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Each candidate seeking teacher licensure is responsible for meeting all requirements of the UAFS School of Education. It is imperative that each candidate know, understand, and meet the requirements presented in the UAFS \textit{School of Education Teacher Candidate Manual}.

The School of Education Teacher Candidate Manual is a dated publication. The UAFS School of Education reserves the right to make changes. These changes may result from policy decisions which come from official action of the UAFS School of Education, University of Arkansas – Fort Smith, the Arkansas Department of Education (ADE), the National Council for the Accreditation of Teacher Education (NCATE), the Council for the Accreditation of Educator Preparation (CAEP) or other relevant governing/ accreditating bodies (e.g., Specialized Professional Associations - SPAs). \textbf{Candidates must keep current in order to meet all requirements.} The UAFS School of Education updates or revises the manual annually or as necessary. The policy changes made will supersede the catalogue under which candidates entered the university.

No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under, any program or activity sponsored by the University of Arkansas – Fort Smith on any basis prohibited by applicable law, including, but not limited to race, color, national origin, religion, sex or disabling condition.
Welcome from the Dean

Teacher Candidates,

Let me tell you a story…one that is unique in its everydayness, one that is special because it changed a world, but commonplace because it is one of many, many stories like it that unfold around us in classrooms, big and small, equipped with chalkboards or Promethean boards all across this fortunate nation. It is the story of my teachers: my kindergarten teacher who took a student under her wings, recognizing the struggling spark of ability and protecting it from the winds and the rain and the other forces threatening to extinguish it. It is the story of my fifth grade teacher, a professional, holding a gifted but undisciplined youth to task, straining mightily to keep him focused, expending large amounts of energy- and time-sapping effort to ensure that talent was not wasted. It is the story of my tenth grade teacher, a caring mentor, who became a *de facto* proxy for a parent, who took the time to listen, perhaps more than to talk, to students who just needed an understanding ear, to just know that they were worthy of someone’s time…and maybe, just maybe, that they were worthy after all.

To say that teachers are on the front lines of this nation’s and, indeed, the world’s progress as we boldly claim the twenty-first century is an understatement. It is teachers who set the pace for good or for ill. It is teachers who are often the first mentors, the first to inspire, the first to be heroes. But like most heroes, they labor in almost complete obscurity, unrecognized by any, except those whose lives they transform…those whose lives they save. And like most heroes, they are content in this nobility.

You are about to embark upon what is perhaps the most sacred and perhaps the most important of journeys. And, should you see the path to its end, you will stand as a light between humanity and ignorance as a beacon of hope for students bereft of hopefulness. You will be the soft place for your students to land and the hard line they dare not cross lest they falter and fail. You will shape and strengthen, inspire and inform, excite and launch your students. From the safety and support of your shoulders will they reach for their own dreams and when they, in turn, achieve them, you would have, in no small way, changed the world.

The task before you, in the next four years, though, will not be easy. But, considering what is at stake…it cannot be. The need for good, capable teachers is greater now that it has ever been. Yet, opportunities also abound for good teachers; indeed, there are few professions in which need, importance, and opportunity overlap as intimately as in the art of teaching. The world changes now in the blink of an eye, and we need teachers who are adaptable, versatile, and who are willing to embrace change and to instill that capacity in their charges. I would encourage you to look to your studies, to lean upon the capable and committed faculty and staff of the School of Education, but more importantly…to stay the course.

I welcome you to the School of Education at UAFS, and I wish you the very best. If we may be of any assistance to you as you share the next few years with us, as we walk this journey with you, please do not hesitate to ask.

With warmest regards,

Ron W. Darbeau, Ph.D.
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Forward

Winston Churchill said, “To improve is to change; to be perfect is to change often.” Welcome to Education, the profession that is in constant change!

In keeping with the vision of UAFS, this manual articulates the policies, procedures, purposes, and expectations of the School of Education. Program, course, and admission requirements for the UAFS School of Education change often in response to changes in the Arkansas Department of Education rules, regulations, policies, and licensure requirements. This manual is updated annually to reflect those changes. Additionally, it is updated to demonstrate our commitment to continuously improve the operational performance of the School of Education. Many changes are made based on current research about best practices in teacher preparation. In order to graduate effective K-12 teachers, we must be willing to make the necessary changes in the way we prepare our candidates. We realize that change is inevitable, and we embrace it! We are committed to preparing the very best teachers in this country!

Significant changes in teacher education at UAFS include implementation of the Danielson Framework for Teaching, expansion of the Professional Development School (PDS) model, adoption of edTPA by all education programs of study, revised candidate dispositions that are assessed each semester, utilizing new technology in courses, increased attention to diversity in every course, and application of increased scholastic requirements. Added to these changes are increased rigor in courses, revised admission and retention standards, and refinement of procedures to assist students. Thanks to a talented faculty, new programs are constantly being developed that benefit more students.

If any policy or procedure of the School of Education is found to be in conflict with general policies of the UAFS, state or federal regulations governing this Education Unit, or the law, those policies, laws, and regulations supersede that particular policy or practice but do not affect the policy manual as a whole.

The School of Education is implementing several new and revised programs of study this academic year in response to Arkansas Department of Education program and teacher licensure requirements. **It is each teacher candidate’s responsibility to stay current on all published policies and procedures relative to his or her respective degree plan.**

Dr. Glenda Ezell
Executive Director of Teacher Education
School of Education
Section I: Vision, Mission, and Essential Premises

The Vision of UAFS

The UAFS vision statement includes the statement that “UAFS will be a premier regional university, connecting education with careers.” UAFS will be a catalyst for enhanced economic development, as well as cultural and educational development. In that context, the vision of the School of Education, working in partnership with colleges on the UAFS campus to offer secondary education licensure in Biology, English, History, Mathematics, and K-12 Spanish and Music, is to see that UAFS is a premier teacher preparation institution.

Mission Statement

The mission statement of UAFS specifies that “UAFS prepares students to succeed in an ever-changing global world while advancing economic development and quality of place.”

A Vision for UAFS School of Education

Continuous Learning and Success

The School of Education Faculty will work together to increase capacity through articulation and action aligned to shared values and goals. The faculty will be actively involved in scholarly activities that support the shared vision, professional growth, and a commitment to increased levels of student learning for our teacher candidates and the P-12 students we serve.

In addition to recruiting and admitting high quality teacher candidates, we will continuously work to improve our reputation for preparing quality educators who have a significant positive impact on P-12 student learning and achievement. A rigorous and innovative curriculum, aligned to national standards, will prepare candidates to respond to the challenges in P-12 education. An integrated, whole child approach will prepare candidates for diverse teaching experiences with a belief that all children can learn and the efficacy to implement action research for continuous improvement.

As a result of the preparation provided through rigorous coursework and meaningful clinical practice, UAFS School of Education graduates will be sought after for employment and make significant contributions in long-term careers in the field of education. The School of Education will maintain its reputation for collaboration with other educational institutions to enhance P-12 student achievement.

A high quality assessment system will guide data-driven decision making for continuous improvement. Faculty will be engaged in meaningful analysis of all unit assessments to
guide and adjust instruction to ensure high levels of teacher candidate learning. The focus of data collection will be collaborative and action-oriented from the unit, program, course and student levels.

To build capacity for continuous improvement, we will maximize capital and human resources to ensure access and opportunity for quality teacher candidates and practicing educators. We will explore and implement innovative approaches to extending teacher candidate and educator learning beyond a Bachelor’s Degree.
UAFA SCHOOL OF EDUCATION
CONCEPTUAL FRAMEWORK
PROFESSIONALS UNITED TO ENSURE
CONTINUOUS LEARNING AND SUCCESS

TECHNOLOGY
COMMUNICATION SKILLS

THE LEARNER AND LEARNING
Learner Development
Learner Differences
Learning Environment

CONTENT
Content Knowledge
Applicational Content

INSTRUCTIONAL PRACTICE
Assessment
Planning for Instruction
Instructional Strategies

PROFESSIONAL RESPONSIBILITIES
Professional Learning and Ethical Practice
Leadership and Collaboration

ETHICAL BEHAVIOR
FOCUS ON STUDENT LEARNING
The Conceptual Framework derives from the School of Education mission, “Professionals United to Ensure Continuous Learning and Success.” The Framework is informed by two major sources of research in best practices for educators, InTASC (Interstate Teacher Assessment and Support Consortium) and Charlotte Danielson’s Framework for Teaching (FFT). InTASC is a program of the Chief State School Officers (CCSSO). The Arkansas Department of Education adopted the InTASC 2011 Model Core Teaching Standards, which were developed by InTASC, as the Arkansas Teaching Standards (ATS). The Conceptual Framework synthesizes the concepts from these models to represent the UAFS School of Education expectations for teacher candidates. The UAFS School of Education Intended Candidate Outcomes (ICOs) are aligned with the InTASC Standards, which are the Arkansas Teacher Standards (ATS). The ICOs are also aligned with the Danielson Framework for Teaching (FFT) and edTPA.

The Framework structure begins at the center, as the dominant feature is the teacher’s “Focus on Student Learning.” All of a teacher’s decisions should be made through an analytical thought process that considers the best approaches to student learning. The concentric blue rings also represent overall expectations. Thus, technology and communication skills and sound ethical practice are evident in all teaching decisions. Within the concentric structure, the Framework divides into four quadrants. The first quadrant ensures that teachers consider student development, student differences, and the learning environment during instruction and interactions with students. The second quadrant considers the teacher’s need for deep and broad content knowledge and an understanding of how to connect the content in a manner that engages learners in higher level thinking. The third quadrant delineates the instructional practice through the integration of assessment, planning, and instructional strategies in a coordinated manner. The final quadrant sets expectations for the teacher’s professional learning, ethical practice, and leadership roles. Additionally, this quadrant emphasizes the importance of collaboration with learners, families, colleagues, and community leader to ensure learner growth.

Taken as a whole, the Conceptual Framework guides candidates and pre-service teachers through each essential component of successful professional practice. School of Education faculty and staff are committed to the principles of the Framework and model its tenets in their own practice.

The Arkansas Department of Education has adopted the 2011 Model Core Teaching Standards developed by Interstate Teacher Assessment and Support Consortium (InTASC) to replace the Arkansas Standards for Beginning Teachers (1995). InTASC is a program of the Council of Chief State School Officers (CCSSO). These new Arkansas Teaching Standards (ATS) are to be used in identifying competencies for all teachers and for advising teacher preparation programs in all Arkansas colleges and universities. The standards have been grouped into four general categories to help users organize their thinking about the standards (Model Core Teaching Standards: A Resource for State Dialog, InTASC, 2011). The complete document can be found at the following cite. http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Arkansas_Teaching_Standards_2012.pdf
In 2013 the InTASC Model Core Teaching Standards and Learning Progressions for Teacher 1.0: A Resource for Ongoing Teacher Development (2013) were released. The progressions are across developmental levels to allow teacher candidates and experienced teacher to see increasingly effective practices. [http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTASC).html](http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTASC).html)

The UAFS School of Education faculty adopted the InTASC Standards/Arkansas Teaching Standards as its Intended Candidate Outcomes.

**UAFS School of Education - Intended Candidate Outcomes**

InTASC Standards/Arkansas Teaching Standards

**The Learner and Learning**

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners’ communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners’ acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Content**

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today’s teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity,
communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Instructional Practice**
Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Responsibilities**
Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher’s primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners’ needs and accomplish their school’s mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals,
and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The UAFS School of Education assesses candidate proficiency of the ICOs through multiple measures throughout the program. As noted below, each standard is divided into performance, essential knowledge, and critical dispositions outcomes. The UAFS School of Education programs of study have been aligned with the Arkansas Teaching Standards delineated below.

**Standard #1: Learner Development**

_The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences._

**Performances**
1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enable each learner to advance and accelerate his/her learning.
1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

**Essential Knowledge**
1(d) The teacher understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.
1(e) The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.
1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.
Critical Dispositions
1(h) The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development.
1(i) The teacher is committed to using learners’ strengths as a basis for growth and misconceptions as opportunities for learning.
1(j) The teacher takes responsibility for promoting learners’ growth and development.
1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures/communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performances
2(a) The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
2(c) The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.
2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Essential Knowledge
2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.
2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.
Critical Dispositions
2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
2(n) The teacher makes learners feel valued and helps them learn to value each other.
2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Performances
3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners’ attention.
3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Essential Knowledge
3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.
**Critical Dispositions**
3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
3(o) The teacher values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.
3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
3(q) The teacher seeks to foster respectful communication among all members of the learning community.
3(r) The teacher is a thoughtful and responsive listener and observer.

**Standard #4: Content Knowledge**
*The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.*

**Performances**
4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.
4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.
4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.
4(i) The teacher accesses school and/or district-based resources to evaluate the learner’s content knowledge in their primary language.

**Essential Knowledge**
4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he or she teaches.
4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
4(m) The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.
4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

**Critical Dispositions**
4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or She keeps abreast of new ideas and understandings in the field.
4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives.
4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
4(r) The teacher is committed to work toward each learner’s mastery of disciplinary content and skills.

**Standard #5: Application of Content**
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Performances**
5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
5(c) The teacher facilitates learners’ use of current tools and resources to maximize content learning in varied contexts.
5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
5(e) The teacher develops learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
5(g) The teacher facilitates learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
5(h) The teacher develops and implements supports for learner literacy development across content areas.

**Essential Knowledge**
5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.
5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Critical Dispositions
5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision.

Performances
6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.
6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.
6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.
Essential Knowledge
6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
6(o) The teacher knows when and how to evaluate and report learner progress against standards.
6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Critical Dispositions
6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner’s capacity to review and communicate about their own progress and learning.
6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.
6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performances
7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
7(b) The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.

**Essential Knowledge**
7(g) The teacher understands content and content standards and how these are organized in the curriculum.
7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.
7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

**Critical Dispositions**
7(n) The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.
7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

**Standard #8: Instructional Strategies**
*The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

**Performances**
8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
8(h) The teacher uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.
8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

**Essential Knowledge**
8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

**Critical Dispositions**
8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

**Standard #9: Professional Learning and Ethical Practice**
*The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others.*
(learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performances
9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Essential Knowledge
9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
9(j) The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Critical Dispositions
9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

**Standard #10: Leadership and Collaboration**

*The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

**Performances**

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning.

10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.

10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10(h) The teacher uses and generates meaningful research on education issues and policies.

10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

**Essential Knowledge**

10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.
Critical Dispositions
10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
10(q) The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
10(s) The teacher takes responsibility for contributing to and advancing the profession.
10(t) The teacher embraces the challenge of continuous improvement and change.

The Arkansas Teaching Standards may be accessed using the link below.

The following table shows the alignment of the UAFS School of Education ICOs, the InTASC/ATS Standards, Danielson’s Framework for Teaching (which is required by ADE) and edTPA. The ICOs are assessed using multiple measures throughout the program.

