

University of Arkansas at Monticello

Undergraduate Teacher Education Handbook



University of Arkansas at Monticello
School of Education

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**UNDERGRADUATE TEACHER EDUCATION HANDBOOK
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Undergraduate Teacher Education Handbook

Introduction

This handbook is designed as a guide to assist undergraduate candidates in planning and meeting the requirements of the Teacher Education Program. It should be used in conjunction with the University of Arkansas at Monticello Undergraduate Catalog in which degree requirements are being met. It is important that teacher education candidates read and review each of these documents frequently as they progress through the program.

A number of requirements need to be planned well in advance to meet timelines and scheduled activities. The sequence of requirements demands careful planning throughout the entire program. Not meeting a scheduled requirement could result in an additional semester or year of work in the degree program.

During the first 45 semester hours, education candidates enroll in general education courses, and work toward meeting requirements for formal admission to the Teacher Education Program by enrolling in the following education courses and passing all parts of the Praxis Core Academic Skills for Educators.

- EDUC 1143 Education for Schools and Society
- EDUC 2233 Instructional Technology
- EDUC 2253 Needs of Diverse Learners
- EDUC 3583 Assessment Techniques
- EDUC 3573 Classroom Management
- READ 2023 Introduction to Teaching Reading
- All 1000 – 2000 level major courses

After formal admission to the Teacher Education program, the remainder of the program is primarily devoted to completion of core (professional) courses and specialty area (major area) courses in a carefully planned sequence. Many of the advanced core courses, such as the internship, completed the senior year, require additional time commitments and financial resources.

**Candidates apply for Admission to the Teacher Education Program
on-line at <http://www.uamont.edu/education>**

Mission Statement

The University of Arkansas at Monticello School of Education is committed to the development of highly qualified teacher candidates. The School of Education embraces the responsibility to prepare teacher candidates to live and work in a rapidly changing, diverse world. Teacher education candidates are challenged to achieve the highest level of competencies defined in the UAM School of Education's Conceptual Framework and as modeled by the UAM School of Education Faculty. The Conceptual Framework is comprised of five strands: knowledge, pedagogy, professionalism, diversity, and technology. The teacher candidates' understanding of the Conceptual Framework is progressively developed as they advance through the teacher education programs. The UAM School of Education is dedicated to developing highly qualified teachers as identified by the State of Arkansas through a partnership with the Southeast Educational Cooperative, area public schools, the university community, and Arkansas' high-need geographical areas.

Conceptual Framework

The Conceptual Framework of the School of Education is organized around five strands that promote: the acquisition of a knowledge base; development of pedagogical skills; promotion of diversity and social justice; the demonstration of professionalism, and technology skills. The core belief through all strands is that the diverse population of P-12 students can learn. This philosophy is shared by faculty and teacher candidates alike and is infused throughout the curriculum and practice of faculty and teacher candidates. The essential behaviors identified through indicators of competence within each strand define the performance of initial candidates in the teacher education program. These indicators represent the knowledge, skills, and dispositions for all initial and advanced candidates and serve as a foundation to scaffold specific experiences, assessments, and learning opportunities.

The acquisition of knowledge, skills, and dispositions is developmental and cumulative to becoming a highly qualified educator. The School of Education faculty identified five transitions through which data are collected on candidate progression: 1) pre-admission to teacher education; 2) admission to teacher education; 3) admission to clinical internship I; and 4) admission to clinical internship II; and 5) program completion/graduation.

General Policies and Procedures

Candidates in the School of Education are expected to follow policies that apply to all University of Arkansas at Monticello students. All policies may be found on the University of Arkansas at Monticello website in the student handbook.

Academic Advising

Any candidate declaring education as a major field of study will be assigned to an academic advisor in the School of Education.

Registration

Candidates must meet with advisors prior to registration for fall and/or spring semesters. Office hours are posted in advance and candidates should schedule appointments during the designated time.

Changes in Enrollment

A period of time is set aside for candidates to make schedule changes. Although an advisor's signature is not necessary, candidates are encouraged to discuss any changes with advisors.

Change of Major

Candidates who desire to change majors must complete a Change in Major form in the unit of the current major.

Change of Advisor

Candidates who request a change of advisor must make that request to the appropriate school dean using the Change in Major form to change advisor in the current major.

