

UNIVERSITY OF
ARKANSAS

COLLEGE OF EDUCATION
& HEALTH PROFESSIONS

UAteach Clinical Experience Handbook

Grades 7-12 Licensure in Mathematics and Science,
& Grades 4-7 Licensure in Computer Science

2019-2020

Section I: Teacher Education at the University of Arkansas 1

- University of Arkansas: Mission & Guiding Priorities 1
- J. William Fulbright College of Arts and Sciences: Mission 1
- College of Education and Health Professions: Mission & Goals..... 2
- Education Preparation Provider (EPP): Philosophy & Goals 2
- Scholar Practitioner Model..... 3
- Council for the Accreditation of Educator Preparation (CAEP)..... 5
- Cohort Partnerships: Definition, Mission, & Beliefs 5

Section II: UAteach Secondary Education Program..... 6

- UAteach Mission & Goals 6
- Description, Criteria for Admission, & Commonalities of Programs..... 7
- Partnership Team: Terminology, Composition, Roles & Responsibilities 8
- UAteach Internship Experience 10
 - Internship Seminar..... 11
 - Supervised Clinical Teaching Experience 11
- Professionalism and Dispositions Overview..... 12
 - Professional Development (PD) Expectations 13
 - Policies and Procedures 14
- Code of Ethics of the Education Profession..... 16
- Procedure for Addressing the Problem of Weak or Challenged Interns 17
- Licensure & Employment 20
- Important Contact Information..... 22

Section I: Teacher Education at the University of Arkansas

University of Arkansas: Mission & Guiding Priorities

Mission

The University of Arkansas is determined to build a better world by providing transformational opportunities and skills, promoting an inclusive and diverse culture, nurturing creativity, and solving problems through research and discovery, all in service to Arkansas.

Since 1871, our fundamental purpose as a land-grant institution and state flagship remains unchanged — to serve the state of Arkansas as a partner, resource and catalyst by:

- Providing access to a comprehensive and internationally competitive public education and fostering student success across a wide spectrum of disciplines.
- Utilizing research, discovery and creative activity to improve the quality of life, develop solutions to the challenges we face and drive the state's economy.
- Contributing service and expertise through outreach, engagement and collaboration.

Guiding Priorities

The eight institutional guiding priorities for the University of Arkansas are:

- Advancing Student Success
- Building a Collaborative and Innovative Campus
- Enhancing Our Research and Discovery Mission
- Enriching Campus Diversity and Inclusion
- Investing in Faculty Excellence
- Promoting Innovation in Teaching and Learning
- Reaffirming our Land-grant and Flagship Responsibilities
- Strengthening Graduate Education (<https://www.uark.edu/strategic-plan/>)

J. William Fulbright College of Arts and Sciences: Mission

UAteach interns receive their bachelor's degree from the J. William Fulbright College of Arts and Sciences. As such the Fulbright mission is significant to the UAteach teacher preparation program:

The mission of the Fulbright College comes from the writings of Senator J. William Fulbright: "...the highest function of higher education is the **teaching** of things in perspective, toward the purposes of **enriching** the life of the individual, **cultivating** the free and inquiring mind, and **advancing** the effort to bring reason, justice, and humanity into the relations of men and nations." (<https://fulbright.uark.edu>)

College of Education and Health Professions: Mission & Goals

Mission

The mission of the College of Education and Health Professions is to enhance the quality of life of the citizens of Arkansas, the nation, and the world through the development of the scholar-practitioners in education, health, and human services.

Goals

The goals of the College of Education and Health Professions are as follows:

- Strengthening academic quality and reputation of the College of Education and Health Professions by development and enhancing programs of excellence in teaching, research, and service;
- Improve the quality and diversity of our students, faculty and staff, and increase the size of our student enrollment;
- Generate increased private and public support for the college's research, academic and service initiatives. (College of Education and Health Professions Strategic Plan, 2005)

Education Preparation Provider (EPP): Philosophy & Goals

Philosophy

The philosophy of the Education Preparation Provider (EPP) is based on a set of beliefs that guide faculty in program development:

- Educational strategies recognize that teaching and learning are dynamic and developmental in processes.
- The curriculum reflects contemporary knowledge bases.
- Diversity in practices, faculty, and students is a hallmark of exemplary educational programs. Exemplary programs are responsive to changes in educational systems.
- Professional standards and ethical principles direct practice.

- Best practices guide and serve as models for the faculty and students.
- Continuing assessment is essential to an effective professional education program. Technology should be used when appropriate to support learning.

Goals

The preceding philosophy provides the foundation for the goals for the Education Preparation Provider (EPP). These goals are:

- To conduct courses that reflect the understanding of teaching and learning as a dynamic process.
- To attract and retain diverse faculty and students.
- To incorporate a variety of teaching methods and models into the curriculum.
- To design the curriculum based on developmental perspective.
- To offer a curriculum that incorporates contemporary findings about educational systems.
- To recruit and retain faculty who are knowledgeable about their fields and regular contributors to the knowledge base.
- To explicate professional standards and principles for each program of the unit.
- To identify and model best practices in each program.
- To utilize technology as a curriculum tool.
- To provide a variety of learning experiences that will ensure pre-service teachers develop an appreciation for diverse populations and educational setting.

