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Introduction

The University of Arkansas at Monticello's School of Education is the official unit for professional education preparation. The policies of the School of Education are guided by UAM operating and governing procedures and are reflective of policies adopted by the University of Arkansas System Board of Trustees. All policies and procedures of the School of Education are consistent with the system's campus policies and procedures, and the constitution of the University of Arkansas at Monticello. The School of Education programs are accredited by the National Council for the Accreditation of Teacher Education, the Arkansas Department of Education, and national specialty program associations.

The School of Education is charged with the preparation of professional educators for the public schools of southeast Arkansas, the state, and the nation. The School of Education Conceptual Framework outlines the vision, mission, and goals of the unit and guides all unit and program decisions.

This Faculty Handbook serves as the source for faculty to access information pertaining to appropriate procedures and activities. The handbook also provides a resource for new faculty to become familiar with the various roles and responsibilities expected of faculty in the School of Education.

The Mission and Vision of the Institution

The mission of the University of Arkansas at Monticello shares with all universities the commitment to search for truth and understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.

The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development.

The University of Arkansas at Monticello seeks to fulfill its mission by:

- 1) Offering quality educational opportunities in the form of master's, baccalaureate, and associate degree preparation, as well as certification in a variety of vocational/ technical programs, or workforce training;

- 2) Offering a well-rounded program of general education designed to broaden and enrich students' awareness of the world around them;
- 3) Providing contemporary curricula which prepare students for careers in selected fields, for personal development, and for meeting societal needs;
- 4) Strengthening students' capabilities as thoughtful contributors to society by encouraging them to take personal responsibilities and seeking the benefits of life-long learning;
- 5) Providing support programs which increase the probability of success for those students needing additional academic preparation to meet college standards;
- 6) Assisting students in developing interpersonal skills needed by responsible and productive members of society;
- 7) Providing viable programs of public service, continuing education in selected areas, and cooperative programs with other educational institutions;
- 8) Promoting research programs which strengthen the institution and contribute new information to the existing body of knowledge and the extension of knowledge to serve the public;
- 9) Providing cultural and aesthetic experiences that will serve to enhance appreciation of the arts;
- 10) Maintaining regional and national recognition of the institution and its academic and technical programs by continuing to meet the standards of accrediting bodies, available but yet to be achieved; and
- 11) Preparing students to live and work in a technological and global society.

UAM School of Education Mission Statement

The University of Arkansas at Monticello School of Education is committed to the development of highly qualified candidates. The School of Education embraces the responsibility to prepare candidates to live and work in a rapidly changing, diverse world. Candidates are challenged to achieve the highest level of proficiencies 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, diversity, professionalism, and technology. The candidates' understanding of the Conceptual Framework is progressively developed as they advance through the professional education programs. The UAM School of Education is dedicated to developing highly qualified professional educators as identified by the State of Arkansas and NCATE through a partnership with the Southeast Arkansas Educational Cooperative, area public schools, the university community, and supportive agencies in Arkansas's high-need geographical areas.

The Vision of the UAM School of Education

We envision the University of Arkansas at Monticello School of Education preparing highly qualified candidates who are caring and committed to addressing the challenges of educating all in a diverse population of P-12 grade students in an evolving technological world.

UAM School of Education Conceptual Framework

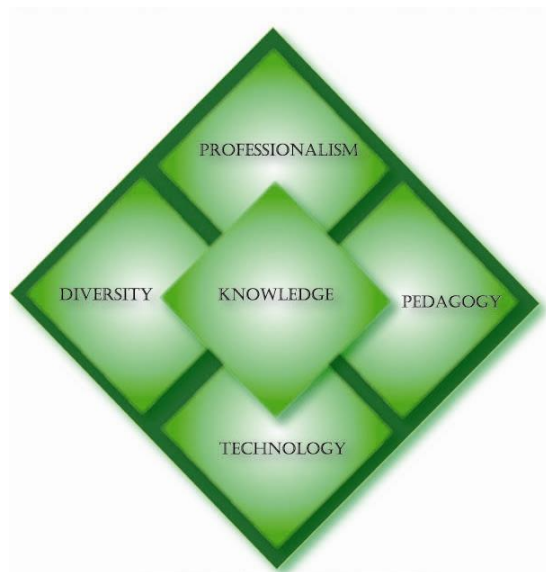
The Conceptual Framework of the School of Education is organized around five strands that promote the following: the acquisition of a knowledge base; development of pedagogical skills; promotion of diversity and social justice; the demonstration of professionalism, and technology skills. The core belief through all strands is that the diverse population of P-12 students can learn. This philosophy is shared by faculty and candidates alike and is infused throughout the curriculum and practice of faculty and candidates. The proficiencies identified either by indicators or standards within each strand define the performance of initial and advanced candidates in the undergraduate and graduate education programs. In the initial charts, these indicators specify knowledge, skills, and dispositions for undergraduate candidates. However, in the advanced charts, the indicators are represented by the standards and serve as a foundation to scaffold specific experiences, assessments, and learning opportunities.

Finally, numerous assessments are employed to gather Data, which are used to evaluate the utility of the conceptual framework and effective functioning of the unit. The aggregated data are used for continuous program improvement and to validate that programs goals are aligned with state and national standards as well as the SOE conceptual framework.

The Teacher Education Committee, the faculty, and other stakeholders are continuously reviewing and revising the School of Education Conceptual Framework.

Philosophy of the Unit

We believe faculty and candidates value teaching and learning in a culturally diverse population where P-12 grade students can learn. We believe that our philosophy is supported by our core beliefs, which are based upon the five strands of the conceptual framework.



Knowledge:

We believe candidates will acquire content specific knowledge, as well as a knowledge base in general and professional education.

We believe candidates will attain knowledge of learners and how learning occurs.

We believe candidates will obtain knowledge of school-community relationships.

Pedagogy:

We believe candidates will create classrooms with active and engaged learning that promotes academic, social, and emotional learning for a diverse population.

Diversity:

We believe candidates will have a clear understanding of differences among groups of people and individuals based on ethnicity, race, socio-economic status, age, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

Professionalism:

We believe candidates will develop the capacity to nourish relationships, build connections within the school-community, sustain professional learning, and exhibit ethical and moral behavior.

Technology:

We believe candidates will attain technological knowledge and use the information to enhance learning for all students.

Philosophy of the Unit: *Multi-Faceted Educators*

Arkansas is home to the most precious of gems, the diamond, like the UAM Teacher Education Program is home to another kind of precious resource, its teacher candidates...our “Diamonds in the Rough”. They come to us in their natural states, inexperienced and less polished but with the promise to become brilliant and prized gems in their profession. Much as diamonds are diverse in characteristics, our candidates are also diverse in socioeconomic status, race, ethnicity, gender, age, and geographic origins. As is true with the rough diamond, our candidates, in their natural state, are not perfect or polished so that their brilliance is evident. We believe that they have talents, skills, and dreams and that it is our role to shape and polish each one to produce clarity so they can become a reflection of the light of learning. How well the diamond is shaped

determines its brilliance; therefore, the School of Education and its partners must be mindful of their task. Those who prepare our candidates must be brilliant jewelers who can mold future educators into multi-faceted gemstones that reflect the content knowledge, pedagogical skills, understanding of diversity, technological skills, and professionalism required of them to also transform their students into multi-faceted brilliant diamonds.

We are all born diamonds in the rough. We are shaped and polished by our experiences. Love, patience, encouragement, and praise smooth our edges like a fine cloth. What we become is a combination of everything we learn, feel, and know. People who are encouraged offer the world the same. Those who are praised are rarely critical of others. The jeweler must keep a steady hand so the 'Diamond in the Rough' becomes the Five-carat perfect stone.

*Excerpt from "Diamonds in the Rough"
Author Bobbi Duffy*

(1.0) Administration

1.1 Dean of the School of Education

The Dean of the School of Education is appointed by and serves at the pleasure of the Chancellor and the Provost/Vice Chancellor for Academic Affairs. The dean is the permanent chair of the UAM Assembly Teacher Education Committee and is responsible for committee activities and executing the policies of the Assembly in regard to the committee.

Essential Duties and Responsibilities include but are not limited to the following.

- Recruitment of a diverse faculty through recommendations of a faculty search committee
- Budgetary officer for the unit
- Acquisition and distribution of equipment, supplies, and materials to support effective teaching
- Collaboration with faculty and program coordinators to schedule classes
- Evaluation of faculty and staff
- Create positive and reciprocal partnerships with public school administrators and teachers, the Southeast Arkansas Education Service Cooperative, the community, SOE alumni, and other UAM academic units
- Create positive and reciprocal partnerships with the Arkansas Department of Education, the Arkansas Department of Higher Education, other universities, and state agencies
- Represent the UAM School of Education in national and state initiatives
- Serve as the Chief Institutional Representation to the American Association of Colleges for Teacher Education
- Guide the unit in the accreditation by the National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation

- Preparation of university, state, and national reports
- Collaboration with faculty and other stakeholders to develop and implement the unit strategic plan
- Acquisition of grants and other external funding
- Recommendations of tenure, promotion, and salary increases for faculty
- Monitor the School of Education STEM (Science, Technology, Engineering and Math) Center activities
- Other duties as assigned by the Provost and Vice Chancellor for Academic Affairs

1.2 Coordinator for Recruitment/Retention and Teacher Education

Essential Duties and Responsibilities include the following.

- Submission of Specialty Program Association proposals and reports by deadlines
- Student recruitment and retention plans and activities
- Faculty recruitment and retention plans and activities
- Coordinate UAM's representation at state and local teacher recruitment fairs
- Development of annual course schedules for dean's approval
- Development of unit annual report
- Development of unit annual strategic plan
- Ensure current and research-based library acquisitions
- Co-Chair UAM Assembly Teacher Education Committee
- Co-Chair faculty search committee
- Chair of unit curriculum and assessment committee
- Ensure alignment of SOE curriculum in each major area
- Coordinator of Parent/Family Appreciation Day
- Coordinator of SOE Scholarship Committee
- Coordinator of preregistration day schedules
- Maintain current documentation of faculty completion of the annual Child Maltreatment Training.
- Additional duties as assigned by the dean

1.3 Coordinator for Graduate Programs

Essential Duties and Responsibilities include the following.

