connections. Incorporates technology for learning and teaching. Candidates will have taken or passed Praxis CORE prior to course. Concurrent with TCED 4600.

TCED 4600: Internship (cross-listed as ARED/ACOM/ BIOL/CHEM/ENGL/HHPS/HIST/IGSC/LANG/ MATH /MUED/PHYS/ THEA 4600). An educational internship with a field component of a minimum of 12 weeks (420 hours) of internship in a classroom setting under the supervision of a cooperating teacher. Total field experience hours must reflect exposure at both the lower (K-6 or 7-12) and upper (7-9 and 10-12) grades. Each program will ensure that no less than 25% of total field experiences are completed in either grade range. Prerequisites TCED 4383, TCED 4321, 2.75 GPA, Praxis II content area examination(s) as required by department/program. Concurrent with TCED 4330.

*Specific Content Methods courses offered in the students’ majors will include 15 hours observation in K-12 classroom setting under the supervision of a cooperating teacher, teaching at least 2 lessons with observation by university supervisor, either as part of the course, or as a one-hour additional course.
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

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)
   MCED 7301 Teaching Middle School Mathematics
   MCED 7302 Diagnosis/Remed of Math Lrng Difficulties
   MCED 7305 Teaching Mathematics to the Gifted
   MCED 7306 Teaching Mathematics to the Gifted

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 7306 Advanced Educational Psychology

Additional Requirements for Certification and Graduation
   HIST 4380 History of Arkansas or comparable course
   Praxis II: Principles of Teaching and Learning
   MCED 7328 Science Education
   MCED 7330 Social Studies in the Middle School
   MCED 7330 Social Studies in the Middle School
   additional requirements
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.

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

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.

====================================================================================
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

Approved Program Substitutions

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

====================================================================================
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:
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.

<table>
<thead>
<tr>
<th>Heading</th>
<th>Subheading</th>
<th>Upload Required</th>
<th>Purpose of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 Entry Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.1 GPA</td>
<td>Automatically uploaded.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>1.2 Praxis</td>
<td>Automatically uploaded.</td>
<td></td>
</tr>
<tr>
<td>2.0 Intermediate Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.1. Lesson Plan</td>
<td>Upload a lesson plan taught during Internship (this may be one of the lessons from your unit plan).</td>
<td></td>
</tr>
</tbody>
</table>
### 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 TESS 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 TESS Observation conducted while you interact with students, families, and professionals.

### 3.0 Capstone

#### 3.1 Technology
Upload a multi-media project (this may 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.

### 4.0 Professional

#### 4.1 Teacher Work Sample
Upload the Teacher Work Sample (this may come from your unit plan).

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.

**Teacher Work Sample Instructions**
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:

1. **Rationale**—Describe student(s) and setting for the study along with your rationale for instruction.
2. **Learning Objectives**—List the Arkansas State standards with the specific learning objectives appropriate for the unit/lesson being analyzed in the work sample.
3. **Pre-Assessment Measure**—Describe the pre-measure that applied to your lesson planning. Attach copies of student tasks, rubrics, etc.
4. **Daily Lesson Plans**—Include the design for instruction, the lesson plans that pertain to the unit; discuss what your purpose was after the pre-assessment.
5. **Post-Assessment Measure**—Describe your final assessment as it relates to unit learning objectives.
<table>
<thead>
<tr>
<th>6. Analysis of Student Learning—Study the results of your instruction as it relates to the data you collected. Analyze the procedures and results.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Evaluation of Unit Success—Assess your planning, instruction, and measurement for this activity; draw conclusions about the impact of your teaching and its measurable aspects.</td>
</tr>
<tr>
<td>8. Reflection on Future Implications—Include a discussion of the impact this study has for future teaching and the value of focused assessments to guide instruction.</td>
</tr>
<tr>
<td>4.2 Teaching Philosophy</td>
</tr>
<tr>
<td>4.3 Internship 2</td>
</tr>
<tr>
<td>4.4 GPA at exit</td>
</tr>
<tr>
<td>Heading</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>1.0 Entry Level</td>
</tr>
<tr>
<td>1.1 GPA</td>
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<tr>
<td>1.2 Praxis</td>
</tr>
<tr>
<td>2.0 Intermediate Level</td>
</tr>
<tr>
<td>2.1 Lesson Plan</td>
</tr>
<tr>
<td>2.2 Case Study</td>
</tr>
<tr>
<td>2.3 Intermediate Level Field Experience</td>
</tr>
<tr>
<td>2.4 Dispositions</td>
</tr>
<tr>
<td>3.0 Capstone</td>
</tr>
<tr>
<td>3.1 Technology</td>
</tr>
<tr>
<td>3.2 Unit Plan</td>
</tr>
</tbody>
</table>

| 4.0 Professional |
| 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 TESS Observation used to observe teachers in Arkansas’ schools. |
| 4.4 GPA at exit | Automatically uploaded. | |
APPENDIX H

Background Check Process

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

If you were not able to complete the background check process during the School of Education Night, then you should follow the steps below to complete your background check at the Arkansas Department of Education (ADE).

You will pay for your background check and complete the new Online Consent Form at this link https://tinyurl.com/jkt2yww by following the instructions at this link. IMPORTANT! The background check process has changed recently, and you will now complete the Online Consent Form for FBI and State Police background checks at the time of payment. This process will also now require a verification code, which is specific to UA Little Rock. The code is: 8800018

Step One: Fill out the online consent form. The drop down choices for reasons for fingerprinting have been renamed, and you should choose: EDUC Teacher (Pre-Service). You will choose the University of Arkansas – Little Rock as your School District/Location. You will enter 8800018 as your verification code. IMPORTANT: Your School / Location and your verification code must match in order to complete the process!

During completion of this form, you may also choose to participate in or opt out of the “Rap Back” program where your fingerprints may be used for future background checks. Choosing to participate in this program means you may never have to be fingerprinted as an educator again.

Step Two: Once you complete the Online Background Check Consent Form, you must PRINT the form and bring it to the fingerprinting location. Write down your Transaction Control Number after you pay and bring it with you to the fingerprinting site of your choice, as well.

Step Three: The Central Registry Check form must be completed with a notary present. The ADE has one on staff, so if you are going there to be fingerprinted, wait until you arrive to complete that form. Once complete, mail the form to the address circled on the form at the left with a $10.00 check

Step Four: Go to the Arkansas Department of Education, sign in at the front desk, and tell them you are there for fingerprinting and to complete the background check process. The ADE is located at #4 State Capitol Mall, Little Rock, AR 72201. Their building, the Arch Ford Building, is behind the Capitol Building. You may only enter through the front door at the center of the building.

Step Five: Notify the Director of Teacher Licensure and Placement when your Employability Check in the Arkansas Educator Licensure System (https://adeaels.arkansas.gov/AelsWeb/Search.aspx) reads “Approved” or “Pending”.

Employability Check

Status: Approved Last Check Date: 8/2/2011

• Approved or Denied is as of the last date that all three checks were completed.
• Unavailable = The Child Maltreatment check is not included because it was not required at the time of the last check.
• Pending = Either all three checks are not completed or not all were completed within the same 12-month period.

Director of Teacher Licensure and Placement
DKSN 419F | 501.569.3553

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Central Registry Check Form
Appears Here in PDF Copy