### Alignment of UAFS ICOs/InTASC/ATS, Framework for Teaching, edTPA

<table>
<thead>
<tr>
<th>ICOs/InTASC/ATS</th>
<th>Framework for Teaching</th>
<th>edTPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1. Learner Development</td>
<td>Planning and Preparation</td>
<td>Planning&lt;br&gt;• Supporting students’ learning needs&lt;br&gt;Instruction&lt;br&gt;• Engaging students in learning&lt;br&gt;Analysis of Teaching&lt;br&gt;• Using knowledge of students to inform planning&lt;br&gt; Academic Language&lt;br&gt;• Identifying and supporting language demands&lt;br&gt; • Evidence of language use to support content understandings</td>
</tr>
<tr>
<td>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</td>
<td>1b: Demonstrating Knowledge of Students&lt;br&gt;1c: Setting Instructional Outcomes&lt;br&gt;1e: Designing Coherent instruction</td>
<td>1b: Demonstrating Knowledge of Students</td>
</tr>
<tr>
<td>Instruction</td>
<td>3c: Engaging Students in Learning</td>
<td>Planning</td>
</tr>
<tr>
<td>#2: Learning Differences.</td>
<td>Planning and Preparation</td>
<td>Planning&lt;br&gt;• Supporting students’ learning needs&lt;br&gt;Instruction&lt;br&gt;• Demonstrating a positive and engaging learning environment&lt;br&gt;Analysis of Teaching&lt;br&gt;• Using knowledge of students to inform planning</td>
</tr>
<tr>
<td>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</td>
<td>1b: Demonstrating Knowledge of Students</td>
<td>1b: Demonstrating Knowledge of Students</td>
</tr>
<tr>
<td>Classroom Environment</td>
<td>Planning&lt;br&gt;• Supporting students’ learning needs&lt;br&gt;Instruction&lt;br&gt;• Demonstrating a positive and engaging learning environment&lt;br&gt;Analysis of Teaching&lt;br&gt;• Using knowledge of students to inform planning</td>
<td></td>
</tr>
<tr>
<td>#3: Learning Environment</td>
<td>2a: Creating an Environment of Respect and Rapport</td>
<td>Planning&lt;br&gt;• Supporting students’ learning needs</td>
</tr>
</tbody>
</table>
individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Instruction</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>3c: Engaging Students in Learning</td>
<td>3c: Engaging Students in Learning</td>
<td>3c: Engaging Students in Learning</td>
</tr>
</tbody>
</table>

**#4: Content Knowledge**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

<table>
<thead>
<tr>
<th>Planning and Preparation</th>
<th>Planning</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Demonstrating Knowledge of Content and Pedagogy</td>
<td>Planning for content understandings</td>
<td>Engaging students in learning</td>
</tr>
<tr>
<td>1e: Designing Coherent instruction</td>
<td>Planning assessment to monitor student learning</td>
<td>Deepening learning during instruction</td>
</tr>
</tbody>
</table>

**Instruction**
- Demonstrating a positive and engaging learning environment
- Engaging students in learning

**#5: Application of Content.**
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

<table>
<thead>
<tr>
<th>Planning and Preparation</th>
<th>Planning</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a: Communicating with Students</td>
<td>Planning for content understandings</td>
<td>Engaging students in learning</td>
</tr>
<tr>
<td>3c: Engaging Students in Learning</td>
<td>Planning assessment to monitor student learning</td>
<td>Deepening learning during instruction</td>
</tr>
<tr>
<td>3f: Demonstrating Flexibility and Responsiveness</td>
<td>Subject-specific pedagogy</td>
<td>Subject-specific pedagogy</td>
</tr>
</tbody>
</table>

**Instruction**
- Engaging students in learning
- Deepening learning during instruction
- Subject-specific pedagogy

**Assessment**
- Analyzing student learning
- Providing feedback to guide learning

**Analysis of Teaching**
- Using assessments to inform instruction

**Academic Language**
- Evidence of language use to support content understandings

**#6: Assessment.**
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers’ and learners’ decision making.

<table>
<thead>
<tr>
<th>Planning and Preparation</th>
<th>Planning</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1f: Designing Student Assessments</td>
<td>Planning assessment to monitor student learning</td>
<td>Engaging students in learning</td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td>Instruction</td>
<td>Instruction</td>
</tr>
<tr>
<td>3d: Using Assessment in Instruction</td>
<td>Engaging students in learning</td>
<td>Deepening learning during instruction</td>
</tr>
</tbody>
</table>

**Assessment**
- Analyzing student learning
- Providing feedback to guide learning
- Supporting students’ use of feedback

**Academic Language**
- Evidence of language use to support content understandings
### Analysis of Teaching
- Using assessments to inform instruction

#### #7: Planning for Instruction.
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Planning and Preparation**
1b: Demonstrating knowledge of students
1e: Designing coherent instruction

**Planning**
- Planning for content understandings
- Supporting students’ learning needs
- Planning assessment to monitor student learning

**Analysis of Teaching**
- Using knowledge of students to inform planning
- Using assessments to inform instruction

#### #8: Instructional Strategies.
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Instruction**
3b: Using Questioning and Discussion Techniques
3c: Engaging students in learning

**Planning**
- Supporting students’ learning needs
- Planning assessment to monitor student learning

**Instruction**
- Engaging students in learning
- Deepening learning during instruction
- Subject-specific pedagogy

**Assessment**
- Analyzing student learning
- Providing feedback to guide learning
  - Supporting students’ use of feedback

**Academic Language**
- Evidence of language use to support content understandings

#### #9: Professional Learning and Ethical Practice.
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Professional Responsibilities**
4a: Reflecting on Teaching
4e: Growing and Developing Professionally
4f: Showing Professionalism

**Analysis of Teaching**
- Analyzing teaching

#### #10: Leadership and Collaboration.
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Professional Responsibilities**
4c: Communicating with Families
4d: Participating in a Professional Community
4f: Showing Professionalism

**Analysis of Teaching**
- Analyzing teaching
The Arkansas Department of Education Policies Governing Programs for Educator Licensure offered by institutions of higher education require candidates who apply for a teaching license to have an appropriate disposition for teaching.


UAFS School of Education Dispositions for Teacher Candidates are listed below. The dispositions are aligned with ICOs, ATS Standards, InTASC Standards, and Framework for Teaching Domains. The dispositions are assessed using the attached rubrics.

UAFS Dispositions for Teacher Candidates

1. COLLABORATION – ICOs 9, 10; InTASC/ATS 9, 10; Danielson FFT 4
The act of working with another person or group in order to achieve or do something.

2. REFLECTION – ICO 4, 9; InTASC/ATS 4, 9; Danielson FFT 1, 4
Serious thought or consideration.

3. INTEGRITY – ICO 9, 10; InTASC/ATS 9, 10; Danielson FFT 4
The ability to demonstrate truthfulness to oneself and to others; demonstrate moral excellence, trustworthiness, professional and ethical behavior in all activities and dealings with university faculty, peers, students, teachers, and school personnel.

4. LEARNING INITIATIVE – ICOs 4-10; InTASC/ATS 4-10; Danielson FFT 1, 3, 4
The power or ability to begin or to follow through energetically with a plan or task for learning.

5. RESPONSIBILITY – ICOs 9, 10; InTASC/ATS 9, 10; Danielson FFT 4
The act of being accountable for a duty or task that one is required or expected to do.

6. RESPECT – ICOs 1-10; InTASC/ATS 1-10; Danielson FFT 1-4
Due regard for the feelings, wishes, rights, or traditions of others.

7. DIVERSITY – ICOs 1-10; InTASC/ATS 1-10; Danielson FFT 1-4
Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
### University of Arkansas - Fort Smith School of Education  
Candidate Disposition Rubrics

<table>
<thead>
<tr>
<th>Emerging 1</th>
<th>Proficient 2</th>
<th>Advanced 3</th>
</tr>
</thead>
</table>

**COLLABORATION**  
*The act of working with another person or group in order to achieve or do something.*

| Candidate: Demonstrates a lack of motivation or unwillingness to interact with faculty, peers, learners, families and other professionals.  
- Communicates poorly or inappropriately.  
- Contributes to group efforts in ways that are not always positive or effective.  
- Makes inappropriate responses to the ideas of others.  
- Fails to access appropriate professional resources in order to improve the overall learning of students.  
- Is uncooperative with or unresponsive to University, school and/or community personnel who seek resolution to problems. | Candidate: Models and encourages positive interaction with faculty, peers, learners, families and other professionals to achieve a common goal.  
- Communicates effectively and appropriately.  
- Makes positive contributions to group efforts.  
- Responds to requests for collaboration in a positive manner.  
- Responds without bias to the ideas of others.  
- Collaborates with other professionals to improve the overall learning of students  
- Cooperates with university, school, and/or community personnel to seek resolution to problems in a respectful and reflective manner. | Candidate: Meets expectations for all of level two plus:  
- Models exceptional communication skills.  
- Seeks out opportunities to make substantive and meaningful contributions to the group effort.  
- Volunteers to participate in collaborative efforts.  
- Responds respectfully and consistently to the ideas of others. |

Comments:
### REFLECTION

*Serious thought or consideration.*

<table>
<thead>
<tr>
<th>Candidate:</th>
<th>Candidate:</th>
<th>Candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds negatively to constructive feedback or does not make changes to address legitimate concerns.</td>
<td>Responds constructively to professional feedback, making appropriate changes to address legitimate concerns.</td>
<td>Meets expectations for all of level two plus:</td>
</tr>
<tr>
<td>- Communicates a lack of appreciation for the feedback of others.</td>
<td>- Makes others aware that feedback is valued.</td>
<td>- Solicits feedback from others.</td>
</tr>
<tr>
<td>- Demonstrates a lack of appreciation for the ideas and opinions of others.</td>
<td>- Considers the ideas and opinions of others with an open mind.</td>
<td>- Seeks clarification and/or assistance as needed.</td>
</tr>
<tr>
<td>- Loses emotional control when presented with concerns.</td>
<td>- Maintains emotional control when presented with concerns.</td>
<td></td>
</tr>
</tbody>
</table>

### INTEGRITY

*The ability to demonstrate truthfulness to oneself and to others; demonstrate moral excellence, trustworthiness, professional and ethical behavior in all activities and dealings with university faculty, peers, students, teachers, and school personnel.*

<table>
<thead>
<tr>
<th>Candidate:</th>
<th>Candidate:</th>
<th>Candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engages in behavior that negatively impacts the appearance of honest and forthright behavior in activities and dealings with university faculty, peers, students, teachers, and/or school personnel, thus giving an appearance of the lack of personal integrity.</td>
<td>Demonstrates recurrent honest and forthright behavior in activities and dealings with university faculty, peers, students, teachers, and school personnel.</td>
<td>Meets expectations for all of level two plus:</td>
</tr>
<tr>
<td>- Exhibits no evidence of lying, cheating, plagiarizing, or any other type of deception.</td>
<td>- Exhibits no evidence of lying, cheating, plagiarizing, or any other type of deception.</td>
<td>- Demonstrates unfailingly honest behavior in all activities and dealings with university faculty, peers, students, teachers, and school personnel.</td>
</tr>
<tr>
<td>- Gives no appearance of the lack of personal integrity.</td>
<td>- Gives no appearance of the lack of personal integrity.</td>
<td>- Gives his/her all in ensuring that there is no appearance of lack of personal integrity.</td>
</tr>
<tr>
<td>- Maintains appropriate confidentiality at all times.</td>
<td>- Maintains appropriate confidentiality at all times.</td>
<td>- Demonstrates a pure sense of honesty, integrity, and ethics in any context.</td>
</tr>
<tr>
<td>- Complies with all rules and regulations appropriate to the school setting.</td>
<td>- Complies with all rules and regulations appropriate to the school setting.</td>
<td></td>
</tr>
<tr>
<td>- Follows professional code of ethics</td>
<td>- Follows professional code of ethics</td>
<td></td>
</tr>
<tr>
<td>- Maintains appropriate interpersonal relationships in all settings.</td>
<td>- Maintains appropriate interpersonal relationships in all settings.</td>
<td></td>
</tr>
</tbody>
</table>
### LEARNING INITIATIVE

The power or ability to begin or to follow through energetically with a plan or task for learning.

<table>
<thead>
<tr>
<th>Candidate:</th>
<th>Candidate:</th>
<th>Candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes little attempt to gain knowledge beyond what is assigned.</td>
<td>Demonstrates a commitment to remain current in knowledge of subject area content.</td>
<td>Meets expectations for all of level two plus:</td>
</tr>
<tr>
<td>Completes some but not all assignments.</td>
<td>Completes all assignments on time and at acceptable performance levels.</td>
<td>Exceeds expectations in consistently identifying and participating in opportunities to increase or extend both personal and professional learning.</td>
</tr>
<tr>
<td>Shows no interest in professional opportunities.</td>
<td>Attends professional development programs as required and/or recommended by faculty or administration.</td>
<td>Demonstrates leadership in scholarship by presenting at local, state, or national meetings/conferences and/or publishing in professional journals.</td>
</tr>
<tr>
<td>Exhibits little initiative for scholarly activity.</td>
<td>Reads professional journals and researches topics as needed to participate in content area or grade level discussions.</td>
<td>Exhibits a high degree of self-efficacy in interacting with others.</td>
</tr>
<tr>
<td>Projects a negative self-image or lack of concern for engaging in dialog with others.</td>
<td>Exhibits a positive self-image as reflected in appropriate appearance, speech, and behaviors.</td>
<td></td>
</tr>
</tbody>
</table>

### RESPONSIBILITY

The act of being accountable for a duty or task that one is required or expected to do.