- Review graduate candidate applications for Master of Education, Master of Arts in Teaching, Master of Physical Education and Coaching, and graduate endorsement programs.
- Review graduate candidate applications for the Master of Education in Educational Leadership and forward to the Educational Leadership Coordinator

- Send letters of program acceptance to Master of Education, Master of Arts in Teaching, Master of Physical Education and Coaching, Master of Educational Leadership and graduate endorsement programs candidates
- Maintain records and student files for all graduate programs
- Prepare graduate program review proposals, in collaboration with program coordinators, for state, NCATE, and SPA approval
- Prepare new program proposals for the Arkansas Department of Education and the Arkansas Department of Higher Education
- Prepare proposals for the University of Arkansas at Monticello Graduate Council
- Represent the School of Education as a Non-voting member of the Graduate Council
- Respond to graduate candidate complaints/concerns
- Review all graduate transcripts for GPA requirements and transfer of courses
- Other duties may be assigned.

1.4 Responsibilities for MAT Program Coordinator

Essential Duties and Responsibilities include the following.

- Receive letters of hire to place with the licensure paper work for MAT program candidates
- Complete provisional and standard licensure paperwork for all candidates and give to the Licensure Officer for signatures
- Collaborate with principals for candidates job placement
- Mentor candidates via Blackboard
- Recruit for the program
 - Attend job fairs
 - Answer questions
 - Send applications
- Maintain records of all Master of Arts in Teaching candidates
- Respond to MAT candidate complaints/concerns
- Prepare program reports for the state and NCATE

1.5 Unit Assessment Coordinator for NCATE

Essential Duties and Responsibilities include the following.

- Develop and maintain the School of Education Assessment System
- Develop timelines for data collection
- Collect data from the Faculty
- Enter data into the database
 - For each candidate

- For each assessment
- For each survey
- Develop and send surveys to Candidates
- Develop and send surveys to Employers
- Develop and send surveys to Graduates
- Aggregate and disaggregate data
- Analyze data on the candidates, the programs, and the unit
- Develop Annual Assessment report for stakeholders and NCATE review
- Develop the Assessment Plan with the stakeholders
- Collaborate with the Teacher Education Coordinator to prepare annual campus assessment report
- Other duties may be assigned.

1.6 Partnership Coordinator/Field Experience Coordinator

The Partnership/Field Experience Coordinator will coordinate all placements of teacher candidates in public schools for field placement and for the clinical internship in diverse settings. The Partnership Coordinator is responsible for collaborating with public school administrators for the placement of clinical interns. All contacts with the schools regarding placements will be handled through the Partnership Coordinator's Office. **Faculty should not make arrangements with the schools on an individual basis.** The coordinator meets with classes on request to discuss field experience placements and to determine specific needs of teacher candidates. The coordinator collaborates with the dean to assign faculty supervisors for the clinical internship and monitors the progress of clinical interns in their placements.

The Partnership/Field Experience Coordinator is also responsible for the development of any required articulation agreements with community colleges.

Essential Duties and Responsibilities include the following. Advertise and accept applications for the clinical internship during the semester prior to internship

- Screen all teacher candidate records to assure eligibility for admission to teacher education
- Screen all teacher candidate records to assure eligibility for admission to the clinical internship
- Coordinate and facilitate interviews for admission to teacher education
- Coordinate and facilitate interviews for admission to clinical internship
- Develop and revise teacher candidate handbook and clinical internship handbook
- Coordinate placement of field experience and clinical intern candidates with the public schools
- Provides public school administrators with clinical intern information including grade level assignments, and the clinical internship calendar
- Notify clinical interns of placements at least one month prior to beginning the internship semester

- Maintain communication among building administrators, cooperating teachers, and university supervisors regarding clinical interns
- Notify university supervisors of supervision assignments
- Notify deans and unit heads of placements for clinical interns
- Ensure that clinical interns are appropriately supervised and evaluated on a regular basis
- Meet with cooperating teachers and building administrators on a semester basis to discuss the clinical internship experience and to provide training for supervision
- Work with building administrators, university supervisors, cooperating teachers, and clinical interns to resolve problems during the clinical internship experience
- Conduct exit interviews and evaluations of clinical interns
- Collect field experience and clinical internship data and submit to assessment coordinator
- Prepare licensure documents/applications
- Meets with classes and instructors to make pre-clinical internship field placements
- Contact schools to request pre-clinical internship field placements
- Prepare name tags and other information for pre-clinical internship field placements
- Collect final pre-clinical internship field experience evaluations
- Acquire adjunct clinical internship supervisors
- Coordinate employment placement
- Work closely with the NCATE Coordinator and the Unit Assessment Coordinator for NCATE to ensure proper use of the Chalk and Wire e-portfolio system
- Other duties may be assigned.

1.7 NCATE Coordinator

Under the general direction of the UAM Dean of the School of Education, the NCATE Coordinator will provide leadership and direction in positioning the School of Education to meet Arkansas State Department approval and NCATE accreditation. The NCATE Coordinator will also provide support and guidance to Program Coordinators to prepare programs to seek SPA recognition and address the six NCATE standards. In addition, this position works closely with the Arkansas State Department of Education in meeting the state licensure and program approval requirements.

Essential Duties and Responsibilities include the following..

- Provide leadership to assure alignment of the unit and programs with the six NCATE standards and the standards of the Arkansas State Department of Education
- Establish yearly goals and objectives to continually prepare for meeting state and national standards
- Work closely with program coordinators to align initial and advanced teacher licensure programs with SPA requirements
- Work closely with the Unit Assessment Coordinator for NCATE to monitor data collection and analysis for the Unit Assessment System
- Monitor NCATE and SPA information and provide timely updates to NCATE Steering Committee, program coordinators the teacher education coordinator, and the dean

- Provide leadership in writing and submitting documents and reports associated with NCATE accreditation
- Work with Field Experience Coordinator to support work with initial teacher licensure field experiences to be sure that NCATE standards are met
- Ensure that faculty and staff receive appropriate professional development related to NCATE and SPA standards
- Provide leadership in ensuring that the professional education community/stakeholders participates in the NCATE process
- Work closely with the Unit Assessment Coordinator for NCATE to prepare materials for NCATE visit
- Maintain timeline for NCATE accreditation preparation
- Prepare NCATE Institutional Report
- Chair committee to prepare for NCATE on-site unit review
- Other duties may be assigned

1.8 Initial and Advanced Program Coordinators

Essential Duties and Responsibilities include the following.

- Ensure that the initial and advanced program aligns with the School of Education Conceptual Framework.
- In collaboration with SOE faculty, create/review the design of programs for preparing pre-service teachers and other school professionals and facilitating the professional development of teachers throughout their careers.
- Provide intellectual guidance, leadership, and vision to the program while working closely with the NCATE Coordinator and Teacher Education Coordinator
- Prepare state and SPA reports for NCATE accreditation requirements.
- Suggest professional development opportunities for initial and advanced program faculty.
- Remain current in regard to program requirements and SPA standards.
- Collaborate with the Unit Assessment Coordinator, NCATE Coordinator, Teacher Education Coordinator, and other stakeholders to review assessment data and to recommend program improvements.
- Recommend course schedule revisions to the Teacher Education Coordinator and dean.
- Ensure that all program syllabi are current and course goals and objectives reflect current research findings.
- Remain current in the latest research in the discipline.
- Assure alignment of the program curriculum
- Other duties may be assigned.

1.9 Title II Coordinator

Essential Duties and Responsibilities include the following

- Gather annual Title II data
- Prepare and submit annual Title II report

(2.0) Faculty

2.1 Tenure-Track Faculty (see UAM Faculty Handbook for Board of Trustee Tenure and Promotion Policies)

Tenure-track professional education faculty of the UAM School of Education are recruited through national searches and hold the rank of assistance professor, associate professor, or professor. All tenure-track are required to have an earned doctorate or exceptional expertise that qualifies them for their assignment. Faculty should be licensed in the fields they teach or supervise and have contemporary professional experiences of at least three years in school settings. Faculty must have thorough understanding of the content they teach. Teaching by the professional education faculty must reflect the conceptual framework as well as current research, practices, and theories in the discipline they teach.

Faculty Goals

All professional education faculties should continually meet the following goals. Additional areas may be included as state and national standards dictate.

1. Promote the mission of the University and incorporate the SOE Conceptual Framework into all aspects of the curriculum
2. Demonstrate excellence in fulfilling teaching, supervising, and advising responsibilities
3. Provide service to the university, public schools, and the broader communities in ways that are consistent with the institution and unit mission.
4. Provide education-related services at the local, state, and national levels
5. Collaborate regularly and systematically with colleagues in P-12 settings, faculty in other units, and with members of the broader professional community
6. Actively engage in inquiry and scholarly work
7. Assist public school professional educators and other human service professionals in identifying action research questions and developing strategies for effective inquiry
8. Effectively and accurately advise assigned teacher candidates
9. Engage in continuous personal professional development as prescribed/identified in faculty evaluations and as required by the state.