Scholar Practitioner Model

Scholar-practitioners are teachers, administrators, and counselors who value theory and research, comprehend theory and practice as being complementary and mutually reinforcing, and are committed to the enhancement of teaching, learning, and professional practice.

Graduates from the University of Arkansas are expected to be scholar-practitioners who advocate for the learning of all children in diverse settings. Proficiencies reflect the knowledge, skills, and dispositions identified by CAEP, InTASC, and criteria found in the Teacher Excellence & Support System based on the Danielson framework designed by Arkansas Department of Education.

The overarching goal of the EPP is to offer effective, academically rigorous preparatory programs for future educators as scholar-practitioners who advocate for the learning of all children. Professional educators are prepared for teaching, administration, counseling, and other school professions. The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring and supportive of students, families,

school staff and the community; and a professional who continues to learn and who embodies ethical behavior.

- *Knowledgeable*. Professional educators must possess general knowledge, content knowledge, pedagogical knowledge, and professional knowledge to be effective. They must know how to access, use and generate knowledge. In order to be current, they must be inquiring and up to date on new knowledge in their content, pedagogy, and school systems.
- *Skillful*. This includes the pedagogy required to be an effective teacher, administrator, or other school professional. Aspects of a skillful teacher are planning, implementing, and modeling best practices including best technology practices.
- *Caring*. Creating a caring learning environment for all students and communicating that the educator is there to support student learning is another vital aspect of our graduates. This includes being caring, supportive, and responsive to the diverse backgrounds our students bring to the classroom and school. The ability to communicate and collaborate with groups of colleagues and others who contribute to the student’s education such as families and communities is also essential.
- *Professional*. As scholars, candidates are expected to continue to inquire and seek to improve their practice. Candidates also participate in professional communities. This involves staying current with educational research and working with appropriate professional organizations to better the professions. The professional candidates demonstrate ethical behavior in all aspects of their multi-faceted career.

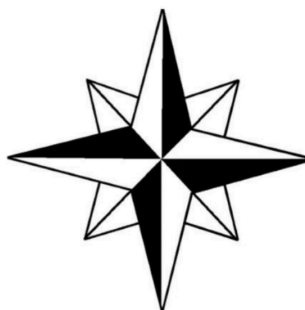
Tenets of a Scholar-Practitioner

Knowledgeable

One who accesses, uses, and/or generates knowledge.
One who understands, respects, or values diversity.
One who is knowledgeable about teachers and teaching,
learners and learning, and schools and schooling.

Skillful

One who plans, implements,
and models best practices.
One who communicates,
cooperates, and collaborates
with others.



Caring

One who understands,
respects, and values
diversity.
One who makes decisions
based upon professional
criteria.

Inquiring

One who is a developing professional and lifelong learner.

Council for the Accreditation of Educator Preparation (CAEP)

Introduction

As mandated by the state of Arkansas, the University of Arkansas must maintain accreditation through CAEP in order to certify teachers in all of their program areas. Faculty members and interns are required to collect assessments needed to provide evidence that our graduates are qualified in their content areas, that they are competent teachers, and that they have a positive effect on student learning. Assessments are collected in specified course work taken and from their performance in their field placements. The following list highlights these assessments.

- Licensure assessment related to content knowledge: CAEP Standards 1 and 3 (PRAXIS II Content Area Tests and Oral Proficiency Interview for Foreign Language)
- Assessment of knowledge, skills, and dispositions for teaching: CAEP Standard 3 (admission interview, portfolio, professional recommendations)
- Assessment of content knowledge: CAEP Standard I (undergraduate GPA or content area GPA)
- Assessment of candidate ability to plan instruction: CAEP Standard 2 (lesson/unit plans from methods courses)
- Assessment of clinical practice: CAEP Standard 2 (Danielson Framework for Teaching, Praxis Test: Principles of Learning and Teaching, Praxis Test: World Languages Pedagogy)
- Assessment of candidate effect on student learning: CAEP Standards 2 and 4 (teacher candidate work sample)
- Provider Assessment: CAEP Standard 5 (exit interviews of candidates, graduate surveys of in-service teachers and former students)

TaskStream

TaskStream is the software database program used by the Office of Teacher Education to compile and consolidate data from these assessments in order to complete reports as part of accreditation process. Additional information will be provided by the Office of Teacher Education about this requirement.

Cohort Partnerships: Definition, Mission, & Beliefs

Definition

A partnership is the relationship between public schools and universities to cooperatively engage in facilitating the development of the interns' skills as Scholar-Practitioners.

Mission

The mission of the University of Arkansas, Fayetteville, Education Preparation Provider (EPP) in partnership with public schools is to collaboratively create multiple field-based experiences in diverse schools to produce highly qualified educators capable of enhancing the learning of all youth.