<table>
<thead>
<tr>
<th>Candidate:</th>
<th>Candidate:</th>
<th>Candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misses class frequently (more than twice during the semester), and/or was absent from an assigned training session or field experience.</td>
<td>Misses at least one class, and/or one training session or field experience.</td>
<td>Is always present for class, and/or training sessions and field experiences.</td>
</tr>
<tr>
<td>Was late for class or left early on more than two occasions.</td>
<td>Arrives to class late or left early at least once during the semester.</td>
<td>Arrives to class on time and stays for the duration of class.</td>
</tr>
<tr>
<td>Turned in assignments late on more than one occasion.</td>
<td>At least once during the semester, turned in assignments late.</td>
<td>Turns in assignments on time without fail.</td>
</tr>
<tr>
<td>Does not demonstrate appropriate demeanor or fails to follow class norms such as not texting and not personal web surfing during class even after directed by the instructor.</td>
<td>Demonstrates appropriate demeanor frequently, and follows class norms such as not texting and personal web surfing after being directed by the instructor.</td>
<td>Demonstrates appropriate demeanor in class at all times; maintains focus and attention on learning without direction from the instructor.</td>
</tr>
<tr>
<td>Does not maintain professional appearance appropriate to the setting. (Higher expectations for this during the internship).</td>
<td>Maintains professional appearance and hygiene appropriate to the setting after direction from the instructor.</td>
<td>Maintains unfailing professional appearance and hygiene appropriate to the setting without directions from the instructor.</td>
</tr>
<tr>
<td>Does not attend to personal hygiene.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESPECT</td>
<td>Due regard for the feelings, wishes, rights, or traditions of others.</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| Candidate: Exhibits lack of respect for self and others. There is minimal evidence or no evidence of appreciation for the knowledge and expertise of others.  
  - Addresses others without use of proper titles.  
  - Demonstrates a lack of regard for the opinions of others.  
  - Argues with those in authority and/or fails to adjust behavior based upon professional feedback.  
  - Exhibits lack of self-control, especially in stressful situations.  
  - Resists following established channels of communication.  
  - Misuses the property of others. | Candidate: Models behavior that is respectful of self and others.  
  - Uses proper titles when addressing others.  
  - Considers the opinions of others without bias.  
  - Accepts decisions made by those in authority and adjusts behavior based upon professional feedback.  
  - Maintains self-control and a positive perspective even in stressful situations.  
  - Follows established channels of communication.  
  - Respects the property of others. | Candidate: Meets expectations for all of level two plus:  
  - Demonstrates deference and appreciation of the knowledge and expertise of others, including teachers, supervisors, peers, and students. |

<table>
<thead>
<tr>
<th>DIVERSITY</th>
<th>Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.</th>
</tr>
</thead>
</table>
| Candidate:  
  - Does not participate in conversations about diversity in positive ways  
  - Makes comments that indicate frustration and irritation towards issues of diversity in the classroom.  
  - Exhibits interest in exploring cultural and diverse perspectives, but does so from own experiences and perspective.  
  - Struggles with different views eventually dismissing them as something the candidate will not have to deal with. | Candidate:  
  - Makes comments that recognize different perspectives  
  - Actively encourages value differences as a topic of conversation  
  - Welcomes ideas of diversity  
  - Includes references towards diversity in conversation | Candidate: Meets expectations for all of level 2 plus:  
  - Seeks out, respects and applies multiple perspectives  
  - Actively uses diverse views in class planning and conversations.  
  - Recognizes own bias and understands impact of own beliefs. |
The governing unit for teacher education programs on the UAFS campus is the School of Education. Responsibility and authority for teacher education resides with the Dean of STEM, who serves as the Dean of the School of Education, and the Executive Director of Teacher Education. The Dean and Executive Director serve as ad hoc members of all committees. The Dean and Executive Director are responsible for all final products from the School of Education. The Dean reports directly to the Provost/Chief Academic Officer. The Executive Director of Teacher Education reports to the Dean of STEM. A Teacher Education Council (TEC) serves as a campus wide advisory body on matters of policy and curriculum for teacher education. The School of Education is most effective as it works in partnership with area school districts to meet local needs while focusing on national and state standards.

The governance structure of the UAFS School of Education includes the following: Dean, College of STEM/School of Education; Executive Director of Teacher Education; Education Coordinators’ Council (ECC); Teacher Credential and Standards Committee (TCSC); Teacher Education Council; Superintendents’ Advisory Group, and the Advancement Council. Each will be discussed below.

**Dean, College of STEM and School of Education:** The Dean of the College of STEM serves as the Dean of the School of Education.

**Executive Director of Teacher Education:** The Executive Director of Teacher Education serves as the Educator Preparation Provider Head (EPP) to provide leadership for the School of Education with the authority and responsibility for its overall administration and operation.
Education Coordinators’ Council (ECC)

I. Functions
This council consists of the leadership of the School of Education with its purpose to share information to aid in the effective and efficient operation of the School.

II. Responsibilities
The primary responsibility is to coordinate the operational goals being pursued throughout the School of Education. A second purpose is to share feedback from other elements of the University concerning developments, personnel, expectations, and funding.

III. Membership
- Executive Director of Teacher Education
- Coordinator of Teacher Licensure and Field Experience
- Coordinator of Assessment
- Coordinator of Elementary Education Program
- Coordinator of Middle Childhood Program
- Coordinator of Secondary Education
- Director of Early Childhood Pre-School Program
- Advising Coordinator for the School of Education

Note: The Executive Director (Chair) is a non-voting member of the committee and only votes in case of a tie. In the unlikely event that a candidate appeal involves one of the committee members, that person is excused from deliberations or voting.

IV. Meetings
Meetings will be held twice a month or as mutually determined.

Teacher Credential and Standards Committee (TCSC)

I. Functions
The Teacher Credential and Standards Committee (TCSC) has responsibility for implementing all policies related to candidate admissions and retention into the Teacher Education Program and continued enrollment in courses requiring admission into the program. The committee reviews the status of all candidates who are Plan of Action Contracts. This includes authorization for candidate entrance and placement into course requirements. This committee hears and renders decisions of candidate appeals concerning admission and retention, coursework, standards and practices. It also serves as an appeal body for candidate grievances. Chair of the committee is the Executive Director of Teacher Education.

Note: Candidates may appeal a decision of the TCSC by filing a written appeal to the Dean of STEM/School of Education. The Dean must respond within seven days of the written appeal.
II. Responsibilities
The Teacher Credential and Standards Committee (TCSC) holds hearings and renders decisions concerning candidate appeals of admission and retention, coursework, standards and practices, and candidate grievances.

Note: Consult the UAFS Academic Catalog for the grade appeal process.

III. Membership
All terms are annual appointments by the Dean of the STEM/School of Education and the Executive Director of Teacher Education, who serves as Chair of the committee.

Executive Director of Teacher Education (Chair)
Coordinator of Elementary Education
Coordinator of Middle Childhood Education
Coordinator of Secondary Education
Coordinator of Assessment
Coordinator of Teacher Licensure and Field Experience
K-12 Teacher/Administrator Representative
K-12 Teacher/Administrator Representative
Guy Fenter Educational Service Cooperative Representative

Proxy Members:
1 Elementary Education faculty member
1 Middle Childhood Education faculty member

Note: The Executive Director (Chair) is a non-voting member of the committee and votes only in case of a tie. In the unlikely event that a candidate appeal involves one of the committee members, that person is excused from deliberations or voting.

IV. Meetings
Meetings are held twice a semester, or as needed, to render decisions on appeals and review the progress of candidates who are placed on At-Risk Plans. Proxy members attend as appropriate.

Teacher Education Council (TEC)

I. Functions
The Teacher Education Council serves as an advisory body to the School of Education. The council’s primary function is to oversee the entire teacher education program of the university. The council makes recommendations regarding academic policies that strengthen programs leading to the preparation of teachers. It makes recommendations concerning university-wide responsibility for the preparation of teachers. Also, it is charged with making recommendations concerning the admission and subsequent retention of students into the education program.
II. Responsibilities
The Teacher Education Council:
1. Supports activities designed to foster positive attitudes toward teacher education and the teaching profession.
2. Promotes meaningful and positive collaboration among faculty from the subject matter departments, the School of Education, and the P-12 school community.
3. Serves as a university forum for issues related to teacher education.
4. Makes recommendations regarding academic policies and procedures for the teacher education program in accordance with guidelines of the University administration, University-wide policies, regulatory agencies, and learned society standards.
5. Makes recommendations concerning the recruitment of racial and ethnic minority students into programs leading to the preparation of teachers.
6. Reviews retention and exit criteria including admission to the teacher education program and to the student teaching component of the teacher education program.
7. Analyzes the data annually and makes formal recommendations to the Executive Director.

III. Membership
All terms, other than those created by position, are appointed annually by the Executive Director in consultation with the Dean of STEM/School of Education. It is the expectation that some will serve more than one term.

TEC teacher candidate representatives are the current presidents of Kappa Delta Pi, Future Educators Association of Professionals, and Collegiate Middle Level Association.

IV. Meetings
Regular meetings will be scheduled twice a semester.

Superintendents’ Advisory Group
The School of Education hosts an annual Superintendents’ Advisory Group meeting. However, due to busy schedules it has become increasingly more difficult to schedule a time that works well. The School of Education recognizes the value of collaborating with its partners; therefore, the Director has sought other forums to meet with its K-12 district leaders. One solution has been through the Western Arkansas Education Cooperative (WATC). WATC hosts monthly meetings for all area superintendents to discuss relevant issues pertaining to K-12 education in Arkansas. The Director of the UAFS School of Education or appointed representative attends those meetings to report updates pertaining to teacher preparation and licensure. The forum allows the superintendents to give feedback to the School of Education. Additionally, it allows the School of Education opportunities to collaborate with its K-12 partners.
School of Education Advancement Council

I. Functions
The Advancement Council serves as an advisory for the School of Education. The council’s primary function is to make recommendations for the advancement of the Teacher Education Program.

II. Responsibilities
The primary responsibility is to provide advice and be a sounding board for ideas. To be an Advocate for UAFS-CoSTEM, be Ambassadors for the School of Education, to provide opportunities for entering students, current students, and graduates.

III. Membership
The Advancement Council consists of leadership of UAFS, leadership of the School of Education, business leaders in the community, retired public school teachers and School of Education faculty.

IV. Meetings
Meetings will be scheduled once a semester.
Section III: Overview of Focus, Program Offerings and Requirements

Core Dimensions of the Professional Education Curriculum

In all aspects of the program to professionally prepare teachers, while the reality is that students must take specified courses and spend specified time on a variety of projects and observations, the emphasis of the School of Education is on outcomes. The UAFS School of Education graduates have the knowledge, skills, and abilities to transfer and apply class and clinical experiences along with effective teaching strategies that address the needs of diverse learners. Courses in the School of Education are characterized by the following criteria:

- Frequent, multiple types of classroom assessments throughout the course with emphasis on authenticity and self-reflection leading to continuous growth.
- Identified levels of proficiency (or competency) in learning objectives, candidates must demonstrate through application of that learning in career-relevant scenarios.
- Identification of general education competencies addressed directly either through explicit initial instruction or as reinforcement of initial instruction such as case studies or problem-based learning.
- Accelerated learning options for students.
- Consideration of individual learning styles while adhering to class expectations.
- Opportunities for candidates to work in teams, groups, or partnerships to practice collaborative learning.

1. Clinical Components - Clinically-based preparation is fully integrated throughout the program. This integration includes content, pedagogy, and professional coursework. All clinically-based experiences, laboratory experiences, school-embedded learning and coursework are integrated throughout a structure designed to help the teacher candidate develop both a knowledge base and skills related to professional practice.

2. Educational Foundations - Understanding the past can illuminate the future. Courses include historical, philosophical, social, political, and cultural foundations related to educational thought in the United States. Candidates are challenged to develop their own philosophies and purposes while considering their roles in improving young lives and society.

3. Child and Adolescent Development - A teacher with an outstanding grasp of the subject but not an understanding of child and adolescent development will be ineffective with a significant segment of their students. Further, there are normal developmental patterns and resulting behaviors that are important to understand. There are unique learning patterns in each individual child. Aspiring teachers study these patterns and receive resources to help them address the complexities and wonders of learning.

4. Human Relations and Moral Behavior - Faculty in the Education courses emphasize the importance of developing intrinsic values that guide actions. Emphasis is placed on the importance of good modeling behavior. Mutual respect, the moral dimensions of teaching, the ethics of the profession, child guidance, and family-professional relations are addressed throughout the program.
5. **Educational Pedagogy, Delivery Systems, and Curriculum** - All courses address how to teach. The School of Education faculty members stress the importance of authentic educational experiences for children. Transfer theory, multiple delivery systems, teamwork, utilization of technology, various curricular programs, research methodology, and the importance of original source materials are all part of the coursework.

6. **Outcomes and Assessment** - The importance of needs assessments, establishing goals, studying various alternatives, testing alternatives, evaluating results, and making adjustments as necessary to reach overall objectives are included in the course of study. Each professional education course is focused on specific objectives as listed in the course syllabus. Each objective is coded to national, state, and specialized professional association standards.

7. **Subject Area Mastery** - A strong emphasis is placed on achieving distinction within a student’s major course of study. At the secondary and middle school levels, education students take the same core subjects as non-education majors.

8. **Liberal Arts** - An understanding of the liberal arts is important to self-actualization and to an understanding of P-12 students with different interests than the instructor. All candidates complete an introductory program of general studies in English, mathematics, science, fine arts, humanities, and the social sciences.

Special features of the education programs at UAFS include an emphasis on essential skills, the opportunity for significant experience in public schools, utilization of technology, preparation to capitalize on the growing diversity that characterizes the United States of America, and a close relationship with public school personnel and University administration and staff.

### Student Education Associations

**Future Educators Association of Professionals** – This is an extracurricular, professional organization providing opportunities for the study of relevant educational topics, a forum for the exchange of ideas, and an opportunity to take part in service projects. In addition, the officers of this organization serve as an advisory council to the Dean of STEM/School of Education and the Executive Director of Teacher Education on matters of student welfare. Students are also encouraged to be involved with University student governance as explained in the University Handbook.

**Kappa Delta Pi** – Approval was granted in December 2004 to begin a chapter of the honorary education organization. Education candidates who manifest outstanding dispositions, maintain a 3.50 GPA, are nominated by faculty, and fulfill other requirements as designed by the charter sponsors are eligible for induction into this organization.

**Collegiate Middle Level Association** – This is a professional organization for all Middle Level Teachers Education majors or those interested in the education of young adolescents. The organization offers members opportunities to interact with others interested in Middle Level Education on both a professional and social level. The CMLE chapter on the UAFS campus participates in two community service projects each academic year and hears guest speakers share information about current topics concerning future middle level educators.
Admission to the Undergraduate Teacher Education Program

The goal of the School of Education is to recruit capable students who have potential to become outstanding professional educators. Students who seek to earn a degree within the School of Education or a secondary education degree within other colleges on campus must apply for and be admitted into the Teacher Education Program (TEP). To be admitted into the program, students must meet these eligibility criteria:

1. Completion of an application packet for admission into the TEP. Secondary education majors must include a completed degree plan signed by the candidate’s faculty advisor with the application packet.


3. Successful completion of the reading, writing, and mathematics components of Praxis Core. It is highly recommended Praxis Core be taken at least one semester prior to applying for admission. Students may be exempt from the Praxis Core if they have the required minimum scores on the ACT. Contact the School of Education for information regarding the necessary ACT Scores.

4. Completion of a satisfactory interview evaluation. All three components of the Praxis Core must be passed (or ACT scores submitted) prior to scheduling the interview evaluation.

5. Successful completion of the following courses prior to admission into the program: ENGL 1203, ENGL 1213, SPCH 1203, EDUC 2752, and required mathematics course on student’s degree plan.

6. Students must earn a C or higher in all courses on the degree plan.

7. A cumulative 2.75 GPA or better. This is tracked throughout the program and verified for admission into internship.

8. Evidence of a satisfactory disciplinary record with UAFS and demonstration of professional attitudes and interests related to the School of Education’s stated dispositions.

Note: Requirements for admission may change over time. Students must meet current admission requirements at the time they are admitted to the TEP.

Retention Criteria for Progression in the Teacher Education Program

1. Maintenance of a minimum 2.75 cumulative grade point average.

2. Continued satisfactory ratings on Teacher Candidate Dispositions. If applicable, candidates must have resolved the nature of any and all reports of negative behaviors or dispositions.

3. Maintenance of a grade of “C” or above in all required courses.
4. Satisfactory evaluations by university supervisors and cooperating teachers in practica and/or internship.