Faculty Expectations

1. Value candidate learning, assess candidate performance, and modify instruction appropriately to enhance candidate learning
2. Understand assessment technology, use multiple forms of assessments, and use research and data to improve practice
3. Encourage candidate development of reflective and critical thinking, problem solving, and professional dispositions
4. Demonstrate sensitivity to diversity and integrate technology throughout instruction, field

- experiences, and the clinical internship
5. Assess own effectiveness as professional educators including the positive effects of teaching on candidate learning and performance
 6. Exhibit intellectual vitality in regard to sensitivity to critical issues
 7. Prepare course syllabi in alignment with university, state, NCATE, and SPA standards
 8. Maintain at least 10 hours per week of office hours for advising and counseling of teacher candidates (minimum of one hour in AM and one hour in PM)
 9. Utilize regular and appropriate assessments to determine candidate knowledge of content and impact on student learning.
 10. Engage initial and advanced candidates in current research-based strategies that will positively impact student learning
 11. Engage initial and advanced candidates in service learning projects that will positively impact student learning.
 12. Appropriately refer teacher candidates who need special assistance to the appropriate campus offices
 13. Complete and file clinical internship and internship evaluation forms (TCRI) in the Chalk and Wire assessment system in a timely fashion
 14. Complete all assigned individual and committee projects and reports in a timely fashion
 15. Effective service as ambassadors of the School of Education and the university
 16. Continued involvement in the affairs of and service to the profession
 17. Developing appropriate relationships with public schools and human service agencies
 18. Planning and participating in professional development activities
 19. Effective service on school, university, and professional committees, commissions, and task forces
 20. Meeting all class sessions of assigned classes; Absences for professional reasons must be approved in advance by the dean

Faculty Duties and Responsibilities

1. Effectively teach all courses constituting the assigned teaching load (12 hours for tenure-track faculty and 15 hours for non-tenure track faculty).
2. Effectively supervise assigned clinical interns in public school settings.
3. Identify teacher candidates who require assistance and providing assistance or making appropriate referrals
4. Prepare and select appropriate instructional materials and assessments
5. Acquaint teacher candidates with appropriate resources (library, instructional technology, tutoring services, writing center, counseling center, etc.) and model their use
6. Recruit new teacher candidates through both on campus and off campus contacts
7. Assist in the screening of faculty applications and selecting of new faculty
8. Score signature assessments, diversity and disposition rubrics using approved rubrics, and submission of data to the assessment coordinator through Chalk and Wire
9. Serve on appropriate university and unit committees as assigned or elected
10. Advise teacher candidates on an ongoing basis and accurately

11. Employ appropriate and effective retention strategies in teaching and interaction with students.
12. Travel to schools and engage instruction, as needed, to collaborate with faculty and interact with public school students.

2.2 Adjunct Faculty

Adjunct faculty provide a valuable resource for the School of Education. These persons often fall into three separate categories: clinical intern supervisors, team teachers, and instructors of assigned courses. The selection requirements vary for persons who serve in these roles. The generic requirements for selection of adjunct faculty include:

1. Experience as a classroom teacher in a public school
2. Demonstrated excellence in classroom instruction and in their specific area of expertise
3. Rated at least proficient on the Teacher Excellence and Support System (TESS) rating instrument
4. Recommendation(s) from faculty in the School of Education
5. Approval of the Dean of School of Education and the Provost/ Vice Chancellor for Academic Affairs

Selection requirements for university supervisors of clinical interns include the above and:

1. At least 5 years experience as a classroom teacher at the level(s)/subject(s) being supervised, or at least 5 years experience as a building administrator
2. Experience as a cooperating teacher
3. Completion of a supervision course or willingness to be prepared through the School of Education

Several classes in the School of Education are team taught by a university faculty member and a public school faculty member. The faculty from the public schools who serve as team teachers will have met the generic requirements outlined above and:

1. Possession of an earned Master's degree in area being taught
2. Current licensure as a teacher
3. Demonstrated expertise in the area being taught
4. Rated at least proficient on the Teacher Excellence and Support System (TESS) rating instrument

Occasionally, a Public school teacher who possesses a special expertise in the content to be will teach a university class. When this is the case, the public school person shall meet the generic requirements and the team teaching requirements. In addition, these persons shall be selected for only particular classes at particular times.

2.3 The Role of the University Supervisor

The University Supervisor is a vital component of the UAM School of Education teacher preparation program. University Supervisors serve as mentors to clinical interns by using

their expertise and experience to guide the intern in the development of pedagogically sound and appropriate knowledge, skills, and professional dispositions. They should be nurturing yet direct, and provide regular guidance and feedback to maintain minimum standard requirements that are consistent with the mission of the School of Education.

University Supervisor Selection Criteria

The University of Arkansas at Monticello School of Education and the administration of the public school districts will determine placement of interns. Interns will only be placed with those university supervisors who meet the following criteria:

1. At least three years of teaching experience in the area(s) of supervisory assignment;
2. Trained in the Teacher Excellence and Support System (TESS);
3. Preferably a Master's degree or above;
4. Willingness to cooperate fully in the operation and improvement of the clinical experience program;
5. Experience in supervision and/or mentoring;
6. Desire to be a mentor to interns;
7. Desire to improve one's own teaching and supervisory skills;
8. Completion and return of formative and summative evaluations;
9. Approval by public school and School of Education administrators;

Basic Expectations of Clinical Interns

Clinical interns have completed many hours of field experiences in diverse settings prior to the clinical internship. Clinical interns are to assume as much responsibility for lesson planning, instruction and other professional duties as quickly as possible. Keep in mind that a realistic teaching experience, one that encompasses all the dimensions of the teaching role, is essential to the internship experience.

1. We recognize that ultimate responsibility for the performance of the public school students lies with the cooperating teacher. However, we encourage the cooperating teacher to allow the clinical intern to employ a variety of teaching strategies and thereby develop his/her own classroom style. Clinical interns should take the initiative in lesson planning and design. The cooperating teacher should encourage clinical interns to do so but also suggest and demonstrate alternative teaching techniques and share ideas and materials without imposing a singular teaching style on the candidate.
2. University Supervisors should be familiar with the School of Education conceptual framework and the educational mission of the School of Education. They should work with clinical interns to ensure that they meet candidate proficiencies.
3. As a rule, the School of Education expects clinical interns to engage in the art of teaching by assisting the cooperating teacher immediately. The intern should assume responsibility for some lessons no later than the second week. University supervisors should make their first observation no later than the third or fourth week. The clinical intern should gradually assume responsibility for the entire teaching day. A "full teaching load"

includes all of the responsibilities of the teacher, i.e., preparing and teaching lessons, grading, school-time duties (i.e., study halls, hall duty, recess), faculty meetings, etc.

4. It is very important to identify serious problems with teaching performance, receptiveness towards constructive feedback, and professional behavior as early as possible. If the university supervisor has a concern, they should immediately contact the Partnership Coordinator or the Dean of the School of Education.

Roles and Responsibilities of the University Supervisor

All university supervisors are expected to:

1. Assume responsibility for direct supervision of designated interns and uphold the policies of the clinical internship program.
2. Evaluate the performance of interns indicated in Formative Observation and Summative Evaluation Schedule.
3. Complete at least six formal observations of the intern (three per semester).
4. Complete formative observations and collaborate with the cooperating teacher in completing the required final summative evaluations of interns and submitting in Chalk and Wire.
5. Complete a Professional Commitments and Scholarly Dispositions rubric on each assigned intern in Chalk and Wire each semester.
6. Maintain and document close contact with each assigned intern on a weekly basis by email, telephone, or personal visit.
7. Confer regularly with the intern, the Cooperating Teacher, and the Cooperating Principal concerning the intern's performance and progress. Contact the Partnership Coordinator immediately if major weaknesses are identified in an intern's performance. Develop and monitor any needed professional growth plans for strengthening performance of a marginal intern.
8. Participate in planning and conducting in-service conferences for university and cooperating school personnel.
9. Attend in-service conferences and professional development sessions for university supervisors held at the university.
10. Be TESS trained and knowledgeable of the TESS Observation Model.
11. Become familiar with the SOE programs and disseminate this information to public school, colleagues, university departments, and the community.
12. Attend the informational meeting for university supervisors.
13. As schedules permit, attend meetings required of interns.
14. Be a presence in cooperating schools (provide information, professional assistance in keeping with particular experience and expertise, support for school, and university initiatives).
15. Play an active role in informing the SOE of opportunities for effective collaboration with public schools.
16. Document any and all special circumstances that bear upon candidates' performance, i.e., unexplained absences, repeated tardiness, and unprofessional conduct of any sort).

17. Begin the placement with a courtesy visit to the school and cooperating teacher.
18. Inform Partnership Coordinator about any concerns or deficiencies.

2.4 Roles and Responsibilities of the Cooperating Teacher

Cooperating teachers will be selected by the administration of the school districts 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 trained in the Teacher Excellence and Support System (TESS) 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 gradually done after communication and confidence building.) See # 3 above
- The intern must 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 wisely use planning time 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.

2.5 Faculty Recruitment

The recruitment of new faculty is a shared responsibility among the Provost/Vice Chancellor for Academic Affairs, the Dean of the School of Education, and the program faculty. Full-time tenure track faculty members in the School of Education are sought through national searches utilizing diverse resources.

The dean will appoint a faculty search committee composed of faculty from the program area, a student representative, and a faculty member outside of the School of Education. In no case will the search committee be composed of fewer than five persons. Additional persons (i.e., public school personnel) may be secured for this purpose. At least one member of the Search Committee will be a minority person. One faculty member will be appointed to serve as Chair of the Search Committee. The Search Committee and the Dean will develop a position description to be used in all advertising and mailings. The Search Committee will screen all applications, contact references, and determine a pool of candidates for further consideration. This pool of candidates will be contacted by telephone and a brief interview will be conducted with each candidate. A smaller pool of candidates will be recommended to the Dean for on-campus interviews. The dean and the Chair of the Search Committee will develop a schedule for the on-campus interview. This interview will include as a minimum a meeting with the Search Committee, a meeting with the dean, a meeting with the faculty from the program, and the School of Education, a meeting with selected teacher candidates, a meeting with the Vice Chancellor for Academic Affairs, and a classroom presentation. After the on-campus interviews, the dean will meet with the Search Committee to determine a final recommendation for hiring. This recommendation will be given to the Provost/Vice Chancellor for Academic Affairs, who will approve the official offer of employment.