Teacher Education Program Requirements

Transition Point I: Pre-Admission Requirements

- **C or better in the following:**
 - ENGL 1013
 - ENGL 1023
 - MATH 1003 or MATH 1043
 - COMM 1023, 2203, or 2283
 - Any General Education courses taken in Transition Point I
- **B or better in the following:**
 - EDUC 1143 Education, Schools, and Society
 - EDUC 2233 Instructional Technology
 - EDUC 2253 Needs of Diverse Learners in Inclusive Settings
 - READ 2023 Introduction to Teaching Reading
 - EDUC 3583 Assessment Techniques
 - EDUC 3573 Classroom Management
 - All 1000- 2000 level Major courses
- **C.A.S.E PRAXIS Core (Passing scores for all three areas)**
- **Cumulative GPA of 2.75 or better**
- **Interview**

Transition Point II: Teacher Education Major Degree Program of Study

- **C or better in all General Education courses**
- **B or better in the following**
 - EDUC 3203 Educational Psychology: Developing Learners
 - EDUC 3563 Effective Instructional and Management Strategies
 - All 3000-4000 level Major courses
- **PRAXIS II: Subject Assessment(s) (Passing scores for the appropriate licensure area)**

Transition Point III: Clinical Internship I

- **Cumulative GPA of 3.0 or Better**
- **B or better in major methods courses**

Transition Point IV: Clinical Internship II

- **Maintain Cumulative GPA of 3.0 or Better**
- **PRAXIS II: Principles of Learning and Teaching (Passing score for appropriate grade level)**

Transition Point V: Program Completion

- **Cumulative GPA of 3.0 or better**
- **Completion of the Teacher Work Sample Portfolio**
- **Completion of all degree requirements**

Licensure

The University of Arkansas at Monticello's Teacher Education Programs are approved programs leading to licensure. The University of Arkansas at Monticello's programs are reviewed on a regular basis by the Arkansas Department of Education and maintain accreditation by the Council for the Accreditation of Education Preparation (CAEP). The University of Arkansas at Monticello School of Education prepares candidates to receive an education degree and to be licensed by the Arkansas Department of Education. Licensure is the prerogative of the Arkansas Department of Education. However, the state requires a recommendation for teacher licensure from the institution from which the preparation program was completed. All licensure applications are processed in the University of Arkansas at Monticello School of Education by the UAM Licensure Officer.

Professional Organizations

Each profession has organizations which set standards of quality. These organizations develop codes of ethics, set goals, promote public awareness of their services, offer various group benefits, and encourage excellence in their members. Most of the professional teacher organizations offer candidate memberships at reduced rates with many of the same benefits given regular members. Teachers are encouraged to join and participate in professional associations /organizations. A list of those student professional organizations follows:

Society of Health and Physical Educators (SHAPE)

<http://www.shapeamerica.org/>

Faculty Contact: Dr. Kathy King 870.460.1596

Kappa Delta Pi (Education)

Faculty Contact: Dr. Sue Martin 870.460.1562

Association for Middle Level Education

<https://www.amle.org/>

Faculty Contact: Dr. Alayne Zimmerly 870.460.1661

National Education Association

<http://www.nea.org/>

Clinical Internship I and II

Clinical Internship Admission

Candidates seeking admission into Transition Point III and IV: Clinical Internship of the teacher education program will initiate the process for admission by retrieving an application for admission to clinical internship at www.uamont.edu/education. Candidates will initiate the application for admission by submitting the completed application to the partnership coordinator in Willard Room 104. The application for admission to Clinical Internship will be submitted to the partnership coordinator during the semester prior the candidate's clinical internship semester. Candidates who are applying for admission and are currently enrolled in pre-requisite courses must successfully complete the courses before full admission is granted.

During Clinical Internship, the candidate will be responsible for the development of artifacts that demonstrate competency in the established performance criteria. Candidates are responsible for maintaining a professional portfolio through Chalk and Wire and placing the appropriate artifacts into the electronic portfolio. The candidate's professional portfolio will be required as a component for successful completion of the Clinical Internship.

Candidates will complete the following for admission into the Transition Point III: Clinical Internship I.

- Acquire cumulative GPA of 3:00 or better
- B or better in the following
 - EDUC 3203 Education Psychology: Developing Learners
 - EDUC 3563 Effective Instructional and Management Strategies
 - All 3000-4000 level Major courses
- Successful completion of the remainder of major degree program of study with the **exception** of the **clinical internship I and II and methods courses**
- Completion of pre-internship signature assessments and field experiences
- PRAXIS II: Subject Assessment(s) (Passing scores for the appropriate licensure area)
- Pre-Internship Survey
- State of Arkansas, F.B.I, and Child Maltreatment background check

Candidates will complete the following for admission into the Transition Point IV: Clinical Internship II.

- Cumulative GPA of 3:00 or better
- Completion of formative and summative observations for Internship I
- B or better in major methods courses

Candidates will complete the following for admission into the Transition Point V: Program Completion.