Beliefs

- Highly qualified educators must teach K-12 students.
- Everyone is both a teacher and a learner. .
- Teacher education programs must be beneficial to students and interns, a hallmark of exemplary educational programs.
- Teacher education programs must reflect a diversity of people, perspectives, ideas and experiences.
- Teacher education programs must operate at the interaction of research and practice.
- Learning occurs in meaningful contexts through ongoing observation and meaningful, reflective feedback.
- Communication is the key to successful collaboration
- Flexibility is the key to innovation

Section II: UAteach Secondary Education Program

UAteach Mission & Goals

Mission

The mission of the UAteach program is to prepare effective math, science, and computer science teachers to provide high quality instruction informed by research-based best practices and pedagogical content knowledge.

Goals

The goals of the UAteach program follow:

- Recruit and retain prospective interns -from the disciplines of math, science, computer science- to develop interest and competence in teaching STEM subjects.
- Increase the number of interns in the program and, consequently, the pipeline of STEM teachers in Arkansas.

- Ensure interns have a variety of field experiences, beginning early in the program, allowing time to reflect on practice as they develop knowledge of pedagogy throughout the program coursework.
- Develop a culture of professional inquiry with a focus on continuous growth and improvement, among interns as well as at the program level.

Description, Criteria for Admission, & Commonalities of Programs

Description

The UAteach secondary education teacher preparation program in the College of Education and Health Professions is the initial preparation program for teachers seeking licensure in mathematics, science, and computer science. The program is designed to provide students majoring in one of these fields the opportunity to simultaneously earn the UAteach secondary education minor and be recommended for a teaching licensure. The UAteach program of study consist of 8 courses, or 26 semester hours of content specific pedagogical courses offered during specified spring and fall semesters. Completion of a 9 hour full immersion clinical experiences during the fall or spring semesters is the final step to completing the UAteach minor.

Criteria for Admission

The following steps are required for admission into and successful completion of the UAteach program and recommendation for teaching licensure:

Pre-admission

- Complete two recruitment courses specific to the teaching and learning of mathematics, science, and computer science.
- Apply online for admission to the Office of Teacher Education
- Receive clearance on fingerprinting and maltreatment application.
- Provide passing scores on the Praxis Core test or equivalent scores on ACT, SAT, or GRE exams.
- Provide passing scores on the Praxis Principles of Learning and Teaching (PLT) exam.

Post-admission

- Complete a BA or BS in one of the following programs of study: Mathematics, biology, chemistry, physics, or for computer science licensure, complete the UAteach Computer Science Program of Study.
- Complete the ARSC and STEM education cores with a minimum of “C” in all courses.
- Have a cumulative GPA of 2.75 in the last 60 hours of coursework.

- Submit scores on the Praxis Subject Assessment Test.
- For more details and information see the [UAteach Prelicensure Checklist](#)

Commonalities Among Teacher Education Programs

While the UA Education Preparation Program (EPP) values the uniqueness of each professional education program, UAteach shares a common commitment to the following aspects of teacher preparation:

1. Multicultural, equity, and social justice education,
2. Classroom management,
3. Interpersonal skills and human values,
4. Literacy,
5. Performance evaluation of interns,
6. Differentiated instruction for diverse learners,
7. Technological literacy,
8. Knowledge bases supporting the unit and programs,
9. Field-based (clinical) experiences that support student learning, and
10. Research-based instructional practice.

Partnership Team: Terminology, Composition, Roles & Responsibilities

Terminology

Below are some terms commonly used in reference to partnership teams and the internship experience:

- *Teacher Candidate (TC)*: A student who has been admitted into a teacher education program.
- *Intern*: University of Arkansas teacher candidate participating in an internship in the school setting. This is reserved for a candidate's final year in the program.
- *Mentor Teacher*: Classroom teacher who supervises an observation, practicum, or internship placement.
- *Field Placement*: An observation, practicum, or internship placement in a school setting.
- *University/Intern Supervisor*: A UAteach faculty member who supervises intern experiences and serves as a liaison between the University and the partnership school.
- *Partnership Team*: Licensed school mentors and administrators from each partner school and the University Supervisor
- *Internship Experience*: During their final semester before graduation, interns engage in a semester-long internship experience consisting of both a weekly seminar class and a full immersion field experience in two different school environments: 7-9 & 10-12 grades.

Composition

Each partnership school team consists of licensed public-school mentors and administrators from formal partner schools and a UAteach faculty member/University supervisor from the Education Preparation Provider (EPP) of the University of Arkansas.

Roles and Responsibilities of the Partnership Team

- Plan and implement UAteach field experiences.
- Monitor and support progress for interns.
- Assist interns in planning for observations and teaching experiences.
- Support interns in carrying out specific requirements set up by the University, such as projects required as part of coursework.
- Provide evaluative data regarding progress of interns.
- Discuss issues related to the UAteach program.
- Make recommendations about the UAteach program to the cohort partner schools, university faculty, and appropriate departments.