It is the policy of the School of Education to actively recruit persons from diverse groups for faculty positions. In an effort to do this, all advertising for faculty openings are submitted to the Chronicle of Higher Education, Black Issues in Higher Education, Hispanic Outlook, regional and state newspapers, special mailings and personal contacts to colleges and universities having an enrollment of diverse graduate teacher candidates. The School of Education also works with area public school teachers in “grow-your-own” strategies.

2.6 Initial and Advanced Course Syllabus Requirements

Each faculty member is required to prepare, regularly revise, and distribute to teacher candidates, the dean, and the Vice Chancellor for Academic Affairs a course syllabus for each course taught. As courses belong to the School of Education and not the individual faculty member, each

syllabus must be approved by the dean. Syllabi which do not meet the goals of the School of Education or do not contain the required components will be returned to the faculty member for modification. Electronic copies of each course syllabus must be submitted to the School of Education office prior to the first day of class. Faculty members are encouraged to provide electronic copies of the syllabi using Blackboard to teacher candidates.

Initial and advanced course syllabi in the School of Education must be consistent with the university and School of Education syllabi templates and specifically contain the following:

1. Identification of the course (name, number, etc.)
2. Year and semester
3. Instructor's name
4. Office location and phone number
5. Office hours
6. Class meeting times and location
7. Required text and materials
8. Course prerequisites
9. Course description from the catalog
10. UAM School of Education Mission Statement
11. Conceptual Framework Philosophy
12. Goals and objectives of the course aligned with NCATE, SPA standards and conceptual framework
13. Explanation of course activities and requirements
14. Required signature assessments
15. Required Chalk and Wire requirements when it applies
16. Thorough explanation of assessment procedures and grading policies
17. Attendance policy
18. Statement of special policies such as assignments, absenteeism, computer usage, cheating, plagiarism, Special Student Services policy
19. Special projects, assignments, clinical experiences, field based experiences, field trips, service learning, etc.
20. Semester course calendar
21. Campus statement indicating availability of services for teacher candidates with disabilities
22. Updated bibliography
23. Use of technology statement

See Appendix A for Syllabi Templates

2.7 Curriculum and Program Development

The development and modification of the curriculum for initial and advanced programs in the School of Education is the responsibility of the unit faculty in partnership with the arts/sciences faculty as is appropriate. Faculty governance requires that undergraduate and advanced

curricular recommendations impacting teacher education must be submitted to the Teacher Education Committee for review and recommendation. Proposals are then routed to the Curriculum and Standards Committee and ultimately to the University assembly or Graduate Council.

Proposals for initial and advanced curriculum changes within the School of Education begin with program faculty, the dean, and/or the Assessment and Curriculum Committee. Faculty must develop proposal, which is submitted to the School of Education Assessment and Curriculum Committee and the dean. The Assessment and Curriculum Committee will meet with the faculty from the program area to discuss the proposal. A recommendation (with or without modifications) is made to the dean for approval and then submitted to the Teacher Education Committee for review and recommendation. Initial program/course modifications and revisions or new programs must be forwarded to the academic for a 10-day review and approval before being submitted to the campus curriculum and standards committee for approval. Advanced program/course modification and revisions or new programs reviewed by the Teacher Education Committee and then submitted to the academic council and graduate council for a 10-day review before being discussed in graduate council for final approval. All licensure program changes, modifications, revisions or new programs require approval of and/or notification to the Arkansas Department of Education and the Arkansas Department of Higher Education based upon the nature of the change.

Program faculty are responsible for examining the guidelines and recommendations of professional organizations and learned societies to remain current in curriculum and to be able to work with the Assessment and Curriculum Committee to recommend program changes based upon current research and unit and program data findings. Clear rationales for the submission of curriculum proposals must be justified and the rationale reflects the use of program and unit data to make decisions. This requirement is vital and is required throughout the process.

2.8 Office Hours/Class Schedules

Each faculty member shall schedule and post at least 10 hours per week for office hours. This time shall be devoted to meeting with teacher candidates concerning course content, advising, supervision, etc. These office hours shall be distributed throughout the week and take place during both mornings and afternoons. Faculty members are required to be available during these times. If the faculty member is not going to be in the office during the posted times, the School of Education Office will be notified.

Faculty are required to meet all classes on a regular basis and avoid dismissing classes early. The dean's office must be given prior notification if a class is dismissed and a justification be provided.

2.9 Faculty Absences

Faculty should make every effort to be present as often as possible. In the event that a faculty member must be absent from the campus on university business, the individual must complete a

Faculty Absence Request form to be approved by the dean at least 48 hours in advance of the absence. Only 12-month employees accrue vacation leave. Faculty should refer to the leave policies of the university faculty handbook.

Clinical intern and intern supervisors should inform the School of Education Office of supervision schedules one week in advance. These will be posted on the School of Education secretary's calendar. Emergency situations can be handled through a phone call to the School of Education Office.

(3.0) Governance

3.1 Teacher Education Committee (initial and advanced)

The Teacher Education Committee is a standing committee of the UAM Assembly. This campus committee is charged with the oversight of initial and advanced teacher preparation at UAM. The UAM Faculty Handbook provides the following statements regarding this committee:

Composition: The Dean of the School of Education; five (5) faculty from academic units that prepare teachers; one (1) each from Arts and Humanities, Business, Mathematical and Natural Science, Music, and Social and Behavioral Science; five (5) faculty from the School of Education; and two (2) currently enrolled teacher candidates in good standing with both students being appointed by the Public School partners are also active members of the committee.

This committee shall formulate policy, review data for initial and advanced program improvement, hear student appeals, and provide institution wide guidance within the purview of teacher education. The Committee also makes recommendations to the Curriculum and Standards Committee on curriculum matters related to Teacher Education via the curriculum review process.

3.2 General Governance Statement

The primary governance of the School of Education is the responsibility of the dean and faculty committees. Faculty serve on selected committees charged with various aspects of the governance of the School. The standing faculty committees include the Assessment and Curriculum Committee, the Technology Committee, the Diversity Committee, and the Conceptual Framework Committee. Each faculty member must serve on at least one committee during each academic year. The dean appoints the faculty members. Each committee will elect a chair and a secretary who will maintain records of each committee meeting and share those records with the School of Education faculty. Each committee will also have at least one teacher candidate member who will be appointed by the dean upon the recommendation of the faculty. The Dean of the School of Education shall serve as an ex-officio member of each standing committee.

3.3 School of Education Conceptual Framework Committee

The Conceptual Framework Committee is appointed by the dean and is composed of faculty members. The committee continuously reviews the SOE Conceptual Framework with collaboration from members of the professional committee. The SOE Conceptual Framework provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, and assessment.

Goal: Ensure that the conceptual framework aligns the professional and state standards with candidate proficiencies expected by the unit and programs for the preparation of educators.

Goal: Ensure that the conceptual framework reflects the knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the unit.

Goal: Ensure that the conceptual framework reflects the candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards; and a summarized description of the unit's assessment system.

Goal: Ensure that the conceptual framework reflects the unit's professional commitments and expectations of professional dispositions

Goal: Ensure that the conceptual framework reflects the unit's commitment to diversity and the preparation of educators who help all students learn.

3.4 School of Education Assessment and Curriculum Committee (initial and advanced)

The Assessment and Curriculum Committee is co-chaired by the Teacher Education Coordinator and the Assessment Coordinator and is composed of faculty members, the Educational Renewal Zone Director, representatives of the STEM Center, and teacher education candidate representatives.

Goal: Monitor and review initial and advanced programs and the SOE Assessment System using data and sound educational research as a measure for excellence

Goal: Review of initial and advanced program and unit data to monitor program quality and to recommend program improvement needs based upon data findings and current educational research

Goal: Review of and recommendations for assessment instruments/procedures/tools for unit, initial and advanced program and teacher candidate evaluation

Goal: Report aggregated unit and program assessment data and any program improvements/revisions to the Teacher Education Committee and the UAM Stakeholders

Goal: Ensure that candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn.

Goal: Ensure that assessments indicate that candidates meet professional, state, and institutional standards.

Assessment System/Plan

The School of Education at the University of Arkansas at Monticello continues to refine a comprehensive assessment system/plan that addresses national, state, and Specialized Professional Associations standards. The assessment system was developed through the collaborative efforts of the teacher education faculty, public school educators, and teacher candidates. The UAM plan describes an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

The SOE unit Assessment System/plan is aligned with the conceptual framework and uses assessments that are consistent with the demands for greater accountability and focus on the teacher candidates' ability to impact student learning. In response to changes in NCATE accreditation standards, the assessment system of the professional education program is focused on candidate outcomes rather than program inputs such as the course syllabus. This focus has resulted in the development of and a greater emphasis on performance assessments to evaluate teacher candidates as they matriculate through the program. Data on candidate performance from both internal and external assessment measures are compiled and are used to evaluate and improve unit and program effectiveness, as well as the program's final outcomes—its graduates.

3.5 School of Education Technology Committee

The Technology Committee shall be composed of public school and SOE faculty members from initial and advanced programs, as well as teacher candidates. The dean will appoint the chair. The responsibilities of the Technology Committee include:

Developing and monitoring a long-range plan for the development of instructional technology in the School of Education initial and advanced programs.

1. Make recommendations to the dean for the purchase of up-to-date instructional hardware and software and other instructional technology tools to support learning
2. Working closely with the Assessment and Curriculum Committee in monitoring the infusion of instructional technology in all aspects of the curriculum.
3. Plan sessions to update faculty on the uses of instructional technology.
4. Monitor the uses of the Instructional Technology in the curriculum.
5. Review and modify of the School of Education Technology Plan

Technology Plan:

The University of Arkansas at Monticello School of Education Technology Plan guides the unit in the preparation of highly qualified professional educators at the initial and advanced levels that are caring and committed to addressing the challenges of educating all in a diverse population of P-12th grade students in an evolving technological world.