- Cumulative GPA of 3:00 or better
- Completion of the Teacher Work Sample Portfolio
- Completion of all degree requirements
- Completion of formative and summative observations for Internship II
- PRAXIS II: Principles of Learning and Teaching (PLT)
 - Passing score for appropriate grade level

Clinical Internship Placement

Clinical Internship placements are made in terms of providing the best experience possible. An attempt to accommodate the preferences regarding location is considered, but the final decision for placement is based on a variety of factors. All interns are placed in fifteen partner school districts for all clinical experiences. These districts are Cleveland County, Crossett, Dermott, Dewitt, Drew Central, Dumas, Hamburg, Hampton, Hermitage, Lake Village, McGehee, Monticello, Star City, Warren, and Woodlawn. Interns are provided the opportunity to select two preferences for internship placements; however, these preferences are not binding.

The partnership coordinator requests placement for all interns in the partner districts. Interns must not contact the schools regarding placement until they have been advised to do so by the partnership coordinator or dean of the School of Education. Interns ready to enter the senior-year clinical internship experience must attend an informational meeting prior to the beginning of the experience. This meeting will be organized by the partnership coordinator.

Changes in placement or assignment will not be made unless extenuating circumstances develop. Such changes will be initiated only by the partnership coordinator or university supervisors working with the partner school district. Interns will not initiate a change in assignment or schools. Placement changes must be approved by the Teacher Education Committee.

Length of Assignment

Clinical Internship begins on the first day contracted teachers are required to report at the intern's assigned public school. The beginning date for interns may vary because many school districts use different school calendars. The last day for each semester of clinical internship will be the last day of regular classes at UAM. All Intern candidates will complete 15 weeks of clinical experience in their assigned public school during Clinical Internship I and 15 weeks during Clinical Internship II for a total of 30 weeks in the School of Education Clinical Internship experience. All Intern II candidates will attend mandatory seminars during the Clinical Internship II.

Interns will follow the calendar of the school district in which they are placed; therefore, interns will observe the vacation periods of their assigned schools rather than UAM's vacation schedule. Interns will attend all pertinent pre-service and in-service workshops and activities participated in by the public school faculty. Interns must be present in their assigned school/classroom for the entire school day, except for emergency situations. In every event of absence, the intern will notify the principal(s), the cooperating teacher, university supervisor, and partnership coordinator prior to the beginning of the school day. The intern will provide copies of the assignment and plans for each day's classes to the cooperating teacher in the event of absence. Failure to follow this procedure may result in the termination of the internship placement and assignment of an incomplete or failing grade.

Cooperating Teacher Selection Criteria

The University of Arkansas at Monticello will place interns with only those cooperating teachers who meet the following criteria:

1. At least three years of teaching experience in the area(s) of supervisory assignment and hold a standard teaching license;
2. Must be trained in the Teacher Excellence and Support System (TESS) and receive a proficient score on TESS evaluation;
3. Fully licensed in the area(s) of teaching and experience;
4. Willingness to cooperate fully in the operation and improvement of the clinical experience program;
5. Desire to be a cooperating teacher for interns;
6. Desire to improve one's own teaching and supervisory skills;
7. Completion and return of formative and summative evaluations;
8. Approval by public school and School of Education administrators.

University Supervisors

The UAM partnership coordinator and dean of the School of Education will assign a university faculty supervisor to each intern. The university supervisor and the cooperating teacher will work as partners in assisting interns with their professional development. The university supervisor will hold regular conferences with both the cooperating teacher and intern regarding such matters as performance and appropriate participation of the intern at particular stages of the year.

Roles and Responsibilities

Roles and Responsibilities of the Cooperating Teacher

Cooperating teachers will be co-selected by the administration of the school district and the UAM School of Education. The Arkansas Department of Education requires that all cooperating teachers hold a standard teaching license with three years of teaching experience and be TESS trained with a proficient score on their TESS evaluation.