5. Continued acceptable disciplinary record as evidenced by program incident reports.

6. Continued satisfactory ratings on unit assessments.

Degree Program Requirements

A candidate’s degree program requirements are those specific in the catalog in effect at the time of declaration of program major. Candidates may choose to meet the program requirements specified in the catalog for a later year from when they began their program of study. If original courses are deleted, candidates may be required to meet new curriculum requirements in the degree program. Candidates not enrolled for two consecutive semesters or more (excluding summer terms), will be required to re-enter under the program requirements of the current catalog. Additionally, those candidates will be required to meet the current School of Education admission requirements. It is each teacher candidate’s responsibility to stay current on these changes and all published policies and procedures relative to their respective degree plan. See current UAFS Academic Catalog.

Assistance for Candidates Who Do Not Meet Criteria Established by the School of Education

I. Advisement – Professional advisors in the Smith-Pendergraft Student Center are available to work with candidates needing assistance with career planning, course selection in other majors, improving study skills, and self-understanding. In addition, the School of Education has a full-time academic advisor to assist candidates in making academic and career choices. School of Education faculty also advise candidates and are dedicated to helping candidates succeed. Candidates majoring in secondary education are assigned two advisors. One advisor is from the chosen field of study, and one is an advisor from the School of Education faculty. Candidates should not hesitate to contact their advisors and/or contact the advisors in the Campus Student Center if additional help is needed.

II. Grade Point Averages – Candidates may retake courses in keeping with the policy on repeating professional education courses as stated in the UAFS Student Handbook.

III. Remediation – School of Education instructors are committed to addressing special needs of candidates in their classes. All faculty are prepared to address various learning modalities while adhering to high standards. Candidates are encouraged to contact the Academic Success Center (ASC) if additional assistance is needed. The Center is prepared to provide supplemental materials, free tutoring, and core-skills instruction. As stated in the UAFS Student Handbook, “free group tutoring is provided for any UAFS credit course, and free core-skills instruction supports writing, reading, and math. Time management, self-discipline, and motivational programs are all provided for the student who wants improved study skills and grades.” The Academic Success Center is located in the Campus Center.
IV. Failure to Pass Praxis – Materials and guidance are available for candidates who do not pass a Praxis test the first time. Candidates should consult with their advisors for information related to accessing study materials.

V. See Appendix for a detailed description of the At-Risk Assistance Policy.

VI. Candidates with Disabilities – UAFS makes every effort to offer equal educational opportunities for all candidates. To ensure a total university experience for candidates with disabilities, UAFS seeks to provide reasonable accommodations and services to candidates who are physically and/or learning disabled. The underlying philosophy of the program is to provide support, where possible, that will maximize each candidate’s opportunities for academic success. The Rehabilitation Act of 1973 guarantees civil rights for Americans with disabilities. Section 504 is that section of the law that specifically refers to postsecondary and vocational education services. It states that “…no otherwise qualified handicapped individual in the United States shall, solely by reason of handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” Provisions pertinent to postsecondary education address admissions and recruitment, treatment of students, academic adjustments, housing, financial aid, and non-academic services. Registration with Student ADA Services is a separate process from the application for admission to the University. In order to be considered for accommodations, a student must first submit verification of his or her condition based on Student ADA Services’ guidelines and meet with the Student ADA Services Coordinator to discuss an accommodation request.

VII. Right to Appeal – Candidates who have an application on file and who do not meet all criteria for formal admission to the teacher education program may formally appeal, in writing, to the Teacher Credential and Standards Committee (TCSC) for a temporary waiver of requirements. This waiver allows candidates to take courses requiring admission to the program for one semester while admission requirements are satisfied. The TCSC grants waivers on a case-by-case basis when extenuating circumstances occur. Decisions are made by majority vote of the committee. Candidates who are not satisfied with a ruling of the committee may appeal to the Dean of STEM/School of Education (see Teacher Credential and Standards Committee section). In extenuating cases, candidates may be permitted to take courses without successfully completing all admission requirements.

Ongoing Candidate Status Review

A candidate may be dismissed from the teacher education program if he or she:

- Fails to maintain the required GPA.
- Fails to earn required grades in all course work.
- Fails to demonstrate expected professional behaviors in clinical experiences or the university classroom.
- Fails to maintain the appropriate dispositions.
- Other circumstances occur that would cause a teacher candidate to be unable to obtain teacher licensure.
Each semester, or as needed, the Teacher Credential and Standards Committee reviews the status of those candidates who fail to meet the requirements for continuation in the teacher education program. If the decision of the TCSC is to allow the candidate to continue in the program for one semester, the candidate will be placed on Academic Notice for that semester. The candidate will also be required to meet with the program coordinator and develop a plan of action. This will depend on the extent of the problem and the rationale for the change. When on Academic Notice, the candidate will be expected to demonstrate sufficient improvement in the area of deficiency. The Teacher Credential and Standards Committee will review the progress made at the end of the semester. Should deficiencies remain after one semester, the candidate may not be allowed to continue in the program.

Repeating of Professional Education Courses

Any candidate repeating a professional education course because of an unacceptable grade must earn the appropriate grade on the next attempt, or the candidate will be dropped from the Teacher Education Program. If appealed, the TCSC will make a determination, based on a personal interview with the candidate and consideration of evidence of extenuating circumstances, whether the candidate will be allowed to continue in the Teacher Education Program. If the TCSC determines there is no evidence of extenuating circumstances, the candidate will be dropped from the Teacher Education Program. If a candidate is dropped from the Teacher Education Program, he or she may reapply for admission no sooner than one academic year after receiving the second unacceptable grade.

Transfer Credit for Professional Methods Courses

Candidates wishing to transfer credit for professional education (TEP) courses must provide evidence that the teacher education program is accredited by a nationally recognized teacher accrediting agency. Additionally, candidates must provide course descriptions and/or syllabi for approval. All professional education transfer courses must meet ADE and accreditation requirements.

Grade Point Average Computation

1. Candidates are referred to the UAFS Academic Catalog for information concerning grade reports, grade standards, grades, grade points, in-progress grades, and Grade Point Average definitions.
2. For the purpose of computing grade point averages in the area of specialization and professional education for admission, the last grade in a given course shall apply. Note: Candidates are advised to consult the section in the UAFS Student Handbook titled “Repeating Courses” for additional information.
3. The computation of the cumulative grade point average shall include all developmental and transfer courses.
College Level Examination Program Credit (CLEP)

In a variety of subject areas, students successfully completing the subject area examinations of the College Level Examination Program with satisfactory scores may be granted credit towards a degree at UAFS. CLEP credit is not accepted for any Teacher Education Program courses required by the School of Education.

Admission to the Teaching Internship

To be considered for the Teaching Internship, students must meet the following criteria:

1. Admission to the Teacher Education Program, completion of a minimum of one hundred (100) semester hours, a minimum of twelve (12) semester hours in residence at UAFS, demonstrated progress in all professional education courses, and no more than six (6) semester hours left in the area of specialization and general education at the completion of the semester prior to the internship.

   **All professional education courses other than the senior seminar must be completed prior to beginning the teaching internship. All secondary education students must have also completed all pedagogy courses in their major prior to beginning the internship. Candidates may take one, three-credit hour course during the Internship semester as long as the course meeting time does not conflict with required internship duties. Requests to take more than three credit hours must be approved by the TCSC (Teacher Credential and Standards Committee).**

2. Submission of Internship Application and Candidate Internship Commitment Contract (Both forms are located in LiveText) by October 1st if the request is for the spring semester of the succeeding academic year or March 1st if the request is for the fall semester same of the year.

3. Candidates must pass all components of the Praxis II exams, including Principles of Learning and Teaching (PLT) and any discipline specific pedagogy tests for admission into the Teaching Internship. Candidates should consult with their advisors for information related to accessing study materials.

   **September 30 is the last date the required Praxis tests can be taken and passed to ensure passing scores are received in the School of Education for the spring internship.**

   **March 30 is the last date the required Praxis tests can be taken and passed to ensure passing scores are received in the School of Education for the fall internship.**

The dates listed above ensure receipt of scores for timely approval of the application and permission to enroll in classes. **Candidates may not report for their first day of duty at their P-12 school internship placements without proof of passing scores on all required Praxis II Subject Area content and PLT/Pedagogy exam(s).**
Candidates who are unable to pass all portions of PRAXIS II test are not eligible for licensure in Arkansas and will not be allowed to Intern. When this happens, candidates are not eligible for a degree in Education from UAFS regardless of meeting all other requirements, and those candidates would be encouraged to transfer into another degree program.

4. A minimum cumulative grade point average of 2.75 and a minimum grade point average of 2.75 in the area of specialization. Candidates who do not meet the required 2.75 grade point average cannot proceed into Internship.

5. Majors in Education must have no grade below a “C” in any course in their degree. (Candidates are directed to the UAFS Student Handbook regarding the policy on repeating courses.)

6. Successful completion of all unit assessments at Target level.

7. Successfully complete an interview with the Coordinator of Teacher Licensure and Field Experience to review past placement sites, progress in program of study, status in program, and Teaching Internship options to ensure accordance with UAFS Program Requirements and the Arkansas Department of Education Policies Governing Programs for Educator Licensure. Additionally, the interview will provide an opportunity to review professional attitudes and dispositions requirements prior to Internship. Candidates are expected to demonstrate professional attitudes and interests related to the School of Education’s stated dispositions. Candidates must have resolved the nature of any and all reports of negative behaviors or dispositions.

10. Candidates must have a satisfactory disciplinary record with the university.

11. Candidates on a Plan of Action cannot proceed into Internship. Candidates may appeal to the TCSC.

12. Satisfactory Arkansas FBI Background Check and Arkansas Child Maltreatment Background Check (Arkansas Department of Education requirements).

13. As educators, it is expected that all teacher candidates are proficient in the English language. If UAFS faculty or public school personnel recognize deficient English usage, a candidate may be removed from Internship and/or referred to his or her advisor to help the candidate overcome the English language deficiency. Candidates will be placed on a Plan of Action which may require them to attend credit courses, non-credit courses, or free tutoring sessions at the Gordon Kelley Academic Success Center. This individual prescription will be focused on specific outcomes that must be demonstrated prior to completion of the Internship. At this point, the candidate will have passed required coursework in language arts. This assessment should not be regarded as an exclusionary requirement. The purpose is simply to ensure that aspiring teachers are prepared to be successful.

Requirements for admission may change over time to reflect changes made in Arkansas Department of Education Licensure Requirements and UAFS School of Education policies. Candidates must meet admission requirements current at the time of their final application for admission to the Internship experience.
Academic Advisement

Professional advisors are available at the Smith-Pendergraft Campus Center to help candidates with career exploration and the choosing of a major. Once a candidate has declared a major and does not need developmental course work, that candidate is assigned to an advisor in that major field. Candidates majoring in Elementary Education or Middle Childhood Education are assigned an advisor in the School of Education. Candidates majoring in Secondary Education are assigned two advisors. One advisor is from the candidate’s chosen field of study, and one is an advisor from the School of Education faculty. All candidates accepted into the School of Education are responsible for working with their advisors to develop a tentative, four-year course plan. In addition, the School of Education has a full-time advising coordinator to assist candidates in making academic and career choices.

Attendance

As found in the UAFS Academic Catalog, regular class attendance, beginning with the first session, is essential if candidates are to receive maximum benefits from courses. “After an unavoidable absence because of illness or an emergency, students must take the responsibility for contacting instructors to make up missed work.” Attendance is important not only in learning from the teacher but also by learning from fellow candidates, participating in team assignments, sharing perspectives, and interacting with others. Punctuality is expected both in School of Education classrooms and in future teaching assignments.

The class instructor is vested with the control of class attendance. Each instructor determines the relationship concerning class attendance, the objectives of the class, and each student’s grade. Excessive absences or unjustifiable absences can result in lowering of the grade, being dropped from the class, or receiving a grade of “F” at the end of the semester.

The attendance policy for each class will be defined in the class syllabus that may be supplemented by an information sheet from the instructor distributed during the first two days of class. The candidate is responsible for knowing the policy of each course in which he or she enrolls. Only the instructor can approve a candidate request to be absent from class. The candidate is responsible for requesting such approval when an absence is unavoidable.

Academic Rights, Appeals, and Responsibilities

As found in the UAFS Student Handbook and Academic Catalog, the University has established policies and procedures that reflect concern for candidate rights and responsibilities. Any perceived violation in terms of harassment or illegal activities should be dealt with through the University appeal process and law enforcement personnel. A candidate who believes there is an error in the final grade must contact the instructor to resolve the issue. Consult the UAFS Academic Catalog for the grade appeal process.
A candidate with a grievance concerning an instructor, a method of instruction, or dismissal from a program should follow the informal grievance procedures described in the respective program documents, if applicable.

For those programs without specific written grievance procedures, the candidate should consult the UAFS Academic Catalog.

It is the goal of the School of Education faculty and administration to provide a stimulating and satisfying environment that minimizes the necessity for appeals.

Essentially, candidates can expect protection against improper academic evaluation and protection of the right to due process in academic and disciplinary proceedings. Candidates can also expect to be held responsible for high standards of performance and conduct and are asked to understand that University instructors, like the P-12 teachers that they hope to become, also have rights to establish realistic, rigorous standards; to evaluate fairly, but in some aspects subjectively; and to establish standards of attendance and participation.

**Appreciation of Diversity**

It is important that educators understand both the strength that comes from the rich diversity in the United States of America united under common beliefs and the need for training to educate effectively in such an environment. Various education classes include elements of diversity education. All education candidates must complete one semester of a foreign language. It is hoped that this requirement will serve as a springboard to more significant language studies in the future.

The UAFS is also committed to helping candidates learn a variety of teaching strategies that will equip them to effectively facilitate learning for students with diverse learning patterns and experiences. Candidates will be directed to a variety of learning materials.

**Field Experiences in P-12 Schools**
*(Field Experiences, Practica, and Internships)*

Candidates are expected to complete observations and have significant involvement with P-12 classrooms. Candidates are required to complete an Arkansas Maltreatment Registry form before placement in any field experience.

The UAFS expectation is that graduates will have been involved and/or observed P-12 students in schools. Each candidate will maintain a computerized log of activities beyond the internship that will be submitted at the time the electronic portfolio is presented to the capstone evaluation committee as discussed in the electronic portfolio section. Prior to the internship, a log will be submitted each semester to the candidate’s advisor.

Field experience hours do not include non-school involvements such as parenting, babysitting, or youth organizational work with children. These may be very important in child development; however, the emphasis of this expectation is preparation for teaching in public schools or in non-public schools that require licensure. As a candidate logs field experiences, it will be important to make sure that attention is given to documenting
experience in meeting the diverse needs of individuals. The maximum number of field experience hours for each candidate in a semester is 60. The internship will be counted as 560 hours (i.e., 16 weeks x 7 hours per day x 5 days). In most cases, internship placement will be at one site. In addition to 560 hours in internship, candidates have clinical practice in a variety of courses including Practicum I (60 hours for elementary education and 40 hours for middle/secondary and Practicum II (60 hours for elementary education and 40 hours for middle/secondary). Field experience hours for Practicum I and Practicum II are logged and tracked in LiveText. Practicum I also includes a service learning assignment that is in addition to the clinical practice hours in this course.