Public School Mentors

- Hold a standard teaching license in the appropriate field, preferably a master's degree, have a minimum of three years teaching experience, and have successfully completed the Arkansas Teacher Excellence Support System (TESS) training.
- Must be approved cooperatively by the school administrators, the Office of Teacher Education, and the UAteach University Supervisor.
- Participate in instructional teams (faculty, mentor, and supervisor) for fostering professional development of candidates.
- Meet with University faculty to plan and implement field-based coursework and expectations.
- Model effective instructional practices in order to maximize learning opportunities for interns.
- Share models of lesson and unit plans with candidates.
- Review lesson plans prior to teaching by the candidates and provide feedback and suggestions.
- Utilize evaluation tools to document candidate's progress and provide that data to candidates and the members of the instructional team.
- Provide feedback to the candidates on a regular basis.
- Participate in and/or plan training sessions offered to enhance skills in curriculum, instruction, mentoring, and supervision.
- Promote communication between and among faculty at the public school and the University of Arkansas.
- Communicate any individual concerns regarding the intern's performance to the University supervisor immediately so issues can be resolved quickly and efficiently.

University/Intern Supervisor

- Schedule at least two (2) formative observations per semester for each candidate.
- Schedule at least one (1) formal summative observation for each candidate.
- Meet with cohort partner school faculty to plan and implement field-based coursework and experiences.
- Maintain communication among candidate and mentor teacher as warranted by the performance of the candidate.
- Liaison among candidate and mentor teacher to assure that UAteach coursework directly related to internship tasks can be fulfilled.
- Become a “member” of the public-school community and understand their concerns/realities.
- Facilitate/coordinate relationships between cohort partner school and University faculty.
- Promote communication between public schools and the University faculty.
- Keep UAteach faculty informed of public school and cohort activities.
- Participate in partnership teams for the purpose of fostering professional development of candidates.
- Model effective instructional practices in order to maximize learning opportunities for candidates.
- Share models of learning and unit plans.
- Review lesson plans and provide feedback to candidates.
- Utilize evaluation tools to document candidate progress and provide that data to candidates and the members of the partnership team.
- Provide feedback to candidates on a regular basis.
- Participate in and/ or plan training sessions to enhance skills in curriculum, instruction, mentoring, and supervision.
- Participate in collaborative research projects when appropriate.
- Be available to assist mentor with private concerns regarding the intern’s performance.

UAteach Internship Experience

During their final semester before graduation, interns enroll in Supervised Clinical Teaching (STEM 4409) to engage in a semester-long internship experience consisting of both a weekly seminar class and a full immersion field experience in two different school environments, 7-9 & 10-12 grades, with qualified mentors. Computer science interns will have a different full immersion experience consisting of a single placement with a qualified mentor in a partner school.

Internship Seminar

Candidates meet weekly (for 2.5 hours) on campus for professional development to enhance the development of the skills, knowledge, and dispositions necessary for effective teaching. In a supportive environment, interns share their experiences and work on solutions for difficulties they are experiencing. The weekly meetings also focus on classroom and time management strategies, parent/teacher communication strategies, school culture and dynamics that make up an effective middle school and high school system, as well as the legal and logistical issues in teaching. The weekly seminar also provides a guided time for students to work on lesson and unit plans they will use during their teaching experiences, create their final teaching portfolio (designed to meet state certification requirements) and professional website. Finally, the course also provides opportunities for interns to develop their resumes, participate in mock interviews, and explore and locate state employment information. The cohort meeting is very important for the reasons already stated in addition to giving interns opportunities to share individual concerns and issues. All candidates are expected to attend these required meetings. To support seminar goals, mentors will be made aware of seminar dates to avoid any conflicts of expectations on those days.

Weekly Seminar Expectations:

- Attend *all* class sessions.
- Actively participate in class discussions and activities.
- Complete all assignments thoroughly, professionally, and in a timely fashion.
- Meet all [licensure requirements](#) required by the state of Arkansas
- Maintain regular contact with the University supervisor.

Supervised Clinical Teaching Experience

The supervised clinical experience (i.e. internship) is an integral and vital part of the UAteach secondary education program. It is a full-time field experience that allows interning teachers to make further application of theoretical principles of teaching and learning. It is an opportunity to develop appropriate attitudes and understanding and to acquire knowledge, skills, and techniques under the guidance of knowledgeable and experienced content specific mentor teachers. The internship reinforces and expands on teaching strategies that students have developed through their coursework and previous field experiences.