As a mentor, the cooperating teacher will be expected to:

- Acquaint the intern with classroom, school, and district environment and policies. (especially those related to classroom management)
- Provide specific directions for all work assignments and due dates;
- Provide opportunities for the intern to observe effective teaching. (The intern needs to see his/her cooperating teacher in action. This modeling will help the intern consistently improve his/her preparation and implementation of lessons.)
- Participate in team teaching tasks for either parts of lessons or entire lessons. (The cooperating teachers will stay in the classroom and team teach with the intern until he/she feels comfortable with the situation.)
- Incrementally provide full teaching responsibilities to the intern. (This is done gradually and after several months of communication and confidence building.)
- The intern needs to have skills in classroom management. (Since this is usually a challenging area for new teachers, cooperating teachers should work diligently to assist them in improving this skill.)
- Assist the intern in developing an understanding of ALL students in the class. (Each year challenging students will be a part of the classroom. Cooperating teachers must communicate with the intern the special needs of these students and how to effectively provide instruction for them.)
- Guide the intern in planning for instruction. (Interns should use planning time wisely to prepare for the day, the afternoon, or the next day. Communication, planning, and organization are keys to a successful year.)
- Function as a resource person in matters pertaining to classroom and professional practice.
- Collaborate with the university supervisor and other mentors at a school site or UAM to conduct meetings of interns, cooperating teachers and the university supervisor. The purpose of these meetings is to discuss problems, concerns, and accomplishments and to plan future activities for interns assigned to that particular building.
- Constructively evaluate the teaching of the intern. Cooperating teachers will complete two formative evaluations and one summative evaluation for the intern during each semester of Clinical Internship. Information from both formative and summative evaluations should be shared with the intern and the university supervisor. Cooperating teachers are responsible for assisting interns in their professional development. This implies an active role that involves providing interns with objective feedback on their instruction, listening and responding to professional concerns, assisting in the development of instructional strategies, and modeling positive attitudes regarding continuous professional development.

Roles and Responsibilities of the Interns

Interns will conduct themselves professionally while performing all duties at their assigned public schools. Specifically, they will:

- Meet all deadlines!
- Recognize and accept that the cooperating teacher is ultimately responsible for the learning of the children in the classroom.

- Maintain an ethical and professional attitude toward all members of the school and community including administrators, faculty, staff, students, and parents.
- Know, follow, and enforce rules, regulations, and policies of the cooperating school and cooperating teacher.
- Be available for regular planning and conference sessions with cooperating teachers and university supervisors.
- Prepare written unit lesson plans for any teaching assignments in advance of teaching as prescribed.
- Improve teaching skills by being reflective, observant of other teaching methods and taking constructive criticism positively.
- WITHOUT EXCEPTION, notify the cooperating teacher, university supervisor and the building principal prior to the start of the school day if an absence from the internship assignment is unavoidable.
- Follow the school district's calendar and be in attendance at the school site for the total school day including lunch. Tardiness and excessive absences on the part of the intern are a reflection of a lack of commitment and are unacceptable in the internship program.
- Handle routine discipline problems and refer serious problems to the cooperating teacher and/or principal. **Under no circumstances should an intern administer corporal punishment.**
- Develop a level of competency by the end of the experience that will enable him/her to make a successful entry into the induction phase of teaching.
- Develop skills in reflective self-assessment.
- Work actively with cooperating teachers and university supervisors to facilitate the learning of children and youth.
- Will be present and working at the school site every day for the entire school day with the exception of approved professional dates.

In order to fulfill these responsibilities, interns must keep the same hours, perform the same duties, attend the same functions, and have many of the same privileges as other faculty. Interns should perform lunch, playground, bus and other duties, and assist in sponsoring clubs, help with yearbook and the school paper, assist with evening music, drama, and athletic events, etc. when appropriate to the grade level and subject area of assignment. Interns should attend faculty meetings, as well as faculty pre-service and in-service workshops.

Roles and Responsibilities of the University Supervisors

Planning and communication

- Maintain regular contact with each cooperating teacher in order to get a full picture of each intern's progress to identify problems, and to help the cooperating teacher play an active role in supporting the intern.
- Meet with the intern on a regular basis to share resources, assist in planning, observe, provide written feedback, discuss teaching experiences, and work on

other aspects of teaching and learning to teach. Involve cooperating teachers in these activities as much as possible.

Supporting intern learning

- Help the cooperating teacher to plan and play an active role in supporting and evaluating the intern. Assist the cooperating teacher in developing learning-to-teach activities for the intern (approximately every other week, including initial, midterm, and final evaluations).
- Observe the intern regularly and conduct follow-up conferences with the intern regarding the planning and teaching of each observed lesson. Provide oral and written feedback.

Roles and Responsibilities of the Partnership Coordinator

The UAM partnership coordinator will:

- Screen all pre-service records to assure eligibility for admission to Transition Point III and IV – Clinical Internship I and II;
- Provide public school administrators with interns' placement records and requested assignments prior to beginning the internship year;
- Notify interns of placements prior to beginning the internship year;
- Co-construct mutually beneficial K-12 school arrangements;
- Maintain communication with building administrators regarding interns;
- Notify interns and university supervisors of assignments;
- Assure that interns are visited, assisted, and evaluated on a regular basis;
- Meet with cooperating teachers and building level administrators periodically to discuss the internship experience and to provide training for supervision;
- Work with building level administrators, university supervisors, cooperating teachers, and interns to resolve problems during the internship experience; and
- Prepare licensure documents.