Goal: Professional educators at the initial and advanced levels will integrate technology appropriately to present the content to students in challenging, clear, and compelling ways.

Goal: The UAM School of Education will continuously develop and test different information technologies to improve its electronic assessment system.

Goal: The UAM School of Education will use information technologies in the systematic gathering and evaluation of information, and make use of that information to strengthen the unit and its programs.

Goal: Professional educators at the initial and advanced levels will use information technology in a variety of diverse field and clinical activities directed at the improvement of teaching and learning.

Goal: Professional educators at the initial and advanced levels will use information technology to meet the needs of diverse populations including English language learners and students with exceptionalities.

Goal: Faculty will utilize assessment technology, use multiple forms of assessments in determining their effectiveness, and use the data to improve their practice.

Goal: The unit will seek the necessary resources to maintain current information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

3.6 School of Education Diversity Committee

The School of Education Diversity Committee shall be composed of public school and SOE faculty members from initial and advanced programs, as well as teacher candidates. The Dean of the School of Education shall appoint the members. The responsibilities of the Diversity Committee include:

1. Developing and monitoring a diversity plan to increase an awareness and understanding of the diverse population of students and faculty
2. Developing and monitoring a plan to increase the diversity of teacher candidates
3. Working closely with the Assessment and Curriculum Committee to monitor the ability of teacher candidates to meet the needs of a diverse student population
4. Working with university and public school faculty to increase awareness and understanding the diverse needs of students, parents, and the community
5. Developing opportunities for teacher candidates to experience diverse school settings through field experience.
6. Develop opportunities outside of the traditional curriculum to increasing teacher candidates' knowledge and understanding of diversity
7. Continual review and modify of the School of Education Diversity Plan

The UAM School of Education Diversity Plan

The UAM School of Education Diversity Plan is a commitment to and structure for developing highly qualified professional educators who demonstrate proficiencies representative of a diverse and pluralistic society. The plan includes specific goals, objectives, and actions addressing components of NCATE Standard 4. *Based on the standard, diversity is defined as differences among groups of people and individuals based on ethnicity, race, socio-economic status, age, gender, exceptionalities, language, religion, sexual orientation, and geographical area.* The information in the plan will guide the SOE faculty and stakeholders to assess the commitment to meeting the needs of a diverse community and school population.

Diversity Plan Goals:

- Goal 1: Design Curriculum, Instruction, and Experiences:** The curriculum and instruction, instructional resources, and field and clinical experiences designed by the School of Education will support the development of the teacher candidate's ability to demonstrate his/her knowledge, skills, and dispositions to meet the learning needs of a diverse student population.
- Goal 2: Develop Experiences Working with Diverse Faculty:** The SOE will examine, address, and make recommendations that will enhance the development of the teacher candidate's ability to interact with the SOE faculty, faculty from other units, and professional educators from diverse backgrounds on campus, in public school settings, and the community.
- Goal 3: Develop Experiences Working with Diverse Candidates:** The SOE will improve opportunities for teacher candidates to engage in professional educational experiences and opportunities with other teacher candidates from a broad range of diverse groups in ways that enhance their growth and development as professionals.

Goal 4: Develop Experiences Working with Diverse Students in P-12 Schools: The SOE will provide experiences for teacher candidates to work with a diverse population of students in P-12 schools and other educational settings.

Goal 5: Enhance Culture, Climate, and Community Partnership Relationships: The SOE will enhance the educational climate for teacher candidates, faculty, and the community by fostering an environment that promotes respect for diversity.

Goal 6: Participate in Professional Development Opportunities: The SOE faculty and staff will participate in professional development that enhances their knowledge, skills, and dispositions to interact appropriately with diverse groups of people and individuals based on ethnicity, race, socio-economic status, age, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

The School of Education Diversity Plan includes the following stakeholders: dean, faculty, staff, teacher education candidates, public school teachers and administrators, and community partners.

3.7 School of Education Recruitment and Retention Committee

The UAM School of Education (SOE) plan for retention is guided by the unit Conceptual Framework. The SOE is committed to bridging the gap in supply and demand of high quality teachers in Arkansas schools by aggressively recruiting a diverse population of prospective candidates, and offering challenging curricula and programs that will retain students in the SOE.

The UAM School of Education Retention Coordinator will be the facilitator for the implementation of the UAM School of Education's Retention Plan. The goals will be effectively achieved through the following actions.

Action Statement 1: The School of Education (SOE) Faculty will continue to promote retention of students by using research-based instructional strategies that require students to be active participants in learning and positions faculty to be facilitators of learning.
(CF: Knowledge, Pedagogy, Technology, Diversity, Professionalism; NCATE Standards 1, 5 & 6)

Action Statement 2- The SOE Kappa Delta Pi advisor and student members will create promotional materials and activities to promote a more diverse membership in the honorary educational society.
(CF: Diversity; Professionalism; NCATE Standard 4)

Action Statement 3- The SOE recruitment and retention coordinator will create a web-based resource site to provide materials and tutorials for UAM School of Education student success. Students not passing the Praxis I exam on the first attempt will be required to complete online

tutorial programs and take an assessment to determine their learning and to provide documentation of program completion to the SOE Recruitment and Retention Coordinator. (CF: Knowledge; Technology, Pedagogy; NCATE Standards 1, 2, and 4)

Action Statement 4- The School of Education faculty will participate in workshops designed to improve student advisement, to promote student engagement in learning, to improve faculty/student communication/interaction, and, as a result, to create student success. (CF: Diversity; Professionalism; NCATE Standard 4)

Action Statement 5- The SOE dean and faculty will continue to promote additional opportunities to immerse teacher candidates in diverse public school settings to interact with faculty, peers, and public school students and teachers from diverse backgrounds, cultures, races and genders, and to better perfect their skills. (CF: Diversity; NCATE Standards 3,4, and 5)

Action Statement 6- The unit assessment system data will be reviewed at the end of each semester by the SOE Curriculum/Assessment Committee to determine areas of concern in teacher candidate performance and to develop strategies for program improvement as needed. (CF: Knowledge, Pedagogy, Diversity, and Professionalism, NCATE Standards # 1, #2, #4, #5)

Action Statement 7- Faculty will better utilize degree audits/advisement reports as a tool to track appropriate student progress toward graduation and encouraging participation in pre-registration (CF: Professionalism, Diversity; NCATE Standards # 1, #2, #4, #5) (Action Statements 7, and 13)

Action Statement 8- The School of Education will continue the SOE Pinning Ceremony and create an “Intern of the Year” award. (CF: Professionalism, Knowledge, Pedagogy; NCATE Standard 5)

Action Statement 9- The School of Education will meet the needs of students by increasing student accessibility to coursework through additional online instruction. (CF: Diversity; Knowledge, Pedagogy, Professionalism; NCATE Standard 4)

Action Statement 10- The School of Education faculty will further involve students in service learning projects and provide opportunities for state and national presentations. (CF: Knowledge, Pedagogy, Diversity; Professionalism; NCATE Standard 4)

3.8 School of Education Professional Development

The unit plans and coordinates professional development opportunities for the faculty of the School of Education, arts, sciences, and the public schools as requested. The deans of education, arts, and sciences may also request specific professional development to address areas for

improvement that may have consistently become evident through faculty evaluations by the unit head, peers, or from candidate evaluations of faculty..

(4.0) Continuing Education

The School of Education is committed to providing quality professional development for inservice teachers and other professionals. Faculty members are encouraged to conduct professional development activities and workshops in their areas of expertise. The School of Education will place any money generated through the development of continuing education activities in a restricted account for the purchase of supplies and equipment.

(5.0) Instructional Technology Education

The School of Education houses an Instructional Technology Laboratory and materials center that is available for student and faculty use. Each SOE classroom is equipped with Smart Room Technology, computer projectors, DVD players, white boards and document cameras.. The School of Education provides instruction in instructional technology in EDUC 2233 Instructional Technology as well as required use of instructional technology in lesson planning and presentations in other initial and advanced education classes.

(6.0) Promotion and Tenure

6.1 Promotion and Tenure Procedure

All promotion and tenure criteria and procedures will follow University of Arkansas Board policy 4.5.1 and UAM campus-wide guidelines, which represent minimal qualifying factors. It is the purpose of the following guidelines to communicate ideas and expectations and to suggest a variety of sources of evidence, which may be furnished by the candidate as indices of quality, quantity, and breath of accomplishment.

The aim of these guidelines is not to replace subjectivity with an objective formula. Rather, the intent is to create a basis for fair and informed decision making by those who must make judgments and to provide guidelines for those who desire promotion and tenure.

No teaching faculty member should be nominated for tenure or promotion without documented and convincing evidence of teaching effectiveness. No amount of virtue in other areas can substitute for a demonstrated high quality of teaching.

It is the position of the School of Education that all criteria and evaluation policies and procedures should be approached holistically. Whether the decision is to reappoint, promote, or confer tenure, the following questions must be clearly answered: (1) What potential or promise is evident in the candidate; and (2) What quality of performance has been given during the employment in the School of Education? The candidate should be evaluated on how much has

been done and how well it was done with primary relation to (1) teaching, (2) service, (3) scholarship, and (4) professional renewal.

6.1.1 General Promotion and Tenure Procedures

1. Collect materials and documentation relating to promotion or tenure criteria since the last promotion. Record all meetings, conferences, committee involvement, leadership roles, etc. on a calendar or promotion/tenure document. Keep a “promotion box” in your office where evidence can be stored until sorted and cataloged. Keep an updated vita. Keep all student, peer and dean evaluations, and notes from peers or community committee agenda or minutes as evidence documenting collaboration.
2. The UAM website contains promotion and tenure deadlines and procedures. Follow the Academic link on the homepage, to Academic Affairs, to the Faculty Handbook. Promotion and Tenure is in Chapter 3 of this document.
3. Important dates and procedures:
December 1: The faculty member’s vita and supporting documents must be updated yearly and received by the academic unit head by December 1. Use the cover sheet and checklist format below to prepare your materials.