Diverse Field Experiences

Diversity includes a broad spectrum of populations and experiences. Consistent with the belief that learning occurs in meaningful contexts, it is imperative that interns be placed in schools that reflect diverse student populations. In order to prepare interns to confidently and competently meet the needs of all students, placements in partnership schools (from early observations to the clinical experience) must provide opportunities for interns to be involved in varied settings. A range of settings will be utilized to meet this need. Prior field experience will be considered when assigning interns to partnership schools and rotations within these schools. Attempts will be made to offer multiple different partnership schools to provide varied settings, student populations, educational philosophies, instructional approaches, and pedagogical styles

Length of Clinical Experience

The clinical experience begins with the fall or spring semester of the partner school (in early August for fall graduates or early January for spring graduates) and ends with *dead day* prior to University graduation. Interns are assigned into two (2) rotations: Rotation one is always in 7-9th grades, and rotation two is in the 10-12 grades environments, lasting approximately seven and nine weeks each. Candidates can select which environment they prefer to spend the longer amount of time.

Each rotation includes observations, modeling, co-teaching and teaching immersion. Interns are expected to actively observe and note policy at the beginning of the rotation to prepare for the teaching phase. Interns will gradually assume teaching responsibility until they are solo teaching for each rotation. After solo teaching, the mentor teacher gradually resumes all teaching responsibilities, allowing time at the end of each rotation for candidates to observe other teachers in the building and/or district.

In the event candidates are absent from their internship for any reason (excluding University recommended absences due to professional development needs) they may be expected to extend their clinical experience until their graduation day.

Professionalism and Dispositions Overview

Professionalism requires a high level of mature judgment concerning confidential matters. Student records and information relating to parents, school, staff, and administrative personnel are professional concerns. Confidential matters relating to either school activities or to teacher or pupil behaviors are **NOT** to be discussed with persons outside the professional experience. Some examples of confidential matters would include, but are not limited to, students' IQ scores, individual achievement test scores, psychological test information, or any other test results used to determine eligibility for special

programs; names of students on free or reduced lunch; family information gained from parent-teacher conferences or from student records; student conduct, behavior, and/or discipline issues.

All interns will be judged by the quality of their teaching and by their conduct and overall disposition while representing the University of Arkansas and the UAteach Program in the public schools. Interns must at all times behave at the highest professional level in this program. Failure to uphold the highest standards of professional and ethical behavior could result in removal from the clinical experience and the UAteach Program.

Professional Development (PD) Expectations

Interns complete the following professional development requirements for licensure from the Arkansas Department of Education during their seminar class during the semester of their internship: The Code of Ethics for Arkansas Educators, Child Maltreatment, Parental Involvement, Teen Suicide, and At-Risk Students for Dyslexia and Related Disorders.

Attendance at professional meetings and conferences is beneficial and a critical part of professional development and professional behavior. Interns are expected to explore professional development opportunities beyond the classroom, including attending relevant workshops and conferences, subscribing to education journals, joining professional organizations, and/or conducting presentations in educational settings. When meetings and conferences outside the immediate purview of the partnership school and district are offered, interns are encouraged to attend. Depending on the nature of the PD events, as determined by the University supervisor and mentor teacher, interns may be granted professional leave to attend conferences and subsequently not be counted absent or otherwise penalized.

Interns are strongly encouraged to join their appropriate state and national professional organizations. Membership offers multiple benefits to emerging professionals including access to relevant disciplinary resources and a subscription to a professional journal. Joining a professional organization is significantly cheaper for students.

- [Arkansas Science Teachers Association](#) (ASTA)
- [National Council for Teachers of Mathematics](#) (NCTM)
- [National Science Teachers Association](#) (NSTA)
- [National Association of Biology Teachers](#) (NABT)
- [American Association of Chemistry Teachers](#) (AACT)
- [American Association of Physics Teachers](#) (AAPT)
- [Computer Science Teachers Association](#) Arkansas (CSTA)

Policies and Procedures

Please read carefully the following list of policies and procedures related to this program:

Promptness and Attendance

Promptness and regular attendance are a part of each candidate's professional requirements. Adequate travel time should be allowed to arrive at the school setting on time. Teacher Interns are to be present *every day* (unless there are preapproved circumstances), all day for the teacher clinical experience unless there is a serious illness or documented emergency clearly beyond the intern's control. Preapproved circumstances may include attendance at professional conferences or University events that are required or highly encouraged (e.g. Career Readiness seminar, Career Fair, teacher workshops, science fair judges, etc.)

Should an absence be absolutely necessary, interns should inform the mentor teacher, the partnership school, and University supervisor prior to the assigned time of arrival at school. *Absences due to illness or other emergencies as described above may need to be made up at the end of the term at the discretion of the mentor teacher and University supervisor.* Otherwise, absences and tardiness may result in a reduced grade, an incomplete, failure, or dismissal from the program. Should it be necessary for the intern to leave school early for the same reasons, they should call/text/email the University supervisor prior to departure.

Interns are expected to attend any and all activities as mutually agreed upon by the partnership team, which consists of the university supervisor, mentor, and school principal. Attendance at regular faculty meetings is expected. In addition to teaching assignments, interns are expected to assist mentor teachers in performing certain duties, including bus, cafeteria, and lunch duties; sponsoring or helping with classroom or school events, sponsoring special field trips or other projects, and participating in team projects. The commitment of teaching extends beyond the school day and often to weekends. Interns having campus or community commitments or job responsibilities that interfere with the quality of assigned work may be required to withdraw from the clinical experience.