Intern Absences

The UAM School of Education recognizes that district faculty and staff have policies concerning absences. **However, since the internship is a part of the UAM academic program, interns must be present in their assigned public school/classroom for all scheduled hours during Internship I and Internship II, except for emergency situations. A maximum of three absences per semester will be permitted. If for any reason the limit of three days is exceeded during one semester, the intern will be given an incomplete and will be required to make-up the days missed over the five days.** The presence and performance of each intern must be monitored by both the cooperating teacher and university supervisor. The following provisions will guide the above policy:

1. Interns may be allowed to attend professional meetings, but only with the prior

- approval and encouragement of cooperating teachers and university supervisors, as well as administrators.
2. Interns will be required to attend a variety of seminars and workshops sponsored by both the public school and the university. A calendar detailing the dates and times of all university-sponsored activities will be provided to interns, mentor teachers, university supervisors, and principals.
 3. If absence or tardiness becomes excessive, the intern shall receive a grade of "I" and shall be required to successfully complete additional experiences in the school. The partnership coordinator, working with supervisors and administrators, will arrange for and prescribe this additional assignment. In case of excessive absence, an intern may be withdrawn from the experience
 4. If it is determined by supervisors, administrators, and the partnership coordinator excessive absences, inadequate performance and/or inability of the intern to cope with assigned responsibilities and arrangements will not allow continuation of the placement, the intern may be withdrawn from the internship and assigned an incomplete or failing grade.

In every event of absence, the intern will notify the building level administrator(s), the cooperating teacher, university supervisor, and the partnership coordinator prior to the beginning of the school day. The intern must complete and submit the required *absence form* to the School of Education partnership coordinator within two days of the absence. If absence is for personal reasons, the intern must complete and submit the required *absence form* for pre-approval to the School of Education partnership coordinator within five days of the absence. Failure to follow this procedure may result in the termination of the internship placement and assigned an incomplete or failing grade.

If any time the cooperating teacher or university supervisor judges an intern's absence to be excessive, the university supervisor will inform the intern verbally and in writing that continued absences will affect his/her ultimate evaluation, or that the assignment may be terminated. Any circumstance, such as pregnancy or extended illness, that may require an interruption or delay in completion of clinical internship, will be addressed on an individual basis. Candidates should contact the partnership coordinator for additional information.

Outside Work Restrictions

Students in Internship II should not plan to work due to the full-time commitment of the clinical internship experience. If work is unavoidable, it should be noted that *at no time may interns use these activities as an excuse for not meeting responsibilities during the professional internship year.*

Calendar

Interns will follow the calendar of the school district in which they are placed rather than the University of Arkansas at Monticello's calendar. They will attend all pertinent pre-service and in-service workshops and activities participated in by public school faculty

and will be present and working from the first day of the public school year forward. Interns will follow the Spring Break of the school in which they are placed rather than the University of Arkansas at Monticello's Spring Break. This experience is to mirror that of public school faculty as closely as possible. UAM does not require that an intern remain at the school site after the last day of UAM classes.

Substitute Teaching Policy for Internship I and II

The role of the intern is that of team teacher, under the guidance of the cooperating teacher. Interns may assume the role of substitute teacher (not compensated) in the absence of their cooperating teacher **only during Internship II**. This should occur on an extremely limited basis and only in the intern's assigned classroom. Any substitute experience must have the prior approval of the partnership coordinator and the building administrator at the P-12 school level.

Note:

Intern I and Intern II students may be compensated for substitute teaching when the act of substitute teaching is not part of the actual internship experience.

Confidentiality

Classroom Discussions: The clinical experiences are an important part of the learning experiences and will be discussed in courses. Just as teachers are expected to respect the privacy and dignity of the children and families with whom they work and follow the requirement of the Family Rights and Privacy Act, interns must use discretion. In casual conversations or social situations, interns should not relate stories from classrooms or schools that may be embarrassing to teachers or students, or that include sensitive information about a child or family. When discussing classroom situations in class, interns will be discrete and should use a fictitious name for the student involved if it is necessary to include individual or family information in an explanation or if the situation is particularly difficult. All names will be masked on any written or visual work shared in class or used in an assignment. When discussing teaching practices observed in the field, a tone of professional courtesy will be maintained.