UAFS follows the Arkansas Department of Education Policies for field experiences and supervised clinical practices.

Teacher Candidate Internship (Supervised Clinical Practice)

Placement decisions are based on attempts to provide high quality experiences convenient to both the candidate and UAFS. Candidates may request schools in which they prefer to spend the majority of time in this capstone experience if located in the service area designated by this university. The Coordinator of Teacher Licensure and Field Experience reserves the right to make placements where he or she believes that program needs, candidates' needs, and the university needs are best met. Considerations also include the level of school support that can be provided, the programs in place at the school, the training of staff at the school, and the importance of learning how to work effectively with students from a variety of backgrounds. Therefore, there is no guarantee that a candidate will receive the placement of choice.

Once again, UAFS follows the Arkansas Department of Education policies when making decisions about placements:

Neither candidates nor faculty make their own placements. Instead, candidate and faculty requests are submitted to the Coordinator of Teacher Licensure and Field Experience in consultation with the appropriate Coordinator of Elementary Education, Middle Childhood Education, or Secondary Education. Internship placements are made by the Coordinator of Teacher Licensure and Field Experiences. Faculty make placements in various class extension experiences and practicum experiences in cooperation with the Coordinator of Teacher Licensure and Field Experiences. The Coordinator of Teacher Licensure and Field Experience has developed procedures designed to address needs of candidates and to consider requests.

Off-Campus Candidate Internships, Practicum Experiences, Observations and Field Trips Disclaimer

An important element in many courses offered by the School of Education is the link between educational programs offered in classes at UAFS and the public schools. While normally, these activities will include travel just within the Arkansas-Oklahoma service area of UAFS, this policy also pertains to travel to foreign countries and to other parts of the United States.
Candidates may be expected to provide their own transportation to and from such activities, or the University may arrange or otherwise provide transportation. Under any circumstances, however, the University requires its candidates to maintain appropriate insurance and to be responsible for their conduct at all times, on or off campus, recognizing that effective educators model good character for their students.

The School of Education requires its candidates to comply with all laws and to assume all responsibility and liability for their actions and conduct while attending, being involved in, or traveling to and from any off-campus activities whether for required or voluntary activities.

Candidates must submit a signed CANDIDATE FIELD EXPERIENCE, PRACTICA, and INTERNSHIP WAIVER form before completing field experiences.

Out of Area Internship Placement Policy

In rare instances, candidates may need an internship placement outside the normal placement area* used by the UAFS School of Education. In these instances, candidates must submit a formal letter to the UAFS Coordinator of Teacher Licensure and Field Experiences detailing the location of the desired placement and reasons why such placement is needed. The Coordinator of Teacher Licensure and Field Experience will forward the request to the TCSC for approval or denial. (See Appendix for sample of contract.)

The Coordinator of Teacher Licensure and Field Experience will make an out of area placement only when it is possible following the Arkansas Department of Education requirements and under the following conditions:

- An appropriate university supervisor must be located by the Coordinator of Teacher Licensure and Field Experience.
- A P-12 placement must be located by the Coordinator of Teacher Licensure and Field Experience that is appropriate to the subject area and level of licensure sought by the candidate.
- A Clinical Practice Supervisor must be located by the Coordinator of Teacher Licensure and Field Experience who meets the requirements outlined in the School of Education Internship Handbook and ADE policies.
- The candidate must pay a minimum of $450.00 (subject to change) as an Out of Area Placement Fee at the time of placement.
- The candidate must pay any additional fees and expenses accrued if the placement is at a distance that requires hiring an Out of Area Supervisor from a university other than UAFS. This is in addition to the Out of Area Placement Fee.
- Both the candidate and the Coordinator of Teacher Licensure and Field Experience must sign an Out of Area Internship Placement Contract detailing the location of the placement as well as indicating acceptance of all conditions found in this list.

*Normal placement area refers to a 50-mile radius of Fort Smith. Driving time must be no more than one hour.
Site Selection Policy for Teacher Candidate Internship

1. The school must be fully accredited by the state in which it is located. The school district must be fully accredited.
2. The school district must have a written agreement with the UAFS that delineates responsibilities of each party.
3. Both the school district and the school administration must agree to cooperate with the UAFS faculty in the delivery of services in accordance with its program design.
4. Clinical experiences must be geographically proximate to UAFS to allow for adequate university supervision, recognizing that some supervision may take place in Oklahoma.
5. Schools that are unable to provide high quality experiences will be dropped from the list of acceptable school sites.
6. The school and/or school district meet all placement policies and requirements of the Arkansas Department of Education.
7. Candidates should not request an internship placement in a school in which a family member works or attends. The UAFS School of Education does not allow such placements. In rare cases, candidates may be allowed to intern in a school in which a family member works or attends only after submitting a formal letter to the UAFS Coordinator of Teacher Licensure and Field Experience detailing the location of the desired placement and reasons why such placement is needed. The Coordinator of Teacher Licensure and Field Experience will forward the request to the TCSC for approval or denial.

Responsibilities for Clinical Practice Supervisors

Note: “Clinical Practice Supervisor” is the supervising teacher located in the public school.

1. Be fully licensed in area(s) of teaching supervisory assignment.
2. Be trained in the Danielson FFT Criteria which is also the Arkansas Department of Education Teacher Excellence and Support System (TESS) criteria.
3. Have at least three years of experience in the area(s) of supervisory assignment.
4. Have a desire to have a candidate and work to develop the candidate as a teacher.
5. Agree to work with the university supervisor in planning the supervision and evaluation activities associated with the internship.
6. Agree to evaluate the candidate and share the evaluation with the candidate and University Supervisor.
7. Be recommended by his or her supervising principal as a teacher who demonstrates effective teaching and mentoring skills.

Responsibilities of the University Supervisor for Teacher Candidates during Internship

Note: “University Supervisor” is the University supervisor.

The University Supervisor is vital to the success of this program. This person:  
1. Supports the link between the University and public school systems, preparation and
practice, and clinical practice supervisors.

2. Serves as a bridge for the teacher candidate from student to professional, and from teacher candidate to novice teacher.

3. Serves as an advocate for the teacher candidate as appropriate.

4. Facilitates the clear communication of expectations of clinical practice supervisors and teacher candidates.

5. Provides direction concerning the program’s focus, standards, and procedures with instructors, teacher candidates, clinical practice supervisors, and building administrators.

6. Provides assistance to the teacher candidate with problem solving and feedback.

7. Serves as a resource for clinical practice supervisors and teacher candidates.

8. Provides an objective, “neutral” point of view in the interactions among teacher candidates, clinical practice supervisors, and university instructors.

9. Models effective teaching knowledge, skills, and dispositions.

10. Has training in the Danielson FFT Criteria (TESS) as required by Arkansas Department of Education Policies Governing Programs for Educator Licensure requirement below.

11. Has completed training in edTPA for the appropriate level of supervision.

**Responsibilities of Teacher Candidates during Internship**

1. Call the school to confirm your placement days and hours. Ask to whom you should report upon your arrival. Note: Instructions will be given as to whom to call at the school.

2. Learn the rules and procedures of the school as quickly as possible.

3. Do not publicly challenge or contradict school personnel.

4. Be on time. Consistent attendance, promptness and dependability are all characteristics of good teachers. The same is expected of teacher candidates. A school day for teacher candidates is the same as a school day for teachers. Any departure from this requires the prior approval of the candidate’s University Supervisor. In case of an emergency, the candidate should notify the University Supervisor as soon as possible. **Arriving late, leaving early, or leaving campus during conference or planning periods may result in the reduction of the Internship grade. The first violation will merit a warning from the University Supervisor. However, if the behavior continues with another infraction, the Coordinator of Teacher Licensure and Field Experience will meet with the teacher candidate, and the candidate can expect a reduction of one letter grade. Further violations will result in a meeting with the TCSC and could result in being dropped from the program.** The determination would be made after review by the UAFS University Supervisor, Clinical Practice Supervisor, appropriate Program Coordinator, the TCSC, and the Coordinator of Teacher Licensure and Field Experience. **Any absence requires that the Clinical Practice Supervisor and the UAFS University Supervisor be contacted as early as possible.** If the cause is not an emergency, prior approval should be obtained. If the cause is an emergency, the University Supervisor and the Clinical Practice Supervisor should be contacted as soon as possible. Any absences beyond the four allowed that are missed for whatever reason may be required to be made up. Failure to give timely notice of any absence will result in a lowering of the Internship grade. While this policy focuses on expectations and consequences, the intention is to provide a positive teaching environment that will lead to future success as a professional.
5. Upon arriving, check with your Clinical Practice Supervisor to review your responsibilities for the day.
6. Dress professionally.
7. Ask questions.
8. Maintain confidentially about individual students, teachers, and families connected with the school or internship program.
9. Learn your school’s policy regarding physical contact with children and adolescents.
10. When working as a part of your UAFS program, you are not to be assigned sole responsibility for supervision of children. School personnel must always be present. Any exceptions must have specific approval from your University Supervisor and Clinical Practice Supervisor.
11. If you have concerns about your participation or about the school’s activities, discuss them with your Clinical Practice Supervisor and University Supervisor.
12. Demonstrate a positive attitude, professional conduct, and a disposition for teaching. Reports of negative attitude, unprofessional conduct, or poor dispositions for teaching will first be addressed by the University Supervisor and the Clinical Practice Supervisor. The first violation will be met with a warning from the University Supervisor. However, if the behavior continues with another infraction, the Coordinator of Teacher Licensure and Field Experience will meet with the candidate and the candidate can expect the loss of one letter grade. Further violations will result in a meeting with the TCSC and could result in being dropped from the program. The determination would be made after review by the UAFS University Supervisor, Clinical Practice Supervisor, appropriate Program Coordinator, the TCSC, and the Coordinator of Teacher Licensure and Field Experience.

Teacher Candidate Interviews for Teaching Positions

Clinical Practice Supervisors are requested to excuse teacher candidates for up to two days when interns have the opportunity to interview for a teaching position. Excessive absences are defined as over four days, including personal leave for interviews during the 16-week internship.

Family Educational Rights and Privacy Act

Teacher Candidates are advised to become familiar with the University policy concerning student records as contained in the handbook of the UAFS. That policy is in accordance with the Family Educational Rights and Privacy Act of 1974 as amended. The University and the College maintains student records, and each student has specific rights in regard to inspection, review, amendment, disclosure, and complaint procedures.

Teacher Candidate Internship Appeals Policy

1. An appeal should be based on an alleged misunderstanding, misinterpretation, or mismanagement of the guidelines governing teacher candidate internship. Persons submitting appeals should be prepared to identify what violation occurred, what extenuating circumstances should be considered, why they believe this was a violation, and what remedy is sought.
2. The appeal process includes first meeting with the Clinical Practice Supervisor at the school and the UAFS University Supervisor within seven (7) week days (unless extended by mutual consent) in an attempt to resolve the issue.

3. If not resolved, the teacher candidate should meet with the Coordinator of Teacher Licensure and Field Experience. This meeting should take place within ten (10) week days of the response to the first meeting.

4. If the problem persists, the teacher candidate should submit a written letter of appeal to the Teacher Credential and Standards Committee. That committee will consider the appeal in a timely manner and make a recommendation to the Dean of STEM/School of Education who will notify the teacher candidate of the decision by the end of the third class day following receipt of the recommendation. (If the college official scheduled to hear the appeal was not on campus, the length of the response-time would be extended accordingly.)

5. If resolution is not achieved, a final appeal may be made to the Provost/Chief Academic Officer. The decision at this level completes the appeals procedure.

Requirements for Exit from the Teacher Education Program

1. Satisfactory completion of all coursework for the bachelor’s degree.
2. A minimum 2.75 cumulative grade point average for admission into Internship and a grade of C or higher in EDUC 4802 Seminar in Education and EDUC 490A Internship.
3. Successful completion of all required Praxis Core, Praxis II exams.
4. Satisfactory evaluations by university supervisors and clinical practice supervisors.
5. Score of “Proficient” or above on the Professional Interview Packet assignment as assessed by the Coordinator of Teacher Licensure and Field Experience.
6. Successful completion of all LiveText and edTPA assignments.
7. Completion of the application for teacher licensure.

Application for Teacher Licensure

Prospective candidates for teaching licensure should be aware that the UAFS, through the Coordinator of Teacher Licensure and Field Experience, is required to submit the following for licensure:

1. An original copy of Praxis Core Academic Skills for Educators (Praxis Core) scores. Candidates should code UAFS and the Arkansas State Department of Education when taking the tests.
2. Original copies of Praxis II (Subject Assessments Specialty Area and Principles of Learning and Teaching Test scores). Students should code UAFS and the Arkansas State Department of Education when taking the tests.
3. Original copies of transcripts from each college attended
4. A completed Application for Teaching Licensure
5. Arkansas Child Maltreatment, Arkansas State Police, and FBI Background Checks
6. Documentation of completing training Code of Ethics for Arkansas Educators, Dyslexia Awareness, Child Maltreatment, Parental Involvement; Teen
Suicide Prevention; and other trainings required for licensure. Many of these trainings are addressed through coursework at UAFS or can be accessed on the Arkansas IDEAS website. Trainings are subject to change and candidates will be provided with updated requirements during Internship.

Candidates are advised to contact the Arkansas Department of Education’s website (http://arkansased.org) to keep abreast of licensure requirements. Teacher education candidates who expect to seek licensure in other states should correspond with appropriate state departments of education early in their program to learn of any unique requirements.
Appendix

Note: The appendix will include documents developed during the year by the faculty and administration that implement policies and procedures of the School of Education. They may be added throughout the year.

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VERIFICATION OF RECEIPT
UAFS SCHOOL OF EDUCATION
TEACHER CANDIDATE MANUAL
2016-2017

This is to certify that I have received a copy of the *UAFS Teacher Candidate Manual* as part of the EDUC 2752 Introduction to Education course or as the result of advising. I understand that the policies of the program are outlined in the handbook. It is my responsibility to familiarize myself with the contents.

**I have been advised of the following information concerning licensure:**

**Licensure tests:** I am ultimately responsible for registering for the correct Praxis licensure test(s). I understand I should access the most current licensure information at the Arkansas Department of Education website at [http://arkansased.org](http://arkansased.org). The link can be found at [http://www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/educator-licensure-unit/praxis-assessments](http://www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/educator-licensure-unit/praxis-assessments). ADE maintains an updated list of the required tests for each licensure area and the cut-off score required by ADE.

**Background Checks:** The Arkansas Department of Education has access to and must consider any background check reflecting a conviction (pleading guilty or nolo contendere (no contest) or being found guilty by a jury or a judge) for any offense listed in Ark. Code Ann. § 6-17-410 as well as any felony involving physical or sexual injury, mistreatment, or abuse against another, including records that have been expunged, sealed or subject to a pardon. ADE legal office at (501) 682-4227.