Interns will attend all parent-teacher conferences which do not conflict with regularly scheduled University classes or cohort meetings. The interns will gain insight by attending conferences which address all issues such as placement in special classes, retention, behavior modifications, and so on.

Dress Code & Hygiene

Professional dress and grooming are expected from all candidates. Because the interns are always on a virtual interview for future employment, they should consistently dress to convey a desire to impress potential employers. Each candidate will confer with the partnership team regarding appropriate dress

for the cohort setting. Failure to abide by this code could result in suspension from the clinical experience. Note: Interns are working in close contact with a lot of people who are sensitive to odors and should maintain impeccable hygiene standards, *nor* wear perfume or cologne.

Teaching in the Absence of Certified Personnel

UAteach interns are not allowed to substitute teach in the absence of certified personnel until they have met the minimum number of teaching days required by the Division of Elementary and Secondary Education (DESE). If the mentor teacher is absent, the cooperating school must hire a substitute teacher who is responsible for the students in the class. The teacher intern, however, is expected to fulfill all teaching duties the same as the substitute teacher.

In order to meet Arkansas licensure requirements, set forth by CAEP and the Division of Elementary and Secondary Education (DESE), intern teachers must have the equivalent of a minimum of 60 school days or 420 contact hours of supervised teaching. Due to the above stated licensure requirement and to concerns of liability, the interns may be allowed to assume individual responsibility for classroom teaching only if the following conditions are met:

- The principal and other members of the partnership team approve the assignment.
- The intern has already demonstrated the ability to successfully assume full teaching responsibilities.
- The intern is a strong teacher with effective classroom management skills.
- The intern is already familiar with the classroom setting where they would be assigned. Interns may substitute for their mentors only.
- In the event of an emergency, a mentor teacher should be sent to that classroom; the intern should be entitled to remain in a situation where they have had some experience.
- Interns may not administer medication, nor are they allowed to perform medical procedures such as cauterization or trachea cleaning.
- Attendance at class and seminar meetings is mandatory even when interns are acting as a substitute teacher in their classroom.
- If a teacher is out of the building, the intern will be paid for substitute teaching. If a teacher remains in the building, the intern may substitute teach, but will not be paid.
- The partnership team may approve a long-term substitution in extreme cases.

When substitute teaching, interns are acting as employees of the school district and not as students at the UA. Interns must contract human resources and/or the personnel office in the school/district for the particular requirements.

Corporal Punishment

In the state of AR, the decision on whether or not to allow corporal punishment as a disciplinary measure is up to the individual school districts. However, intern teachers *must not* administer corporal punishment *nor* serve as a witness to corporal punishment.

Dress Code Enforcement

UAteach interns are *not* allowed to enforce dress code violations in their schools; rather, interns must depend upon the mentor teacher to enforce this policy.

Firearms, Tobacco, and Restricted Items

Interns are not permitted to have a firearm or other restricted items such as knives, mace, pepper spray, laser pointers, and etc. on their bodily possession at any time while on school property.

All school grounds are declared firearms, tobacco, vaping, alcohol and drug free. Smoking, the use of smokeless tobacco, the use of alcohol or any illegal drug(s) are prohibited at all times.

Code of Ethics of the Education Profession

The UAteach program and The College of Education and Health Professions Education Preparation Provider (EPP) adhere to the Code of Ethics of the Education Profession as established by the National Education Association. Intern teachers are expected to adhere to the [National Association of Education's \(NEA\) Code of Ethics for Teachers](#), the [Ethics Code for Arkansas Educators](#), and the guidelines as established by the University of Arkansas and the College of Education and Health Professions. Violation of these principles may result in probation, suspension, or dismissal of the internship. The full document of the Code of Ethics may be found at <http://www.nea.org/home/30442.htm>. Principles I and II are described below:

Principle I: Commitment to the Student

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

In fulfillment of the obligation to the student, the educator –

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.

4. Shall make reasonable effort to protect the student from conditions harmful to learning or health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly –(a) exclude any student from participation in any program, (b) deny benefits to any student, and (c) grant any advantage to any student.
7. Shall not use professional relationship with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

Principle II: Commitment to the Profession

The Education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent their/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Procedure for Addressing the Problem of Weak or Challenged Interns

Although interns are admitted to the UAteach program only after meeting established criteria, issues and concerns regarding performance may arise. In an attempt to resolve these situations to the satisfaction of

everyone involved, multiple procedures and protocols are in place to identify and address issues before they become seriously problematic.

Educator Disposition Assessment (EDA)

1. UAteach faculty will complete at least two [Educator Disposition Assessments](#) (EDA) on all teacher candidates (not yet interns) during specified upper level coursework requiring a field-based experience *prior* to the final internship experience.
2. Mentors will provide EDAs for interns early in the field experience at both the middle and high school levels.
3. A mandatory face-to-face meeting between the intern and the designated faculty member or UA supervisor is required should a teacher candidate or intern receives a score of “needs improvement” on any section of the EDA to discuss the issues and to target specific strategies to improve these dispositions.