Interviews: Pseudonyms will be used and identifying information will be screened/masked when reporting interviews with children/youths/adults. If an assignment requires the intern to interview an adult, the purpose of the interview and the uses of the material will be clearly stated or given to the interviewee in writing.

Photographs/Videotapes/Audiotapes: Permission of the classroom teacher to make students' photographs/videotapes/audiotapes or to use them in displays/portfolios must be obtained. Occasionally there are circumstances that require that a student's whereabouts be kept secret and photographs are not allowed. Some schools and districts require written permission from parents/guardians for taking any photographs, videotapes, or audiotapes. School district policies must always be followed.

Portfolios: If student work or interview material is used in a portfolio, pseudonyms will be used and names and personal identifying information will be screened/masked.

District Requirements: Any other district or school requirements regarding confidentiality must be followed. **Failure to maintain confidentiality can result in the termination of a placement.**

Dress and Deportment in Schools

Interns must dress appropriately when in schools. Interns will be viewed and judged as professionals by students, parents, teachers, and other people in the building. If an intern is uncertain about the specifics regarding how one should dress, it should be discussed with the cooperating teacher. Interns will be polite and considerate of other adults in the building including the principal, custodians, secretaries, paraprofessionals, etc.

Professional dress includes refraining from wearing the following: tank tops, tee shirts, short skirts, hats or caps, casual flip flops, see-through clothing and shorts. Interns with multiple piercings may be asked to remove some of their jewelry. Remember you are on a year-long interview; first and consistent impressions are important. Be aware of oral language (including grammar and use of appropriate words). Note that all schools are tobacco-free and weapon-free zones. Do not take any tobacco product or weapon onto school property, including the parking lot. Interns may be required to cover tattoos, depending on school and school district rules.

Illegal Substances

The University Drug and Alcohol Policy will be enforced throughout the internship. The possession or use of illegal drugs and alcoholic beverages is prohibited in classes and field placements, and candidates are expected to be free of the influence of such substances in classes and field placements. Tobacco is not to be used on school property. Beepers and cellular phones should only be used with the permission of the cooperating teacher.

Code of Ethics

The School of Education adheres to the Arkansas Code of Ethics established by the Arkansas Department of Education. Violation of these principles may result in probation, suspension, or dismissal of the internship. The Arkansas Code of Ethics may be found at <http://www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/professional-licensure-standards-board/code-of-ethics-for-arkansas-educators>

Unacceptable Internship Performance

The cooperating teacher, administrators, other school personnel, and/or the university supervisor are required to notify the partnership coordinator immediately when an intern has demonstrated unacceptable performance in one or more areas in the internship placement. Each case will be handled individually based on the specific situation. In general, the following are some options that may be considered:

- The partnership coordinator will assess the seriousness of the situation. This may include an on-site visit. The partnership coordinator may also discuss the situation with the cooperating teacher, the cooperating principal, the university supervisor, the dean of education, the Teacher Education Committee and/or the intern.
- The partnership coordinator will be notified regarding the unacceptable quality of the intern's performance.
- Information relevant for remediation of the intern will be sought from the School of Education records, including but not limited to his or her advisor, former and current instructors, and the university supervisor.
- The intern will be formally notified regarding problems to be addressed by the partnership coordinator, the dean of education, or the Teacher Education Committee.
- Whenever feasible, the partnership coordinator, the university supervisor, the cooperating teacher, and the intern will develop a plan that includes:
 - *Specific areas of needed improvements
 - *Strategies for implementation
 - *Specific outcomes desired
 - *Assessment tools that may be used to monitor performance
 - *Specified persons responsible for assessing outcomes
 - *A timeline
 - *Consequences for not completing the plan adequately
 - *Specific deadlines
 - *Date and signature of the intern, university supervisor, cooperating teacher, and the partnership coordinator

The intern, university supervisor, cooperating teacher, and the partnership coordinator will each receive copies of the plan.

Strategies for implementation may include but are not limited to:

- Added contact between the university supervisor and the intern through increased assignments and additional observations/conferences.
- Added contact between the university supervisor and the cooperating teacher to monitor progress and provide for additional interventions
- Observation and/or evaluation by qualified individuals such as the cooperating building level administrator or college faculty
- Requirement of additional coursework or tutoring
- Modification and/or accommodations that are deemed appropriate

The university supervisor, the cooperating teacher, and the partnership coordinator will document ALL interactions in the remediation process. This documentation must include a description of major points of discussion, conclusions reached, and dates.