__________________________
Teacher Candidate’s Name (Please Print)

__________________________
UAFS Identification Number

__________________________
Major

__________________________
Teacher Candidate’s Name (Please Sign)

__________________________
Date
Educator’s Affirmation Statement

I dedicate myself to the life of an educator, a builder who lays the foundation upon which posterity will continue to build their lives.

I dedicate myself to a life of learning, for I know the journey to learning never ends. I must continually strive for self-improvement, and I must serve as an example through my life to the ideals that I have dedicated myself to promote in others.

I dedicate myself to the advancement of learning, for I know without it future generations will lack the vision, skills, and knowledge to flourish.

I dedicate myself to the cultivation of character, integrity, and ethical conduct for I know that humanity rests upon those attributes.

I dedicate myself to be a facilitator who stimulates the spirit of inquiry in ALL students providing them the means to acquire the knowledge and skills needed to become productive citizens.

By my signature below, in the presence of this gathering, I agree with this affirmation.

____________________________________________
Teacher Candidate’s Name (Please Print)

____________________________________________
UAFS Identification Number

____________________________________________
Major

____________________________________________
Teacher Candidate’s Name (Please Sign)

____________________________________________
Date
I. Overview
I understand in granting academic credit for field experiences, practica, and Internship, the UAFS SCHOOL OF EDUCATION affirms that the experience is an appropriate curricular option for candidates and worthy of credit. UAFS makes no other assurance, express or implied, about any travel and/or living arrangements the candidate has made. **UAFS does not knowingly approve field experiences, practica, and/or Internship opportunities that pose undue risks to participants.** However, any field placement or travel carries with it potential hazards which are beyond the control of UAFS and its agents or employees, and I assume the responsibility of any and all such risks.

II. My Relationship with the Partnering School
I acknowledge that this Internship is solely for educational purposes. I also understand that I will not be an employee or paid for field experiences practica, and/or Internships. I know the partnering school site does not have to provide for field experiences, practica, and/or Internships but is doing so voluntarily with UAFS in order to provide additional educational opportunities for teacher candidates. I know that UAFS prohibits discrimination on the basis of gender, race, color, age, national origin, religion, or disability, and UAFS requires the partnering school site to affirm that the partnering school site also prohibits any and all discrimination.

III. My Personal Conduct
I understand and agree to abide by all rules and professional standards of the Internship site as well as the rules and guidelines set up by the university. I further understand that it is important to the success of the present field experiences, practica, and Internships and the continuance of future field experiences, practica, and Internships that all UAFS teacher candidates observe standards of conduct that would not compromise UAFS in the eyes of the individuals and organizations with which it has dealings. I acknowledge that I will review all relevant provisions of the UAFS Policies, University Student Handbook, School of Education Teacher Candidate Manual, Practica Handbooks, Internship Handbook, including the *Arkansas Code of Ethics for Arkansas Educators* training (Act 846 of 2007) governing such off-campus professional conduct. I acknowledge having received copies of any such written policies and having been made aware of any other policies. I agree that should the persons at UAFS responsible for the Field Experiences program decide that I must be terminated from my field placement, or other actions taken, because of conduct that might bring the program into disrepute, or the Field Experiences component into jeopardy, that decision will be final (subject to such review as may be required by the UAFS Teacher Candidate Manual policies and procedures, including the *Arkansas Code of Ethics for Arkansas Educators*) and may result in loss of academic credit for the field experience, practica, and/or Internship.

IV. Insurance Coverage
I understand that UAFS does not have an obligation to provide me with any type of insurance coverage. I acknowledge that I have been advised to obtain sufficient health, accident, disability, and hospitalization insurance to cover me during my professional preparation. I further understand that I am responsible for the costs of such insurance and for the expenses not covered by this insurance. I understand that if I use my personal vehicle for the benefit of the organization/agency with whom I perform my Internship that
UAFS has no liability for personal injury or property damage, which may result from that use. I agree to rely solely on my personal vehicle insurance coverage and on any insurance coverage provided by my Internship organization/agency. I also understand that UAFS assumes no liability for personal injury that I may suffer in the course of my Internship.

V. Release
I understand, acknowledge and agree that the field experience, practica, and/or Internship site and its use of any facilities shall be undertaken by me at my sole risk.

VI. Miscellaneous
I understand that UAFS reserves the right to make cancellations, changes, or substitutions in cases of emergency or changed conditions or in the general interest of the Internship program.

I attest that I am over the age of 18 and may legally be employed in the United States of America.

I represent and warrant that I have disclosed all relevant, pertinent information that could affect my ability to successfully complete the Internship. If I have any questions about these matters, I know I can visit with officials of UAFS and have my questions answered.

Teacher Candidate’s Name (Printed): ________________________________

Teacher Candidate’s Signature: ________________________________

Date: ___________________________________________________________
Want to be a Teacher?

Please read the following information about Teacher Licensure and criminal background checks BEFORE you begin your education classes.

Arkansas law requires ALL first-time applicants for teacher licensure to undergo a statewide and nationwide criminal background check and a Child Maltreatment Central Registry check.

An application for an Arkansas teaching license will be DENIED for anyone who has been convicted of or pled guilty or nolo contendere to any of the listed offenses or has a true report in the Arkansas Child Maltreatment Central Registry. While this denial may be appealed to the Arkansas State Board of Education, there is no guarantee that the appeal will be granted.

Some of these offenses include:

- Any felony violation of the Uniform Controlled Substances Act
- Felony Theft
- First or Second Degree Battery
- Aggravated Assault
- First Degree Assault

(see Ark. Code Ann. § 6-17-410(c) for the complete list of disqualifying offenses)

Even if your record has been expunged or pardoned for any disqualifying offense, you will NOT be able to receive an Arkansas teaching license without your appeal being granted by the Arkansas State Board of Education.

If you have any questions about whether your prior criminal record will keep you from getting your teaching license, please read Ark. Code Ann. § 6-17-410 and/or consult your attorney.

The Arkansas Code can be found at:
http://www.arkleg.state.ar.us/bureau/Publications/Arkansas%20Code/ARCodeMainDoc.pdf

Released March 2, 2011
Authorization for Release of Confidential Information
Contained Within the Arkansas Child Maltreatment Central Registry

I hereby request that the Arkansas Child Maltreatment Central Registry, PO Box 143, Slot S 566, Little Rock, Arkansas 72203, release any information their files may contain indicating the undersigned applicant as an offender of true report of child maltreatment.

Arkansas law now permits Central Registry to charge a fee for child maltreatment background checks, investigative files, photos, audio and video recordings. This fee applies to everyone except potential employees, non-profit organizations and indigent persons. This request will be processed if you return it to us with a check or money order for $10.00 made payable to the Department of Human Services. We are unable to accept cash. If you feel that you should not have to pay this fee, please provide us with your proof or 501C3. Please allow 7-10 business days for processing. Please make sure all information is legible. All forms that are illegible will be returned.

This information should be addressed to:

Name of Person Making the Request: Dr. Glenda Ezell, Executive Director
Company Name: University of Arkansas – Fort Smith/School of Education
Address: 5210 Grand Ave., P.O. Box 3649, Fort Smith, AR 72913
(Include Post Office Box and Street Address)
Telephone Number: 479-788-7900

I understand that the name of any confidential informants, or other information which does not pertain to the applicant as alleged perpetrator, will not be released.

____________________________________  ______________________________________
Applicant’s Name (print or type)    Social Security Number
____________________________________  ______________________________________
Maiden Name/Aliases           Race       Age        DOB

Child’s Full Name, DOB, and Social Security Number    Child’s Full Name, DOB, and Social Security Number

Child’s Full Name, DOB, and Social Security Number    Child’s Full Name, DOB, and Social Security Number

(Please provide the last ten (10) years)
Present Address:
From________ to____________________
____________________________________
____________________________________
From________ to____________________
____________________________________
____________________________________

From________ to____________________
____________________________________
____________________________________
From________ to____________________
____________________________________
____________________________________

Applicant’s Signature

County of ___________________________ State of Arkansas acknowledges before me this _______ day of ___________ 201__. My commission expires: ______________________.

____________________________________
Notary Public
APPLICATION PACKET

We are pleased that you are interested in becoming a teacher. Instructions for completing the Application Packet for Admission to the Teacher Education Program are listed below.

1. **All official transcripts** must be on file with UAFS Records Office prior to completing the admission process.

2. Please complete the personal data information on the top portion of the Application for Admission to Teacher Education and select the semester for which you are applying. Incomplete applications will not be accepted.

3. Please complete, sign, and submit the Verification Receipt of UAFS School of Education Teacher Candidate Manual, UAFS Educator’s Affirmation statement, the CANDIDATE FIELD EXPERIENCE, PRACTICA, and INTERNSHIP WAIVER form, and the Arkansas Child Maltreatment Central Registry form, if you do not have them on file.

4. **Passing Praxis Core scores are required to be on file with the Office of Teacher Education by the application due date.** It is YOUR responsibility to make sure the School of Education receives your Praxis Core “Institutional Score Report” and/or ACT Scores by the Application Deadlines.

5. Secondary Education majors are required to include completed degree plans signed by their academic advisors with the application packet BEFORE scheduling an interview.

6. Interviews for admission to the Teacher Education Program will not be scheduled until after an application for admission and passing Praxis Core test scores are on file. Remember to check your campus email frequently for information about scheduling your interview.

You will not be allowed to register for classes that require admission in the Teacher Education Program until all Required Admission Criteria has been met and you have been formally admitted into the program. A list of requirements is included in the application packet. Please read them carefully.

Submit ALL Application Material to the Office of Teacher Education in the Math-Science Building, Room 108. If you have any questions, please contact Lisa Beshears by phone at 788-7900 or by email at lisa.beshears@uafs.edu.
Name: ___________________________________________/Maiden: __________________________________________
Social Security #: ______________________________ Birth Date: ______________________________
UAFS Student ID: _________________________ Campus E-mail address: _________________________
Address: ____________________________________ City: ____________________________________
State: _______________________________ Zip: _____________ Phone: ___________________________
Major: _______________________________________ Major Code: _____________________________

PLEASE INDICATE THE SEMESTER FOR WHICH YOU ARE APPLYING.
For Fall Admission: April _____ with ALL APPLICATION MATERIALS DUE BY March 14th
For Spring Admission: November _____ with ALL APPLICATION MATERIALS DUE BY October 12th

Do you have a Bachelor’s Degree? Yes ______ No ______ If yes, name of college: __________________________
List any major or professional courses with grade(s) of “D” or “F”: _______________________________________
Have you ever been convicted of a felony? Yes______ No ______
SECONDARY EDUCATION MAJORS must include a completed degree plan signed by the candidate’s academic advisor.
Elementary and Middle Childhood Majors must have a completed degree plan signed by the candidate’s academic advisor in their
School of Education advising folder.

YOU WILL NOT BE SCHEDULED FOR AN INTERVIEW UNTIL YOU HAVE PASSED PRAXIS CORE AND YOUR APPLICATION IS ON FILE.
INCOMPLETE APPLICATIONS WILL NOT BE ACCEPTED.

___________________________________________________  ______________________
Student Signature                           Date

This entire application must be complete to be considered for admission to the Teacher Education Program (TEP).

The following information is requested for reporting purposes only and will not be used to determine admission eligibility.
Gender:   □ Male   □ Female
Race/Ethnicity:
1. Do you consider yourself to be Hispanic/Latino? □ Yes     □ No     □ No Response
2. Select one or more race to indicate what you consider yourself to be:
   □ American Indian or Alaskan Native  □ Asian  □ Black or African American
   □ Native Hawaiian or other Pacific Islander  □ White  □ No Response

OFFICE USE ONLY
Praxis Core Scores:          Math: ________        Reading: ________        Writing: ________
ACT Scores:   Composite: ______   English/Writing: ______   Math: ______   Reading: ______   Science: ______   Other: ______
Grades:       Intro to Education: ______    Comp I: ______     Comp II: ______     Speech: ______     Math: ______
Correct Major Code: ________  Cumulative GPA (include all transfer work): ________
Did applicant complete an acceptable interview? Yes_____ No _____  Signed Degree Plan on File? _____
Has the student received academic clemency? Yes_____ No _____  Plan of Action on file: Yes_____ No _____
*If yes, attach a copy of the academic clemency form.  Academic Early Alerts: Yes_____ No _____
Is the student in Good Standing?  Yes _____ No _____  Grade of “C” or above in all courses on the Degree Plan ______
Affirmation Statement on File? ____ Candidate Manual Signed Receipt on File ______

Recommended by: _______________________________ Date: _______________________________ 
Approved by: _______________________________ Date: _______________________________
Executive Director of Teacher Education

Date Letter Emailed: _______________________________
ADMISSION TO THE TEACHER EDUCATION PROGRAM
REQUIREMENTS

To be considered for admission into the program, students must meet the following criteria:

1. Complete university admission requirements to include submission of official transcripts from all colleges/universities attended.

2. Teacher Candidates must complete and sign the ALL APPLICATION MATERIAL listed below by the specified deadlines. Incomplete applications will not be accepted.
   - Application for Admission into the Teacher Education Program
     (Incomplete applications will not be accepted)
   - Verification Receipt of UAFS School of Education Teacher Candidate Manual (This form is verification that the teacher candidate has read the Teacher Candidate Manual. The manual can be found on the School of Education website under Student Resources.)
   - UAFS Educator’s Affirmation
   - CANDIDATE FIELD EXPERIENCE, PRACTICA, and INTERNSHIP WAIVER forms
   - Degree Plan completed and signed by the teacher candidate and faculty advisor
     (Secondary Ed. Majors are required to include a completed degree plan signed by the candidate’s academic advisor with the Admission Packet BEFORE the candidate’s interview will be scheduled.)

3. Teacher Candidates must have a satisfactory disciplinary record with the university and a satisfactory Child Maltreatment report. (Teacher Candidates are required to have a satisfactory Child Maltreatment report from DHS (Department of Human Services) before going in to the public and/or private schools to complete observation hours.

4. Complete the following courses: EDUC 2752 Introduction to Education; ENGL 1203 Composition I; ENGL 1213 Composition II; SPCH 1203 Introduction to Speech Communication; and appropriate Mathematics course noted on degree plan.

5. Required grade of “C” or better in all course work completed on the degree plan.

6. Have minimum 2.75 cumulative grade point average (GPA) for all college course work (including transfer work and developmental courses) and be in good academic standing.

7. Pass Reading, Writing, and Mathematics components of the Praxis Core Test.
   - Arkansas Department of Education Licensure Rules allow the following scores to be used in place of Praxis Core:
In lieu of the state-approved basic skills assessment, an applicant may substitute:

- 1-2.34.2.1 A minimum composite score of 24 on the ACT with scores of at least 22 in each of the Reading, Mathematics, and either a 22 on the English/Writing section or a passing score on the Praxis Core Writing Section; or

- 1-2.34.2.4 A minimum SAT composite score of 1650 in combined Math and Critical Reading, and Writing, with a minimum score of 510 in each of the Math, Critical Reading, and Writing sections.