December 15: The academic unit head will review all materials on file for each eligible faculty member and all which result from required evaluations by UAM tenure-track peers within the academic unit. On the basis of that review and his/her own professional judgment of the faculty member’s qualifications, the academic unit head may forward a recommendation for promotion, accompanied by all documents relative to the candidacy, to the Provost and Vice Chancellor for Academic Affairs by December 15.

December 18: After the information has been received by the Provost and Vice Chancellor for Academic Affairs, the academic unit head will inform all faculty members recommended for promotion. Any faculty member who is not recommended for promotion by his or her chairperson or other responsible individual may appeal in writing by December 18 to have his or her file considered at the next level of administrative review. In this case, the application will be forwarded for consideration with a negative recommendation from the chairperson or other responsible individual.

January 8 (approximately) By the first day of the spring semester, the Provost and Vice Chancellor for Academic Affairs will forward each recommendation, and each appeal to a campus promotion and tenure committee which will make a recommendation to the Provost and Vice Chancellor for Academic Affairs. Each committee will be made up of five faculty members (no academic unit heads), each one holding rank above that presently held by the candidate for promotion. No member of the committee will be from

the academic unit of the candidate. The candidate will select two members of the committee, the academic unit head will select two, and the Provost and Vice Chancellor for Academic Affairs will appoint the chairperson.

January 25: The committee will meet and deliberate, and by January 25, each member of the committee will forward his own unsigned, typewritten recommendation to the Provost and Vice Chancellor for Academic Affairs.

February 1: The Provost and Vice Chancellor for Academic Affairs will then review all the materials in the promotion file of the candidate, and by February 1, will forward his/her recommendation to the Chancellor. At the same time that the Provost and Vice Chancellor for Academic Affairs forwards his/her recommendation to the Chancellor, he/she will inform the candidate as to the nature of the recommendation.

February 5: If the recommendation is negative, the candidate may appeal to the Chancellor providing he/she does so in writing by February 5.

February 10: The Chancellor will review all materials, recommendations, and supporting documents and forward a recommendation to the President by February 10.

Five (5) days after notice: An unfavorable decision by the Chancellor may be appealed by the candidate to the President by requesting in writing within (5) days from the time he/she receives notification that the Chancellor is forwarding all materials and recommendations to the President. (See Appendix B for current “Schedule for Promotion and Tenure Recommendation”)

Deadlines which fall on a weekend or vacation day are extended to the next working day. In this case, candidates are to have at least three days to file an appeal of a unit head’s denial of recommendation and at least four days to file an appeal of the Provost and Vice Chancellor for Academic Affairs’ denial of recommendation.

- 4. Cover sheet and Checklist: The following cover sheet/checklist provides a basic outline for arranging tenure and promotion documents. For further guidance, see the Faculty Handbook Chapter 3.

PROMOTION AND/OR TENURE COVER SHEET/CHECKLIST

Name _____ Academic Unit _____
Rank _____ Date _____
Date of appointment/last promotion _____

Checklist:

_____ Letter from applicant requesting promotion and/or tenure explaining the growth and

achievement since the last promotion as well as why he/she deserves promotion or tenure

_____ Letter of recommendation from the Dean of the School of Education

_____ Updated curriculum vita (Format for preparation of *curriculum vita* is cited in Appendix B of Faculty Handbook.)

_____ Current and previous Faculty Self-Evaluations

_____ Evaluation(s) by school/dean/division chair/library director

_____ Documentation of effective teaching

_____ Peer observations and evaluations (also include specific letters from on-campus and off-campus colleagues supporting your promotion or tenure)

_____ Revised syllabi

_____ Student evaluations

_____ Other appropriate material

_____ Documentation of scholarship, research, and creative activities

Complete bibliographic citations are satisfactory. Additional information may be requested.

_____ Documentation of service

_____ Service to the university

_____ Service to the community

_____ Service to the profession

_____ Documentation of professional renewal

_____ Description of short-term goals

_____ Description of long-range plans

_____ Description of steps completed in professional renewal

The candidate should submit a promotion/tenure file that is complete, concise, orderly, and neat. The primary Promotion and Tenure Portfolio should normally not be larger than a standard 8 ½" x 11" x 3" binder.

If the candidate wishes, an Appendix Portfolio with supplemental material may be submitted. If necessary, promotion and tenure reviewers may request additional information and/or

verification documents from candidates.

It is recommended that the candidate review a Promotion and Tenure Portfolio of a UAM colleague who has been recently promoted and/or tenured.

FORMAT TO BE USED IN PREPARING CURRICULUM VITA

- I. Name
- II. Post-secondary education history
 - Name of Institution Years Attended Degrees Granted
- III. Employment experience (beginning with UAM as present employer)
 - Name of Employer Title and Rank Held Dates
- IV. Titles of Thesis and Dissertation
- V. Professional development
 - A. Significant attendance at and participation in professional meetings (papers given, presentations, etc.)
 - B. Workshops and institutes attended for the purposes of professional development
 - C. Publications (those which were refereed should be asterisked, and copies must be attached and will be returned)
 - D. Professional Consulting Opportunities
- VI. Professional recognition, honors, grants
- VII. Professional service
 - A. To the UAM community
 - B. To the public
 - C. To the profession
- VIII. Other information relevant to candidacy

6.1.2 School of Education Promotion and Tenure Procedures

1. The candidate will provide a cover letter equating consideration for tenure and/or promotion, along with two names to serve on the independent evaluation advisory body to the dean by the Monday after Thanksgiving. The dean shall appoint the third member of this group.
2. The curriculum vita for Promotion and Tenure and appropriate supportive materials must be submitted to the dean's office by Dec. 1. All information related to tenure and promotion must be in written form. Documentation should cover the period since last promotion or appointment.
3. The responsibility for judgment is given to the faculty committee because of their familiarity with the candidate and the qualifications necessary for the discipline. All university and School of Education criteria shall be applied to the candidates accomplishments prior to making a recommendation.

4. Tenured faculty of higher rank are encouraged to review the candidate's materials and provide information to the committee.
5. The committee will examine the materials supplied to determine accuracy. The committee may seek additional information from the candidate or others.
6. Committee members may observe the candidate's teaching performance at a mutually agreeable time.
7. A maximum of two weeks' time after submission of a candidate's materials will be used by the committee for consideration.
8. Each committee member will prepare an unsigned, written recommendation. These recommendations (positive and negative) will be forwarded to the dean. The dean will review the materials and the recommendations and develop a separate recommendation. All materials will then be forwarded to the Provost for university action.

6.2 Promotion Criteria

The following general criteria apply to all persons seeking promotion to the next academic rank:

6.2.1 Minimum Standards: Only those persons who hold a doctorate will generally be considered for promotion to the rank of assistant professor or higher.

6.2.2 General Expectations

- a. Demonstrated commitment to the Missions of the University and the School of Education.
- b. Professional development as evidenced by membership and participation in scholarly and/or professional organizations, pursuit of post-doctoral academic work, seminars, workshops, etc.
- c. Effective performance of duties and responsibilities in the School of Education.
- d. Willingness and effectiveness in performing university duties.

6.2.3 Specific Performance Expectations

- a. Effectiveness in teaching and other academic assignments
- b. Effective service to the school, university, and profession
- c. Scholarly activity and endeavors
- d. Continued professional renewal

Scholarly activity defined as it relates to the School of Education: The curriculum development projects required by the Arkansas Department of Education, by the SPA and NCATE that require the collection, interpretation, and application of data are necessary scholarly activities that must be regularly conducted by the School of Education. The preparation and

presentation of professional research and materials at conferences and to local schools are also important in presenting new information and are considered scholarly activity.

6.3 Academic Ranks

6.3.1 Assistant Professor

The following criteria are to be considered in the promotion to the rank of Assistant Professor.

1. Achievement of an earned doctorate unless the level of experience and performance is so outstanding as to be regarded as a reasonable substitute for the doctorate.
2. Effective teaching performance.
3. Expressed willingness to provide public and professional services to the unit, university, and profession.
4. Development of scholarly activities and endeavors appropriate for the School of Education and the profession.
5. Membership in professional organizations.
6. Attendance at professional meetings.
7. Commitment to the mission of the unit and the university as expressed by attitudes, and deeds which strengthen the integrity, image, and achievement of the institution.

6.3.2 Associate Professor

The following criteria are to be considered in the promotion to the rank of Associate Professor.

1. Excellence in teaching and other academic assignments.
2. Increasing service contributions.
3. Demonstration of scholarly contributions.
4. Membership in professional organizations.
5. Attendance at professional meetings.
6. Familiarity and understanding of current professional literature.
7. Exemplary performance of duties and assignments in the School of Education.
8. Demonstration of professional growth in assuming faculty leadership.
9. Exemplary performance of duties and assignments in the university.
10. Commitment to the mission of the school and the university as expressed by attitudes, and deeds which strengthen the integrity, image, and achievement of the institution.

6.3.3 Professor

The following criteria are to be considered in the promotion to the rank of Professor.

1. Excellence in teaching and other responsibilities.
2. Creativity and scholarship are evident in course content and other endeavors.
3. Innovative methodology in teaching.
4. A superior knowledge of current and classical research in one's teaching area and a demonstrated ability to convey this knowledge to students.
5. Demonstration of a high degree of competence in service.
6. Exemplary performance of service activities.
7. Active involvement in scholarly activities.
8. Leadership in scholarly activities in the School of Education.
9. Participation in state, regional, and national professional associations.
10. Performance of School of Education and university responsibilities and duties in a timely and effective manner.
11. Promotion of the professional growth and development of the School of Education and university.
12. Effective and efficient leadership.
13. Commitment to the mission of the school and the university as expressed by attitudes, and deeds which strengthen the integrity, image, and achievement of the institution.