In remediation situations, the interests of the intern, the University, and the teaching profession will be accommodated by:

- Involving the intern in the decision process

- Providing time to make necessary growth
- Keeping extensive written documentation
- Showing evidence of processing in a timely manner
- Basing all final evaluations on the performance of the intern at the end of internship

Possible outcomes from the steps outlined above include:

- The intern satisfactorily meets the requirements of the plan and is allowed to complete the clinical internship.
- The intern makes significant progress but does not make adequate progress in some or all identified areas of improvement. The partnership coordinator may choose to extend this clinical internship experience with the agreement of the cooperating teacher, cooperating building level administrator, and the University Supervisor or may assign the intern to an additional clinical internship experience in the subsequent semester.
- The intern makes little or no progress in remediating the identified area(s) of concern. Under these circumstances, the clinical internship will be terminated and the dean of education, the partnership coordinator and other appropriate University personnel will discuss consequences (regarding grades, future enrollment options, degree options, etc.) and options (i.e., personal counseling, career counseling, degree, etc.) with the intern.
- The intern may decide to withdraw from the Clinical Internship. Under these circumstances, the partnership coordinator, the dean of education and other appropriate University personnel will discuss consequences and options (i.e., personal counseling, career counseling, degree, etc.) with the intern.

Termination of Clinical Internship Placements

The partnership coordinator may terminate a clinical internship placement assignment under the following situations:

- Cooperating teacher or cooperating principal requests termination.
- Intern requests withdrawal.
- A major disruption at the school hinders completion of the clinical internship experience.
- It is determined that the presence of the intern is an impediment to the education of the students in the assigned teaching classroom.
- The intern has made little or no progress in remediating identified area(s) of concern.
- The intern is in violation of Arkansas Code of Ethics.
- Other good cause is determined.

The partnership coordinator will place a notice of termination in the intern's file and send a written statement concerning the termination to:

- Intern

- Cooperating teacher
- Cooperating building level administrator
- Cooperating superintendent
- University supervisor
- Dean of education

Evaluations

Formative Observation and Summative Evaluation Schedule

<u>Internship I</u>
<ul style="list-style-type: none"> • Two (2) formative observations by university education supervisor • Two (2) formative observations by public school cooperating teacher • One (1) summative evaluation by university education supervisor • One (1) summative evaluation by public school cooperating teacher <p style="text-align: center;">TOTAL: Six Observations Four (4) Formative Observations Two (2) Summative Evaluations</p>
<u>Internship II</u>
<ul style="list-style-type: none"> • Two (2) formative observations by university education supervisor • Two (2) formative observations by public school cooperating teacher • One (1) summative evaluation by university education supervisor • One (1) summative evaluation by public school cooperating teacher <p style="text-align: center;">TOTAL: Six Observations Four (4) Formative Observations Two (2) Summative Evaluations</p>
Total of 12 Observations

All formative observations and summative evaluations conducted by the university education supervisor and public school cooperating teacher will be documented using the Teacher Candidate Rating Instrument (TCRI). The TCRI serves as both the formative and the summative assessment instrument. The instrument should be used to assist interns with growth and development throughout their teacher preparation program; it does not correlate with the A, B, C, D, F grading system. Intern I students should seldom be scored higher than a 2.0 on many, if any, of the specific criteria. Interns are expected to demonstrate progress in the classroom as they move through their program. When interns complete Internship II, they should demonstrate teaching effectiveness with no unsatisfactory performance on any of the criteria. As interns begin their teaching careers, they will set goals to achieve the Distinguished Level. The Teacher Candidate Rating Instrument is adapted from Danielson, C. (2007) *Enhancing Professional Practice: A Framework for Teaching*.

**University of Arkansas-Monticello
School of Education**

CANDIDATE GRIEVANCE PROCEDURE

A candidate having a complaint in regard to the School of Education programs of study or coursework should discuss the concern with their advisor or the faculty member responsible for the course in which the complaint lies. If a complaint is not satisfactorily resolved, the candidate may present their complaint to the Dean of the School of Education using the form on the School of Education homepage

Concerns in regard to School of Education programs should first be presented the program coordinator for the major area of concern. Candidates may present unresolved issues in writing to the Dean of the School of Education. If the issue remains unresolved, the candidate may appeal to the School of Education Teacher Education Committee.

Complaints involving the Dean of the School of Education should be directed to the Provost. The candidates may ultimately appeal all concerns about current programs to the Provost and then to the Chancellor after the above steps have been taken.

Procedure for Academic/Course Concerns:

1. A candidate should schedule an appointment with the instructor/professor. At this meeting the presentation of the complaint and all discussion will be entirely informal. The instructor/professor will attempt to resolve the complaint. Where his or her complaint is not satisfactorily resolved, a candidate has the right to submit a written formal complaint to the Dean of the School of Education. When a candidate presents a complaint in writing, the Dean of the School of Education will conduct an investigation and issue a written decision.