** Materials and guidance are available for candidates to prepare for the Praxis Core Test. Teacher Candidates should consult their advisor for information as to how to access study materials.

** Passing Praxis Core scores are required to be on file with the Office of Teacher Education by the application due date. It is your responsibility to make sure the School of Education receives your Praxis Core Score Report and/or ACT Scores prior to completing the admission process.

8. Teacher Candidates are expected to demonstrate professional attitudes and interests related to the School of Education’s stated Candidate Dispositions. If applicable, candidates must have resolved the nature of any and all reports of negative behaviors.

9. A **satisfactory interview** evaluation is required. This includes assessment of a teacher candidate’s essential professional competencies. This also includes subjective assessments relating to candidates’ ability to address the learner and learning, instructional practices, content knowledge, and professional responsibilities.

** You will not be scheduled for an interview until after you have submitted the application packet and passing Praxis Core test scores are on file. Please remember to check your UAFS email frequently for information about scheduling your interview.

Requirements for admission may change over time. Teacher Candidates must meet admission requirements current at the time of their final application for admission to the teacher education program. The requirements listed above are current as of June 2016. Please consult with your advisor should you have questions regarding admission requirements.
PRAXIS CORE
(Praxis Core Academic Skills for Educators)
and
PRAXIS II TESTING INFORMATION

Praxis Core

It is highly recommended that the Praxis Core be taken during or before Intro to Education.

Candidates must pass all three parts of Praxis Core in order to schedule an Interview for Admission into the Teacher Education Program.

8.02 To qualify for admission as a candidate into a traditional program for first-time educator licensure: 8.02.2
An individual shall achieve a passing score, as determined by the ADE, for each of the state-approved basic skills assessments, except as noted below.

8.02.2.1 In lieu of the state-approved basic skills assessments, an individual seeking entry into a baccalaureate program for first time licensure for teaching may substitute:

8.02.2.1.1 A minimum composite score of 24 on the ACT with scores of at least 22 in reading and 22 in mathematics, or the equivalent scores on the Scholastic Aptitude Test (SAT) determined by ADE; and

8.02.2.1.2 A passing score on the writing skills in the basic-skills assessments approved by the State Board.

Praxis II Assessments

Required passing Praxis scores must be received in the School of Education prior to course registration.

Beginning Spring 2013, candidates must pass all components of the Praxis II exams, including Principles of Learning and Teaching (PLT) and any discipline specific pedagogy tests for admission to the Teaching Internship.

**September 30** is the last date the required Praxis tests can be taken and passed to ensure passing scores are received in the School of Education for the spring internship.

**March 31** is the last date the required Praxis tests can be taken and passed to ensure passing scores are received in the School of Education for the fall internship.

The dates listed above ensure receipt of scores for timely approval of your application(s) and permission to enroll in classes.
IMPORTANT NOTES

1. An approved Arkansas Central Registry Child Maltreatment Background Check is required to be on file in the School of Education for any student who is observing in a school setting.

2. School districts require photo copies of your Praxis Core and Praxis II scores for hiring purposes; therefore, it is very important that you file your Praxis Core and Praxis II scores in a safe place for future reference. Most institutions do not keep copies of these scores for more than five years. Candidates are required to submit a complete copy of their Praxis II summary report to the School of Education.

3. Application deadline for Internship is October 1 for Spring graduates and March 1 for Fall graduates.

4. A Professional Interview Packet will be completed during the Internship semester.

Required Praxis Core and Praxis II Exams

Licensure tests: You are ultimately responsible for registering for the correct Praxis licensure test(s). Before registering for any Praxis test, you should access the most current licensure information at the Arkansas Department of Education website at http:///arkansased.org. The link can be found http://www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/educator-licensure-unit/praxis-assessments

ADE maintains an updated list of the required tests for each licensure area and the cut-off score required by ADE. Be responsible and check the website concerning the required Praxis tests for your licensure area and the cut scores required. Taking the wrong Praxis test for your licensure area would be expensive and could prevent your progress through the teacher preparation program.

Background Checks: The Arkansas Department of Education has access to and must consider any background check reflecting a conviction (pleading guilty or nolo contendere (no contest) or being found guilty by a jury or a judge) for any offense listed in Ark. Code Ann. § 6-17-410 as well as any felony involving physical or sexual injury, mistreatment, or abuse against another, including records that have been expunged, sealed or subject to a pardon. ADE legal office at (501) 682-4227
At-Risk Assistance and Affirmative Response Policy

The faculty and administration promote successful performance of all candidates. Candidates must adhere to all University standards of conduct as outlined in the UAFS Teacher Candidate Manual. Consequences and due process procedures are delineated in that handbook. Candidates have due process rights as outlined below. (Please note: The Policy in the UAFS Student Handbook titled “Standards of Conduct” outlines the University policy for disciplinary actions that includes due process procedures.)

(1) Assistance for Candidates: Assistance is provided for candidates who do not meet criteria established by the School of Education. This includes counsel from advisors in the Smith-Pendergraft Student Center and from faculty advisors in the School of Education. Candidates may also receive advice from Program Coordinators. Candidates who fail to make satisfactory progress in coursework may retake professional education courses as stated in the UAFS Student Handbook. For needed remediation, candidates may contact the Gordon Kelley Learning Assistance Center. Candidates who do not have passing scores on Praxis exams may consult with their advisors for information as to how to access study materials. These areas are elaborated in the UAFS School of Education Teacher Candidate Manual. For candidates with disabilities, faculty and staff should act in accordance with the Services for Students with Disabilities Handbook. The intent is to see that all candidates are successful. When questions arise from faculty or staff concerning best ways to assist candidates, they are encouraged to consult with one or more of the following personnel: Program Coordinators, the University advocate for students with disabilities, faculty who have worked with and who are trained in learning exceptionalities, the Dean of STEM/School of Education, and/or the Executive Director of Teacher Education.

(2) Continuous Progress in Knowledge and Skills: Candidates are expected to demonstrate progress in content (knowledge), teaching methodology (skills), and behaviors (dispositions and traits). Progress in knowledge and skills is indicated in terms of class grades, clinical service grades, and national tests. Successful completion of the licensure program, however, is not based solely on completion of course requirements but also includes satisfactory field experience assignments and satisfactory dispositions. The policy titled “Ongoing Candidate Status Review” in the School of Education Teacher Candidate Manual delineates that failure to demonstrate expected professional behaviors in the clinical experience is reason for further attention.

(3) Counsel from Others: When there is a need to work on deficiencies in knowledge or skills, a faculty member or candidate may seek the counsel of the appropriate Program Coordinator. The result of that meeting could be a joint meeting with the candidate that results in an action plan to work on deficiencies. This remediation plan could include taking developmental classes; retaking classes; evaluating course loads; revising the proposed sequencing of classes; suggesting (but not requiring) tutorial assistance; suggesting additional concentration on time management skills, decision-making skills, or study skills; a referral to the Gordon Kelley Learning Assistance Center; and/or the development of a contract listing expectations, resources, timelines, and consequences.

(4) Continuous Progress in Dispositions: Once a candidate has declared teacher licensure as a major, regular disposition evaluations take place. Progress in dispositions may be incorporated into class grades but may also be revealed in disposition evaluations by clinical service personnel, faculty, and candidate self-evaluations.

Therefore, a candidate’s disposition for teaching is observed throughout his/her program of study and evidence for appropriateness in each identified disposition is recorded on a scale of Emerging to
Proficient. A candidate’s disposition record will be reviewed each semester. Before a candidate can intern, he/she will meet with the Coordinator of Teacher Licensure and Field Experience to review his/her disposition and ensure any inappropriate disposition has been addressed, and the nature of the disposition has been resolved. Before allowed to intern, a candidate must demonstrate a **Proficient** or above on the Disposition Rating Scale in each identified disposition.

Since candidates are tracked by **number of reports** and by **level of proficiency** each semester, candidates who have been identified with Emerging reports will be informed of the number and Type of Emerging report(s) each semester. Whenever a candidate receives Emerging, the follow responses will be taken by the SOE:

**Tracking Candidate by Number of Emerging Reports**

<table>
<thead>
<tr>
<th>Number of Reports in a semester OR cumulative reports over more than one semester.</th>
<th>1-2 reports of Emerging dispositions in a given semester OR cumulative over time OR No Improvement in Dispositions from first report.</th>
<th>3-4 reports of Emerging dispositions in a given semester OR cumulative over time OR Not Resolved Level 1.</th>
<th>5+ reports of Emerging dispositions in a given semester OR cumulative over time OR Not Resolved in Level 2.</th>
<th>Emerging dispositions are Not Resolved in level 3 OR cumulative over time OR the Emerging disposition is such that it warrants immediate attention by the TCSC.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School of Education Levels of Response</strong></td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
</tr>
<tr>
<td>An alert is sent to the candidate and it is noted in advising folder and entered into database for follow-up.</td>
<td>A warning is sent to the candidate. A conference is scheduled with Advisor. Candidate is given a warning. Documentation is placed in advising folder and entered into database for follow-up.</td>
<td>A meeting with Advisor, Program Coordinator, and Executive Director of Teacher Education is scheduled. The candidate is placed on a Plan of Action for one semester. Documentation is placed in advising folder, on file in the Executive’s Director’s Office and into the database for follow-up.</td>
<td>Meeting with the TCSC. The Committee will decide if the candidate will be placed on probation, will be allowed another semester on probation OR will be dropped from the Teacher Education Program.</td>
<td></td>
</tr>
<tr>
<td>Resolution</td>
<td>No more alerts. Emerging Dispositions have improved and/or have been resolved at Level 1.</td>
<td>Emerging Dispositions have improved and/or have been resolved at Level 2.</td>
<td>Emerging Dispositions addressed on the Plan of Action have improved and/or been resolved at Level 3.</td>
<td>Emerging dispositions have been addressed by candidate and TCSC and have been resolved.</td>
</tr>
</tbody>
</table>
Tracking Candidate Cumulative Disposition Proficiency

The UAFS School of Education faculty consider the “disposition for teaching” crucial for educators. As noted above, the Arkansas Department of Education requires candidates seeking teaching licensure to demonstrate an “appropriate disposition for teaching.” Therefore, candidate dispositions are tracked by number of reports and by level of proficiency. Emerging dispositions will be addressed as noted in the table above. Additionally, candidates will be rated on his/her proficiency in each disposition. Candidates must have rating of Proficient or above in every disposition to be allowed to intern.

<table>
<thead>
<tr>
<th>Level of Proficiency</th>
<th>Level of Proficiency in any disposition is rated as Emerging in a semester.</th>
<th>Level of Proficiency in any disposition is rated as Emerging over 2 semesters.</th>
<th>Level of Proficiency in any disposition is rated as Emerging over 3 semesters.</th>
<th>Level of Proficiency in any disposition has not improved to Proficient or above by the semester for admission into Internship.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School of Education Levels of Response</strong></td>
<td><strong>Level 1</strong>&lt;br&gt;An alert is sent to the candidate and it is noted in advising folder for follow-up the following semester and entered into database.</td>
<td><strong>Level 2</strong>&lt;br&gt;A warning is sent to the candidate. A conference is scheduled with Advisor. Candidate is given a warning. Documentation is placed in advising folder and entered into database for follow-up. Candidate is advised that he/she cannot intern until he/she has a Proficient or Above in each disposition.</td>
<td><strong>Level 3</strong>&lt;br&gt;A meeting with Advisor, Program Coordinator, and Executive Director of Teacher Education is scheduled. The candidate is placed on a Plan of Action for one semester. Documentation is placed in advising folder, on file in the Executive Director’s office and into the database for follow-up. Candidate is advised that he/she cannot intern until he/she has a Proficient or Above in each disposition.</td>
<td><strong>Level 4</strong>&lt;br&gt;Candidate will not be allowed to Intern without meeting Proficient Level of Proficiency in each disposition. Meeting with the TCSC. The Committee will decide if the candidate will be placed on probation OR will be dropped from the Teacher Education Program.</td>
</tr>
<tr>
<td><strong>Resolution</strong></td>
<td>No more alerts. Dispositions have improved and/or have been resolved at Level 1.</td>
<td>Dispositions have improved and/or been resolved at Level 2</td>
<td>Dispositions addressed on the Plan of Action have improved and/or been resolved at Level 3.</td>
<td>Dispositions have been addressed by candidate and TCSC and/or have been resolved.</td>
</tr>
</tbody>
</table>
(5) **Response to Emerging Dispositions in Class:** Sometimes a misinterpretation (or correct interpretation) of a comment from a teacher or a fellow classmate that differs greatly with a candidate’s beliefs can trigger an outburst by a candidate. Sometimes such inappropriate actions are the result of personal frustrations based on situations external to the class, evaluations of class work, or omissions in following class expectations concerning assignments and attendance. When these are isolated events, they can often be corrected by a gentle discussion away from the class that provides sufficient counsel to the candidate to cause that person to correct this behavior.

When, however, the verbal comments, writing, or physical actions become so inappropriate as to border on harassment, intimidation, or disruption of the class, the faculty member should take immediate actions to address the issue. This may include removal from class leading to later counseling. Based on the candidate’s actions, appropriate consequences should occur. Neither faculty members nor candidates should tolerate clearly inappropriate behavior that shows disrespect for another individual. At the same time, all must recognize that candidate growth includes some periods of frustration.

(6) **Response to Emerging Dispositions in Clinical Placements:** Sometimes, emerging dispositions in clinical placements relate to negative attitudes, an unwillingness to show an initiative, a failure to come to the site on time, a failure to work diligently throughout the day, inappropriate communications with teachers or parents, a failure to plan for an entire day, or bringing personal problems to the workplace. When relationships with students, school personnel, or parents become so emerging as to cause building administrators to ask for removal of the candidate, the consequences could be an “incomplete” for the course or a failing grade in that clinical experience class that would allow either the opportunity to repeat the course or termination from the program depending upon the severity of the emerging dispositions. The Program Coordinator and Coordinator of Teacher Licensure and Field Experiences, in collaboration with the SOE Executive Director of Teacher Education and the building administrator will meet to determine the best plan of action to take. In such cases, a form explaining the plan of action will be placed in the candidate’s performance. The Coordinator of Teacher Licensure and Field Experiences will file and submit a copy to the School of Education Executive Director.

While a candidate may require additional time to meet some performance expectations, the faculty member should impose reasonable limits on that time.

**The School of Education Unit reserves the right to drop a candidate from the licensure program should appropriate progress not be demonstrated.** For example, a seemingly small item to a candidate such as promptness could be a reason for termination from the program if this was cited as a problem area in more than one setting and then not corrected in subsequent evaluations. A decision regarding clinical assignments would be based on subsequent interaction with the candidate by the clinical practice supervisor. The final decision would be made by the university supervisor and the Coordinator of Teacher Licensure and Field Experience with the input from the Clinical Supervisor, principal and the candidate.