Next Steps: Procedures

Situations may arise that are not identified on the EDA. As such the following procedures should be followed in the established order. All steps of the procedure may not be necessary and are not required. Likewise, more serious infractions may result in more rigorous approaches noted toward the bottom of this list of procedures:

1. Mentor communicates concerns to the intern and University supervisor. If not resolved, then...
2. University supervisor communicates concern to the intern. If not resolved, then...
3. The University supervisor and mentor together develop a plan of action in writing and then confer with intern to communicate and/or refine the plan of action.
4. The intern, mentor teacher, and University supervisor sign the agreed upon plan of action.
5. Intern has the opportunity to implement the plan to address the concern with support and frequent feedback from the mentor and University supervisor.
6. A follow up conference with the intern, mentor, and University supervisor is conducted to evaluate progress.
7. If concerns are not adequately addressed appropriate action will be taken:
 - a. A [Notification of Concern](#) (NOC) will be submitted
 - b. See Dismissal Policy.

Notification of Concern (NOC)

An electronic [Notification of Concern](#) (NOC) process was developed to identify, assist, and monitor teaching candidates who exhibit issues that could prevent them from being successful professionals. The NOC form is used by UA Teacher Education faculty and the Office of Teacher Education (OTE) to alert candidates, the Teacher Candidate Professional Review Committee (TCPRC), and the teacher education assessment system to problems that may prevent a candidate from successfully completing the teacher

education program. **The NOC is reserved for only those situations that, if not corrected or addressed, will be a significant barrier to success in the teaching profession.** The process involved with the NOC form is focused on helping the candidate, and may include tracking concerns, and identifying and applying action plans designed to alleviate the concerns. In some cases, however, it may also be used to identify candidates who should seriously consider changing majors. This form should be filled out as completely and specifically as possible. When appropriate, the faculty should involve the candidate in reviewing the information on the NOC, and inform the candidate before it is filed. Goals of the NOC are to:

- Identify and correct issue early
- Support the teaching candidates in addressing issues
- Clarify procedures to be followed when students fail to correct the issue
- Provide systematic documentation and follow-up to support faculty, department heads, and advisors in addressing such issues

Withdrawals

If it becomes necessary for intern to withdraw from the clinical experience, it is the responsibility of the intern to provide a written explanation to the mentor teacher and the University faculty. The intern is expected to follow standard University procedures to withdraw from school. In addition, an intern whose progress is considered unsatisfactory by the mentor teacher and the University faculty, if applicable, may be withdrawn from the clinical experience by the Associate Dean of Academic Affairs in COEHP. Should the intern be permitted to re-enroll in a clinical experience at a later date, they may be advised of additional course work and/or additional requirements necessary before being allowed to re-enroll. Re-enrolling is neither guaranteed nor automatic.

Grievance or Appeal Procedures

During the clinical experience, problem situations may arise which require special attention. When such situations do arise, it is recommended that specific procedures be followed to resolve the problem at the level closest to the situation prior to moving to the next level. If a intern believes that a situation is becoming uncomfortable and could lead to a poor experience, they should first discuss these concerns with the mentor teacher and University supervisor. If unresolved at that level, the school principal and UA Director of Field Placement should also be consulted. The third level involves the University of Arkansas Department Heads and the Associate Dean for Academic Affairs in the College of Education and Health Professions along with the public school superintendent.

Problems that remain unresolved may be appealed through the normal procedures established by the College of Education and Health Professions.

Dismissal Policy

Interns may be dropped from the UAteach program for failure to maintain a specified cumulative grade-point average (2.75). Interns may be dropped from the UAteach program if at any time their performance is considered unsatisfactory as determined by the school/district, the UAteach supervisor, and program faculty. Academic dishonesty may lead to immediate dismissal from the clinical experience program and/or University of Arkansas. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process at the University of Arkansas. Included is an act by which a student gains or attempts to gain an academic advantage for themselves or another by misrepresenting their or another's work or by interfering with the completion, submission, or evaluation of work. See the University of Arkansas's Catalog of Studies under "Academic Regulations" for a more detailed description.

Interns are expected to comply with rules, regulations, and expectations of the school/district in which they are placed. It is the intern's responsibility to obtain a copy of the school manual, handbook, policy guidelines, or master contract for teachers, and become familiar with it. Upon request from the school where the intern is placed, the clinical experience may be terminated by the school's administration at any time during the experience. If an intern is removed from the clinical experience setting under such circumstances, a subsequent placement is neither automatic nor guaranteed. This may also lead to immediate dismissal from the UAteach program. Interns are expected to adhere to the NEA's code of Ethics for Teachers, Principle I and Principle II, the Ethics Code for Arkansas Educators, and the guidelines as established by the University of Arkansas and the College of Education and Health Professions. (See Code of Ethics for the Teaching Profession above.)