6.4 Tenure Criteria

Candidates for tenure will hold the doctorate unless the level of experience and performance is so outstanding as to be regarded as a reasonable substitute for the doctorate. All candidates for tenure must provide documentation to support:

1. Above average teaching performance
2. Possession of competence in areas of service
3. Seeking opportunities to provide service
4. Demonstration of the ability to engage in scholarly activities
5. Membership and participation in professional associations
6. Familiarity with current literature in the profession
7. Exemplary performance of duties within the School of Education
8. Assumption of leadership positions within the School of Education
9. Performance of university duties in a timely and effective manner
10. Commitment to the School of Education and the university as expressed in attitudes and deeds, which strengthen the integrity, image, and achievement of the unit and the university.

6.5 Sources of Evidence for Promotion and Tenure

- I. Productivity
 - a. Teaching load – the number of regularly scheduled courses taught during the period considered, diversity of course load, and the instructional methods used
 - b. Collaboration in presentations and teaching materials
 - c. Advisement load—the number of students directly advised and the number of students completing a program of study

- d. Development of proposals for external funding which directly impact the mission of the School of Education and the University
 - e. Authorship of papers and articles related to the candidate's expertise for presentations at local, state, regional, and national conferences
 - f. Development of new courses
 - g. Contributions to the School of Education programs through serving on committees, coordination of activities and programs, etc.
 - h. Conduct staff development activities
 - i. Course syllabi indicating appropriate content
 - j. Student evaluations that demonstrate multiple forms of assessment
 - k. Service to the profession
 - l. Supervision of student research
 - m. Other evidence as suggested by the candidate
- II. Recognition
- a. Awards and recognition for teaching performance
 - b. Annual evaluations: student, peer, dean
 - c. Recognition for scholarly activity
 - d. Requests by professional community for candidate's expertise
 - e. Student ratings of effectiveness in teaching, supervision, and advising
 - f. Testimony from peers regarding effectiveness of candidate in teaching, scholarship, and service
 - g. Letters of testimony from students, school districts, workshop participants, etc.
 - h. Other duties, responsibilities, and assignments

(7.0) Special Policies

7.1 Cooperating Teacher Policy

7.1.1 The Role of the Cooperating Teacher

The cooperating teacher is a vital component of the UAM School of Education teacher preparation program. Cooperating teachers serve as mentors to clinical interns by using their expertise and experience to guide the intern in the development of pedagogically sound and appropriate knowledge, skills, and professional dispositions. They should be nurturing yet direct, and provide regular guidance and feedback to maintain minimum standard requirements that are consistent with the mission of the School of Education. Cooperating teachers should promote individual reflection and development of the beginning educator.

7.1.2 Cooperating Teacher Selection Criteria

The University of Arkansas at Monticello School of Education and the administration of the public school districts will determine placement of interns. Interns will only be placed with 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 mentor to interns;
6. Desire to improve one's own teaching and supervisory skills;
7. Completion and return of formative and summative evaluations; and
8. Approval by public school and School of Education administrators.

7.1.3 Compensation for Cooperating Teachers

Compensation equates to a tuition waiver as an honorarium for supervising UAM Clinical Interns. For each clinical intern supervised, cooperating teachers will receive a tuition waiver of three credit hours for graduate or undergraduate tuition for one semester of supervision. Each hour of credit may be banked and used by the cooperating teacher to enroll in undergraduate and/or graduate courses at the University of Arkansas at Monticello. The graduate credit may not be used as a tuition waiver for a family member or any other individual. The undergraduate credit may be used as a tuition waiver for a spouse and/or dependents. Award of the honorarium is dependent on the timely submission of the required assessments of clinical interns.

7.1.4 Expectations

Clinical interns have completed many hours of field experiences in diverse settings prior to the clinical internship. Please allow the clinical intern to assume as much responsibility for lesson planning, instruction, and other professional duties as quickly as possible. Please keep in mind that a realistic teaching experience, one that encompasses all the dimensions of the teaching role, is essential to the internship experience.

1. We recognize that ultimate responsibility for the performance of the public school students lies with the cooperating teacher. However, we encourage the cooperating teacher to allow the clinical intern to employ a variety of teaching strategies and thereby develop his/her own classroom style. Clinical interns should take the initiative in lesson planning and design. They are encouraged to use the internship as an opportunity to employ a variety of teaching strategies and develop their own classroom style. The cooperating teacher should encourage clinical interns to do so but also suggest and demonstrate alternative teaching techniques and share ideas and materials without imposing a singular teaching style on the candidate.
2. Cooperating teachers should be familiar with the School of Education Conceptual Framework and the educational mission of the School of Education. They should work with clinical interns to ensure that they meet candidate proficiencies.

3. As a rule, the School of Education expects clinical interns to engage in the art of teaching by assisting the cooperating teacher immediately. The intern should assume responsibility for some lessons no later than the second week. Cooperating teachers or University supervisors should make their first observation no later than the third or fourth week. The clinical intern should gradually assume responsibility for the entire teaching day. A "full teaching load" includes all of the responsibilities of the teacher, i.e., preparing and teaching lessons, grading, school-time duties (study halls, hall duty, recess), faculty meetings, etc.
4. It is very important to identify serious problems with teaching performance, receptiveness towards constructive feedback, and professional behavior as early as possible. If the cooperating teacher has a concern, they should immediately contact the university supervisor or the Partnership Coordinator.

7.1.5 Roles and Responsibilities of the Cooperating Teacher

Cooperating teachers will be selected by the administration of the school districts 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 trained in the Teacher Excellence and Support System (TESS) with a proficient score on their TESS evaluation.

As a mentor, the 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 communication and confidence building.) See # 3 above
- The intern must 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.

7.1.6 Preparing for the Clinical Intern

The orientation process is essential for preparing for the arrival of the clinical intern along with providing her/him with information basic to successful adjustment to the class and school.

1. Prepare for the arrival of the clinical intern. Have appropriate materials ready, such as seating charts, faculty handbook, and course outlines.
2. Help the clinical intern become familiar with the school as soon as she/he arrives.
 - a. From the beginning, accept the clinical intern as a co-worker of equal status and model professional appearance and behavior.
 - b. Introduce the clinical intern to administrators, guidance personnel, and department faculty.
 - c. Introduce the clinical intern to the students, emphasizing the fact that she/he will be one of their teachers.
 - d. Review the policies the clinical intern is expected to follow, such as procedures relating to discipline, attendance, homework, make-up work, accidents, and emergencies. Explain the added duties that the clinical intern will be required to assume, such as lunchroom or hall duty.
 - e. Tour relevant school facilities, point out available teaching resources and how they can be obtained, and secure a key to the faculty restrooms.

- f. Expect the clinical intern to attend department and faculty meetings, participate in parent meetings, and participate in professional development activities. **This is a requirement of the intern by the university.**

7.1.7 Lesson Planning

The clinical intern must complete lesson plans using the principles of the Teacher Cooperating teachers should:

1. Play an active role in helping the intern develop Lesson planning skills.
 - a. Work with the clinical intern to formulate lesson plans that ask important questions and develop a sequence of instructional activities. Help the clinical intern formulate pivotal questions and develop discussion leadership skills.
 - b. Permit the clinical intern to draw upon your lesson plans and materials, but insist that he/she assume primary responsibility for preparing lesson plans and materials.
 - c. Ensure that the clinical intern develops a repertoire of appropriate instructional and assessment strategies.
2. Act as a coach and mentor. Clinical interns appreciate and respond favorably to being viewed as a colleague rather than as a subordinate.
 - a. Give the clinical intern regular feedback.
 - b. Be sensitive to the need to develop a sense of self-confidence in the clinical intern in both formal and informal conference situations.

7.1.8 Assessing Candidate Performance

As part of our Council for the Accreditation of Education Preparation (NCATE) accreditation process, the UAM School of Education has developed a TESS based scoring instrument, the Teacher Candidate Rating Instrument (TCRI), to assess the extent to which clinical interns have mastered the knowledge, skills, and dispositions to be quality professional educators.

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 basic/acceptable 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 TCRI is adapted from Danielson, C. (2007) *Enhancing Professional Practice: A Framework for Teaching*.

Conducting Formative and Summative Observations and Scoring TCRI

Instructions:

1. Conduct a pre-observation interview 15-30 minutes prior to the scheduled observation to review the intern’s *Class Profile, Instructional and Reflection Profile*, and *Pre-observation Interview* forms and provide oral feedback.
2. During the classroom observation, script evidence observed by documenting information which supports criteria listed in Domain 2 and 3. (NOTE: Formative observations are conducted separately by the cooperating teacher and university supervisor; however, the summative observation is conducted as a joint endeavor by the cooperating teacher and university supervisor).
3. Use pages 2-5 of the *TCRI* and score all criteria listed for Domain 1, 2, 3, and 4, based upon the evidence observed and documented from the pre-observation interview and evidence observed and documented from the classroom observation. Circle or mark the appropriate descriptor. (NOTE: Intern I students should seldom be scored higher than basic/acceptable on many, if any, of the specific criteria.)
4. Conduct a post-observation interview and review the reflection questions located in the *Instructional and Reflection Profile* with the intern to provide oral feedback.
5. Use page 5 of the *TCRI* and score Domain 4, based upon the evidence provided and documented from the post-observation interview. Circle or mark the appropriate descriptor. Also, attach a copy of any specific evidence, which demonstrates the teaching of the intern impacted the P-12 students’ learning.
6. Complete *TCRI* rubric in Chalk and Wire to provide written feedback in the comment sections of each of the 22 components of the TCRI.