(7) **Candidate Right to Appeal:** When a candidate does not agree with action taken by the Education Unit team or a Unit team member, the candidate has the right to appeal. These include:

**School of Education Due Process Procedure**
If dissatisfied with a Unit faculty member decision, the first step would be an informal attempt to resolve the issue with that faculty member.
If still dissatisfied, the second step would be to the Coordinator of the Program. Prior to taking this step, the candidate may wish to choose to confer with his or her advisor who may act as a mediator. The next step would be the Executive Director of Teacher of Education.

If the issue is still unresolved, the candidate has the right to appeal to the Teacher Credential and Standards Committee as delineated in the policy titled “Ongoing Student Status Review” in the Teacher Candidate Manual of the School of Education. This committee may recommend to the Dean that the candidate be granted probationary status with the development of a specific remedial plan, may find in favor of the student, or may sustain the action taken by the Education Unit team named by the Program Director.

**University Due Process Procedure as outlined in the UAFS Student Handbook**

If the candidate wishes a hearing with the Dean, under the guidelines of the UAFS Student Handbook, the candidate must submit in writing a request for a formal hearing within 14 days of the incident. This request shall include the specific injury to the candidate, the date(s) on which the injury(ies) occurred, the name(s) of the person(s) involved, measures taken by the student to rectify the particular incident being grieved and any other pertinent information. Within seven business days of receiving the formal grievance, the Dean must review the case and make a decision.

If the candidate wishes to pursue the matter further, he/she must submit a written request within three business days to the Provost/Chief Academic Officer for the matter to be reviewed. The Provost/Chief Academic Officer will issue a decision within seven business days. The decision of the Provost is final.

**Summary:** When a candidate demonstrates a knowledge, skill, or disposition manifestation that faculty believe could be a hindrance to a professional career in education, the faculty member may provide counsel to the candidate or, depending upon the severity of the problem, may refer this issue to the candidate’s advisor or Program Coordinator. Unless the problem is so flagrant as to warrant immediate dismissal, the Program Coordinator, faculty member, and advisor will develop an action plan to address the deficit, establish a timeline for completion of any needed remediation experiences, and then meet with the candidate. At that meeting, a plan for monitoring progress, a written contract for improvement, or a discussion of other vocational options with the candidate will be discussed.

When candidates are participating in clinical assignments, P-12 school events, field trips, or professional conferences of any kind, they are to act as knowledgeable professionals. It is the expectation of the faculty that trend data will reveal positive progress for all candidates in the teacher licensure program. Faculty members are committed to helping candidates to overcome deficiencies. Candidates have remediation, counseling, and appeal options that are delineated in the UAFS Student Handbook and the Teacher Candidate Manual of the School of Education. Not everyone who wants to be a teacher will become a teacher. Candidates and aspiring candidates who do not meet Unit expectations will not complete the teacher licensure program. In such cases, it is hoped that they will find other vocational options in which they are eminently successful.
Student Name: _____________________________________ / Maiden: _____________________________

UAFS Student ID #: ______________________________  Birth Date: ____________________________

UAFS Email: ____________________________________   Phone: _______________________________

Major:  _________________________________________   Semester: _____________________________

Date of Counseling Session:  ________________________   Follow-up Date: _______________________

Retention Criteria not met:

☐ Maintain a minimum 2.75 cumulative grade point average.

☐ Continued satisfactory ratings on the Teacher Candidate Dispositions.

☐ Maintain a grade of “C” or above in all required courses.

☐ Satisfactory evaluations by University Supervisors and Clinical Practice/Cooperating Teachers in Professional Development Schools, Practicum I, Practicum II, and Internship.

☐ Continued acceptable disciplinary record as evidenced by program incident reports.

☐ Continued satisfactory ratings on unit assessments. This includes Practicum I and Practicum II Portfolio assessments.

Academic Standing:  ☐ Freshman  ☐ Sophomore  ☐ Junior  ☐ Senior

☐ First counseling session  ☐ Second Counseling Session  ☐ Other _____________________________

Those present for counseling session:

______________________________________________________________________________________________

Description of Situation:

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

Plan of Action:

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________
Time frame involved

Dates of any additional counseling sessions scheduled?

I, __________________________, am aware that I have not met the following criteria, __________________________. I understand that I am required to successfully complete the plan of action discussed today.

________________________________________   __________________
Student’s Signature                                                                                    Date

________________________________________   __________________
Signature of Advisor                    Date

________________________________________   __________________
Signature of Program Director/Coordinator    Date

________________________________________   __________________
Signature of Executive Director                          Date
In rare instances, students may need an internship placement outside the normal placement area used by the UAFS School of Education. In these instances, students must submit a formal letter to the UAFS Coordinator of Teacher Licensure and Field Experiences detailing the location of the desired placement and reasons why such placement is needed.

The Coordinator of Teacher Licensure Field Experiences will make an out of area placement only under the following conditions:

- An appropriate university supervisor must be located by the Coordinator of Teacher Licensure and Field Experiences.
- A P-12 placement must be located by the Coordinator of Teacher Licensure and Field Experiences that is appropriate to the subject area and level of licensure sought by the teacher candidate.
- A clinical practice supervisor/cooperating teacher must be located by the Coordinator of Teacher Licensure and Field Experiences who meets the requirements outlined in the School of Education Internship Handbook including Danielson Framework for Teaching/TESS training or a program deemed equivalent by the UA Fort Smith School of Education.
- The intern must pay a minimum of $450.00 as an Out of Area Placement Fee at the time of placement. This fee will be used to pay supervisory and administrative costs associated with the program.
- Both the student and the Coordinator of Teacher Licensure and Field Experiences must sign a formal contract found below detailing the location of the placement as well as indicating acceptance of all conditions found in this list.

Normal placement area refers to a 60-mile radius of Fort Smith. All driving times must be no more than one-hour.

___________________ (teacher candidate), will be placed at ___________ School in ________ for his/her internship experience during the _______ semester. This school is outside the normal placement area for the School of Education.

The university supervisor will be ___________________________ from _______________________.

The clinical practice supervisor/cooperating teacher will be ________________________________.

By my signature below, I agree to all conditions listed above in this policy.

_____________________________________________          __________________________________
Teacher Candidate/UAFS ID                                                     Date

_____________________________________________          __________________________________
Coordinator of Teacher Licensure and Field Experiences         Date

_____________________________________________          __________________________________
Executive Director of Teacher Education                                  Date
### Arkansas Department of Education

**PLAF**

**Mail To:**

Professional Licensure
Department of Education
Rooms 1608 & 107B
Four Capitol Mall
Little Rock, AR 72201-1071

**Telephone No:** (501) 682-4342

**Fax No:** (501) 682-4898

**Web Page:** www.arkansased.org

Notice: Incomplete applications will be returned without action, with omissions checked.

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**Application for Educator's License**

**PLEASE PRINT IN INK OR TYPE**

<table>
<thead>
<tr>
<th>Central Registry Check:</th>
<th>On File</th>
<th>All coursework must be documented by providing original college transcripts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being Forwarded To DHS</td>
<td></td>
<td>Enclosed</td>
</tr>
<tr>
<td>To AR State Police</td>
<td></td>
<td>Enclosed</td>
</tr>
</tbody>
</table>

**Applicable Fees:**

- Enclosed
- Pay Online

**Date:**

**Date of Birth:**

**SSN:**

**Name:**

- First
- Middle
- Last
- Maiden

**Mail License To:**

**Home Phone:**

**Cellular Phone:**

**Work Phone:**

**Fax:**

**Email:**

**Street and/or Route Number:**

**Apartment #:**

**City**

**State**

**Zip**

**Years of Licensed Teaching Experience:**

**FOR STATISTICAL PURPOSES ONLY:**

<table>
<thead>
<tr>
<th>Gender:</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Ethnicity:</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td></td>
</tr>
<tr>
<td>Non-Hispanic/Latino</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race:</th>
<th>Check one or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian Or Alaska Native</td>
<td></td>
</tr>
<tr>
<td>Asian Or Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>Black Or African American</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian Or Other Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**Processing Fee:**

**Check One (If Applicable):**

- $100-5 YEAR STANDARD
- $100-5 YEAR RENEWAL
- $50-ADDING DEGREE
- $50-DUPLICATE
- $100-5 YEAR TECHNICAL PERMIT

**PLEASE NOTE:**

| NO PERSONAL CHECKS ACCEPTED: |
| Money orders or cashier checks only. Educators can pay on-line by credit card or electronic check at https://www.ark.org/teachers/licensure. |

**Have you ever held an Arkansas teaching license?**

- Yes
- No

**Have you ever had a license revoked in any state?**

- Yes
- No

**Have you ever had a “true finding” with the Arkansas Department of Human Services Child Maltreatment Central Registry?**

- Yes
- No

**If yes, what was the finding?**

**Have you ever pled guilty or pled nolo contendere (no contest) or been found guilty of a crime?**

- Yes
- No

**If yes, was the crime a**

- Felony
- Misdemeanor

**What was the date and crime for which you were convicted?**

**Is your license currently under disciplinary review?**

- Yes
- No

---

Please be aware that the Arkansas Department of Education has access to and must consider any background check reflecting a conviction (pleading guilty or nolo contendere (no contest) or being found guilty by a jury or judge) for any offense listed in Ark. Code Ann. § 6-17-410 as well as any felony involving physical or sexual injury, mistreatment, or abuse against another, including records that have been expunged, sealed or subject to a pardon. For any questions about this, please call the ADE legal office at (501) 682-4227.

Please indicate the application type.

- Initial
- Reciprocity
- Converting Provisional to Initial
- Adding Degree
- Standard
- Advanced License
- Converting Initial to Standard
- Name Change
- Provisional
- Non-Traditional
- Converting Provisional to Standard
- Correction
- Renewal
- Non-Traditional MAT or MED
- Duplicate
- Change of Address Only
- Lifetime License
- Adding Additional Licensure Area
- Career & Technical Permit

---

01/18/2011
PLAF

Please indicate the degree level of your license.

- Less than Bachelor’s
- Bachelor’s
- Master’s
- Specialist
- Doctorate

To be completed by applicant only when adding an additional licensure area by testing.

<table>
<thead>
<tr>
<th>Licensure Area(s)</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature of Applicant: __________________________

This portion is to be completed by Arkansas institutional officials only, not by the applicant.

PROGRAM OF STUDIES VERIFICATION FOR PROVISIONAL/INITIAL LICENSURE

This verifies that ________________________________ has satisfactorily completed the requirements for provisional/initial licensure in ________________ Area(s) and Level(s) of Licensure

OR

PROGRAM OF STUDIES VERIFICATION FOR ADDING AREAS OF LICENSURE

This verifies that ________________________________ has satisfactorily completed

- Program of study
- Internship
- Degree requirements
- Portfolio
- Required PRAXIS Assessment

for adding the additional area(s) of ________________________________ Area(s) and Level(s) of Licensure

Institution __________________________ Date ______________

Institution Licensure Officer __________________________

COLLEGE SEAL

FOR DEPARTMENT USE ONLY

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Area And/Or Level of Licensure

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01/18/2011
Glossary of Important Terms

ARKANSAS DEPARTMENT OF EDUCATION
POLICIES GOVERNING PROGRAMS FOR EDUCATOR LICENSURE
OFFERED BY INSTITUTIONS OF HIGHER EDUCATION IN ARKANSAS

2.0 DEFINITIONS

For these policies the following terms are defined:

2.01 Accreditation of an institution of higher learning, professional education unit, or program of study is the official recognition granted to the institution of higher learning, professional education unit or program of study that meets the standards of quality established by the accrediting agency.

2.02 ADE is the Arkansas Department of Education.

2.03 ADHE is the Arkansas Department of Higher Education.

2.04 CAEP is the Council for Accreditation of Educator Preparation.

2.05 Candidacy for Accreditation means the status granted to a professional education unit that has met CAEP’s pre-conditions for accreditation.

2.06 Candidate is an individual who has been admitted into an educator licensure program.

2.07 Data Literacy means the knowledge and skill in accessing, generating, and analyzing data from a variety of sources to facilitate instruction and decision making.

2.08 Disciplinary Literacy means the knowledge and skills in reading, writing and reasoning processes that are specific to the intellectual beliefs and methods by which scholarship is created in a content field.

2.09 Disposition for Teaching means the professional attitudes, values, and beliefs of an individual regarding instruction, student learning and development, including beliefs that all students can learn and all teachers can improve their knowledge and skills.

2.10 Distance Learning Technology means the electronic media, including the Internet, e-mail, television, and other audio-visual communication devices used to deliver instruction where the teacher and the students are in separate physical settings.

2.11 Educator Licensure is the official recognition by the State Board that an individual has met state requirements and has been authorized to practice as a professional educator in Arkansas.

2.12 Field Experiences means the activities for students in professional education that are completed in P-12 school settings. These include observations, tutoring, assisting teachers and administrators, student teaching, pre-service teaching and internships.
2.13 **General Studies** means the courses and other learning experiences in the liberal arts and sciences that students in degree programs normally complete during the first two years of their higher education experience.

2.14 **Nontraditional Educator Licensure Program** means a graduate-level preparation program designed for individuals seeking licensure as a teacher who did not complete an undergraduate educator preparation program but which, under the Arkansas Department of Education rules for nontraditional licensure, allows them to serve as teacher of record while enrolled in a program of study.

2.15 **Preconditions** are fundamental requirements undergirding CAEP standards that must be met before a professional education unit is permitted to advance to candidacy for initial accreditation.

2.16 **Professional Education Unit** is a college, school, department, or other administrative entity within an institution of higher education that is primarily responsible for coordinating all programs for the initial and advanced preparation of educators and other professional school personnel; also referred to as “unit”.

2.17 **Program or Program of Study** means a planned sequence of courses and experiences that prepares educators or other school professionals for licensure and employment in pre-kindergarten through high school settings.

2.18 **Provisional Teaching License** means a temporary license, which is issued by the State Board to an individual who has met certain requirements but not all of the requirements for a standard license, that allows the holder to teach or work in Arkansas public schools.

2.19 **Specialized Professional Association (SPA)** means any of the national associations representing educators of specific subject areas, grade levels or student groups; administrators; or other school professionals that establish standards for candidates preparing for educator licensure.

2.20 **Standard Teaching License** means a five-year renewable license issued by the State Board that allows the license holder to teach in Arkansas public schools.

2.21 **Supervised Clinical Practice** means pre-service teaching or internship in a school setting that provides candidates with extensive opportunities to develop and demonstrate competence in the professional roles for which they are preparing; completed under the guidance and supervision of licensed practicing school personnel and college or university supervisory personnel.

2.22 **Teacher Effectiveness Support System (TESS)** is an integrated evaluation, feedback, and support system under the Department of Education Rules Governing the Teacher Effectiveness and Support System that encourages teachers to improve their knowledge and instructional skills in order to improve student learning.

2.23 **Teacher of Record** means an individual who has been assigned the lead responsibility for a student’s learning in a subject/course with aligned performance measures.

2.24 **Traditional Program for Educator Licensure** means an undergraduate program of study or graduate program of study at an institution of higher education that prepares candidates for
traditional licensure as a teacher, special education teacher, school counselor, school administrator, or other school professional.

2.25 **Universal Design for Learning** means a scientifically valid framework for guiding educational practice that (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.