2. The candidate or the person(s) involved in the complaint may appeal the decision issued by the Dean of the School of Education by forwarding his or her complaint in writing to the School of Education Teacher Education Committee. Upon receipt of a complaint, the School of Education Teacher Education Committee will, at its regularly scheduled meeting, investigate the matter and issue a decision. The decision of the School of Education Teacher Education Committee will be made to the candidate and the person(s) involved in the grievance. If the decision of the School of Education Teacher Education Committee is not satisfactory to the candidate, he/she may appeal the decision to the Provost and then to the Chancellor.

Procedure for Program Concerns:

1. A candidate should schedule an appointment with the Program Coordinator with supervisory responsibility for the area where the complaint lies. At this meeting the presentation of the complaint and all discussion will be entirely informal. The Program Coordinator will attempt to resolve the complaint. Where his or her complaint is not satisfactorily resolved, the candidate has the right to submit a written complaint it to the

Dean of the School of Education. The Dean of the School of Education will conduct an investigation and issue a written decision.

2. The candidate or the person(s) involved in the complaint may appeal the decision issued by the Dean of the School of Education by forwarding his or her complaint in writing to the School of Education Teacher Education Committee. Upon receipt of a complaint, the School of Education Teacher Education Committee will, at its regularly scheduled meeting, investigate the matter and issue a decision. The decision of the School of Education Teacher Education Committee will be made to the candidate and the person(s) involved in the grievance. If the decision of the School of Education Teacher Education Committee is not satisfactory to the candidate, he/she may appeal the decision to the Provost and then to the Chancellor.

Appendix A
Teacher Education Admission Requirements

Transition Point I: Pre-Admission Requirements

- **C or better in the following:**
 - ENGL 1013
 - ENGL 1023
 - MATH 1003 or MATH 1043
 - COMM 1023, 2203, or 2283
 - Any General Education courses taken in Transition Point I
- **B or better in the following:**
 - EDUC 1143 Education, Schools, and Society
 - EDUC 2233 Instructional Technology
 - EDUC 2253 Needs of Diverse Learners in Inclusive Settings
 - READ 2023 Introduction to Teaching Reading
 - EDUC 3583 Assessment Techniques
 - EDUC 3573 Classroom Management
 - All 1000- 2000 level Major courses
- **C.A.S.E PRAXIS Core (Passing scores for all three areas)**
- **Cumulative GPA of 2.75 or better**
- Interview

Transition Point II: Teacher Education Major Degree Program of Study

- **C or better in all General Education courses**
- **B or better in the following**
 - EDUC 3203 Educational Psychology: Developing Learners
 - EDUC 3563 Effective Instructional and Management Strategies
 - All 3000-4000 level Major courses
- **PRAXIS II: Subject Assessment(s) (Passing scores for the appropriate licensure area)**

Transition Point III: Clinical Internship I

- **Cumulative GPA of 3.0 or Better**
- **B or better in major methods courses**

Transition Point IV: Clinical Internship II

- **Maintain Cumulative GPA of 3.0 or Better**
- **PRAXIS II: Principles of Learning and Teaching (Passing score for appropriate grade level)**

Transition Point V: Program Completion

- **Cumulative GPA of 3.0 or better**
- **Completion of the Teacher Work Sample Portfolio**
- **Completion of all degree requirements**

Appendix B

**University of Arkansas-Monticello
School of Education
Teacher Education Committee**

PETITION

Directions: Type this form and submit it to the Dean of the School of Education. Please be as complete and exact as possible.

NAME _____ **ID#** _____

DATE _____ **MAJOR** _____

PRAXIS SCORES:

Reading _____ Specialty _____
Mathematics _____ PLT _____
Writing _____

Cumulative GPA _____

Request: Briefly describe your request.

Justification: What circumstances or events support your request for an exception to the standards and/or criteria?

PETITION WILL NOT BE ACCEPTED WITHOUT BOTH SIGNATURES

Student Signature _____

Advisor Signature _____

.....
Teacher Education Committee Action: _____ Date _____

Approved _____ *Denied* _____ *Other: Explain:* _____



Appendix C

Verification of Handbook

I, _____, _____, _____, verify I have
(Last Name) (First Name) (ID#)

printed and reviewed the University of Arkansas at Monticello School of Education Undergraduate Teacher Education Handbook.

(Signature)

(Date)

Print your last name, first name, and student identification number on the first line. Additionally, please sign, date, and return this completed form to:

Kim Level, Partnership Coordinator
University of Arkansas at Monticello