Any teacher candidate who has been convicted of a felony is not allowed to participate in the UAteach program. Interns who have been arrested for crimes which could result in a felony conviction may be removed from their clinical experience placement pending legal resolutions. The Division of Elementary and Secondary Education will not issue a teaching license to individuals with a felony conviction.

Licensure & Employment

Career Services

The University of Arkansas Career Development Center collaborates with UAteach faculty and University faculty to offer a comprehensive career services package, including all services currently being offered to every U of A student. UAteach students will be offered specific presentations in Job Searching, Resume Building, Interview Preparation and Follow-up, and Use of Portfolio. Visit the Career Development Center website at <http://career.uark.edu>, stop by their offices in the Arkansas Union, Suite 607, or call 479.575.2805 for more information about services and events.

Licensure of Teachers and Other School Personnel

The State Board of Education issues the regulations governing the licensure of teachers in Arkansas. Completion of one of the approved programs of study and the completion of the UAteach minor is only one step leading to the recommendation by the licensure officer at the University of Arkansas.

Recommendation for a standard teaching license is made through the Office of Field Placement and Licensure to the Arkansas Division of Elementary and Secondary Education upon completion of the following:

- Documentation of required passing Praxis score(s);
- Official transcript(s) documenting the completion of the program of study;
- Successful completion of all background checks;
- Documentation of the required professional development;
- A completed application for licensure;
- Payment of applicable licensure fees to the Arkansas Department of Education; (Applicants are responsible for payment to ADE directly)

Forms and documentation for all Arkansas licensure requirements may be obtained from the Director of the Office of Field Placement and Licensure, University of Arkansas, Peabody Hall, 479.575.3740.

UAteach Prelicensure Checklist

Arkansas law and UA teacher education accreditation policies govern regulations for teacher licensure. Interns are responsible for knowing these regulations and for completing all the requirements in a timely fashion. See the [Office of Teacher Education](#) website and the [Arkansas Department of Education](#) (ADE) for the rules and regulations regarding teacher licensure. For your convenience, UAteach has created a prelicensure checklist for you and your advisor to use to keep up these requirements throughout your program of study. Use this checklist as a *tool* to help you track your progress as you move through the UAteach Program: [UAteach Prelicensure Checklist](https://bit.ly/2Jgpc2S) (https://bit.ly/2Jgpc2S).

Division of Elementary and Secondary Education Licensure Contact Information and Procedures

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

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

Location: Arch Ford Education Building, Rooms 106B & 107B

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

Telephone Number: 501.682.4342

Fax Number: 501.682.4898

General licensure information on teachers and administrators may be accessed at the following website address: <http://adeaels.arkansas.gov/main.htm>

SPECIAL NOTE: PLEASE FOLLOW THE STEPS LISTED BELOW TO ACCESS INFORMATION ON THE SITE.

1. Click on the “AELS Public Site” link
2. Type in the last four digits of the SSN and last name
3. Click on the “select” link when name appears in search results

Licensure in Other States

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

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

Important Contact Information

UAteach Secondary Education Program Staff

Dr. Bryan Hill, UAteach Director	bwhill@uark.edu	479.575.7236
Marisa (Brooke) Gamboa, Administrative Analyst	mlgamboa@uark.edu	479.575.3280

UAteach Secondary Education Program Faculty

Ms. Michelle Childress, Science Education	mjc1219@uark.edu	479.575.3280
Dr. Kim McComas, Mathematics Education	kmccomas@uark.edu	479.575.3280
Dr. Peggy Ward, Science Education	pdward@uark.edu	479.575.3280
Dr. Stephen Burgin, Science Education	srburgin@uark.edu	479.575.4283
Dr. William McComas, Science Education	mccomas@uark.edu	479.575.7525
Dr. William Oliver, Physics	woliver@uark.edu	479.575.6571

Office of Teacher Education (Peabody 109)

Jennifer Beasley, Director of Teacher Education	jgbeasley@uark.edu	479.575.6195
Jake Ayo, Director of Field Placement	ayo@uark.edu	479.575.4932

Myra Haulmark, Director of Teacher Licensure haulmark@uark.edu 479.575.3740
Administrative Specialist II 479.575.6073

For licensure information, visit <https://teacher-education.uark.edu> and click on Teacher Licensure link under “Students.” There you can access the following: U of A Teacher Licensure Checklist, U of A Additional Licensure Plans, and Internship Evaluations.

Other Contact Information

Department of Curriculum and
Instruction
216 Peabody Hall
Fayetteville, AR 72701
(P) 479.575.7244
(F) 479.575.6676
<http://cied.uark.edu/>

Arkansas Department of
Education (Licensure)
Four Capitol Mall
Little Rock, AR 72201
(P) 501.682.4342
(F) 682.4898
<http://arkedu.state.ar.us/>

Praxis (ETS) Website
www.ets.org/praxis