Formative Observation: A collaborative process, concerned primarily with the professional growth and development of the individual intern. The observation consists of a pre-observation conference, classroom observation, analysis of the lesson, post-observation conference, and post-conference analysis.

Summative Evaluation: Are used to make a recommendation relative to the merit of the intern’s overall performance. In this case, recommending the Intern I student for Internship II or recommending the Intern II student for graduation. The summative evaluation consists of the cooperating teacher and university supervisor conducting the pre-observation conference, classroom observation, analysis of the lesson, post-observation conference, and post-conference analysis together. The cooperating teacher and university supervisor will be observing the same lesson at the same time, but each observer will score a separate TCRI in Chalk and Wire.

- 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

TOTAL:
Four (4) Formative Observations
Two (2) Summative Evaluations

- 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

TOTAL:
Four (4) Formative Observations
Two (2) Summative Evaluations

7.2 Technology in the Curriculum

The following information is provided as an overview of the School of Education's (SOE) Technology Plan in regard to current NCATE standards.

Standard 1: Candidate Knowledge, Skills, and Dispositions

With the use of technology growing in today's public schools, it is essential that teacher candidates have the knowledge and skills needed for integrating technology into the instructional process. It is the goal of the SOE to provide opportunities for teacher candidates to learn the newest technologies for improved student learning. Undergraduate and graduate students are provided the opportunity to explore innovations in the field of educational technology as they prepare to impact the learning of generations to come.

Standard 2: Assessment System and Unit Evaluation

Constant evaluation of student progress is essential for continued improvement within the SOE. Through the use of data analysis software and other technology tools, the SOE has and will continue to make improvements in the area of educational technology.

Standard 3: Field Experience and Clinical Practice

As a result of improvements made regarding instructional technology within the SOE, teacher candidates will have the tools needed to impact the learning of their students. Students will not only be able to use the latest technologies that are available in their schools, but they will also be able to find creative ways to use technologies in schools that have limited resources.

Standard 4: Diversity

With such a diverse population of public-school students, it is essential that teacher candidates understand the specific needs of their students. For many, technology can bridge the gap for students that come from disadvantaged backgrounds. Technology can also provide benefits for students that are facing physical and mental challenges. Because technology plays such an important part within such a diverse population of students, teacher candidates are provided opportunities to explore and become engaged in the wealth of technologies that are available from various sources.

Standard 5: Faculty Qualifications, Performance, and Development

Because technology is such an important part of learning, it is essential that all faculty members have a good understanding of how it can be used in teaching and learning. The SOE is committed to providing the technology resources and training needed so faculty members can effectively demonstrate the appropriate uses of instructional technology to their students. Through demonstration, the faculty of the SOE promotes exemplary teaching that will be modeled by teacher candidates out in the field.

Standard 6: Unit Governance and Resources

Since technology is changing at a tremendous pace, it is essential that the SOE stay current with the latest educational tools. It is the goal of the SOE to seek and obtain necessary funding to ensure that teacher candidates are learning with current educational technology so they can continue to meet professional, state, and institutional standards.

Summary

The need for a concentrated effort in Southeast Arkansas to prepare teachers for diverse classrooms is crucial. The conceptual framework presented offers opportunities for incorporating practices that address learners of diverse cultural and ethnic backgrounds. The framework is also consistent with practices of many teacher education programs throughout the United States. It is the responsibility of the UAM SOE to fully recognize and effectively address the emotional needs of the larger pluralistic community, which it serves.

Examples of face-to-face and online course syllabi examples

UNIVERSITY OF ARKANSAS AT MONTICELLO
(Insert Name of) DEPARTMENT/PROGRAM/SCHOOL
(FACE TO FACE) COURSE SYLLABUS
Semester, Year, Time (i.e. Fall 2015 – MWF 8:10 a.m.)

Instructor Name:

Instructor Location of Office:

Instructor Phone: Give the complete extension: 870-460-XXXX.

Instructor Email Address:

Office Hours: Do NOT put “see office door” on any syllabus. (i.e. 10-11 MWF, 2-3 TT. Other times by appointment.)

Course Title and Credit Hours: (i.e. HIST 2213 (ACTS Equivalent # HIST 2113) American History I, 3 credit hours)

Prerequisites: If there are no pre-requisites, type in “NONE.”

Course Description: (May be copied from the University catalog.) or Goals and Objectives of the Course:

Required textbooks, workbooks, supplementary materials: Include name of textbook, author, publisher, edition, and ISBN number. Add the following information: Click on “online bookstore” for textbook information: <http://www.uamont.edu/pages/resources/>

MISSION STATEMENT

The University of Arkansas at Monticello School of Education is committed to the development of highly qualified candidates. The School of Education embraces the responsibility to prepare candidates to live and work in a rapidly changing, diverse world. Candidates are challenged to achieve the highest level of proficiencies 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, diversity, professionalism and

technology. The candidates' understanding of the Conceptual Framework is progressively developed as they advance through the professional education programs. The UAM School of Education is dedicated to developing highly qualified professional educators as identified by the State of Arkansas and by the "No Child Left Behind" Act of 2001 through a partnership with the Southeast Educational Cooperative, area public schools, the university community, and supportive agencies in Arkansas's high-need geographical areas.

CONCEPTUAL FRAMEWORK

The Conceptual Framework of the School of Education is organized around five strands that promote the following: 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 candidates alike and is infused throughout the curriculum and practice of faculty and candidates. The proficiencies identified either by indicators or standards within each strand define the performance of initial and advanced candidates in the undergraduate and graduate education programs.

Student Learning Outcomes: Replaces Goals/Objectives title

By the conclusion of the course you should be able to: Use HOTS that are not just knowledge and comprehension level; Will be able to analyze, synthesis, evaluate, etc.

Required textbooks, workbooks, supplementary materials: Include name of textbook, author, publisher, edition, and ISBN number. Add the following information: For additional textbook information, you may go to the online bookstore: <http://www.uamont.edu/student.htm>

Technical Support Information: Include the information below in your syllabus.

Blackboard Assistance:

Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

Email Assistance:

Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <http://www.uamont.edu/pages/library/>

Proposed UAM Attendance Policy:

Students are expected to attend all required class sessions during the semester. The University does not allow for unexcused absences. Each faculty member will determine his or her individual policies regarding excused absences, except in the case of a University sponsored event. Students

involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

Regardless of the reasons for a student missing, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Course-specific Attendance Policy/Participation Requirements:

Specify your course requirements. *For example*, You are expected to post comments to the Discussion Board at least 3 times each week. Saying “I agree” or similar lack of information is not posting. Your remarks should add to the course discussion.

Academic Alert:

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

Academic Resources: (You may exclude any section that does not apply to your class.)

THE CENTER FOR WRITING AND COMMUNICATION

Memorial Classroom Building, Room 113, (870) 460-1378

Home Page: <http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

Mailing Address: P. O. Box 3460, Monticello, AR 71656

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines and majors.

GENERAL EDUCATION TUTORIAL LAB

Harris Hall, (870) 460-1454

Any student who desires to be successful in his/her general education classes can receive assistance through tutoring services available on the 2nd floor of Harris Hall. Please watch for emails from Laura Hughes detailing this semester’s tutoring availability.

MATH TUTORIAL LAB

Math and Science Center, 870-460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

Students with Disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities. It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu.

For assistance on a College of Technology campus contact:

McGehee: Office of Special Student Services representative; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative; phone 870 364-6414; fax 870 364-5707.

Feedback Schedule:

Information regarding instructor response and availability. *For example:* Most often, a student can expect a response to email within 24 hours Monday through Friday. No emails will be answered after 5 p.m. on Friday until the following Monday.

STUDENT CONDUCT STATEMENT

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. They must not conduct themselves in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

CELL PHONE POLICY

The School of Education seeks to promote a teaching and learning environment free from classroom disruptions.

The following policy is intended to define acceptable classroom behavior with regard to cell phones, pagers, MP3 players, and similar electronic devices in order to preserve academic integrity and ensure that candidates have optimum environmental conditions for effective learning.

As a member of the learning community, each candidate has a responsibility to other candidates who are members of the community. The School of Education prohibits the use by candidates of cell phones, pagers, MP3 players, or similar electronic devices during scheduled classes. All such devices must be turned off or put in a silent mode and cannot be visible during class. At the discretion of the instructor, exception to this policy is possible in special circumstances. Cell phones may not be answered or utilized for text messages, instant messages, games, Facebook, MySpace, and other uses not suitable in a classroom. All MP3 players must be turned off prior to entering the classroom. Both ear buds and/or ear phones must be removed from ears. **If you decide to ignore the policy, you will be asked to leave and may be counted absent.**

In testing situations, use of cell phones or similar communication devices may lead also to a charge of academic dishonesty and additional sanctions under the *Academic Dishonesty Policy*.

USE OF TECHNOLOGY

Candidates will word-process all papers and class assignments. Candidates are responsible for obtaining an e-mail address at the Information Technology Center. Candidates will conduct Internet research concerning class topics. Candidates will develop multi-media presentations using a variety of instructional resources. Candidates will utilize *Blackboard* as a means of submitting class assignments and communicating online.

DIVERSITY

Candidates will be provided opportunities through direct instruction and other experiences to gain the knowledge, skills, and dispositions to provide effective instruction in diverse classrooms and communities. A wide variety of instructional methods will be modeled during the course to meet the needs of a diverse class.

Course Requirements

Field Experiences (Where applicable)

Signature Assessment (Where applicable)

Assessments:

Cover all assessment activities including homework assignments, quizzes, examinations, projects, etc. Specify if quizzes and/or examinations are open or closed book, if test/examination is timed, proctored, or has other special requirements. If a team project is required, it should be mentioned here with details provided below.

Discussion:

Include guidelines regarding handling discussion questions and any group activities. Include at least one example of a discussion question either in the Discussion area or in the Calendar of Activities.

Team Project:

If a team project(s) is expected, provide details). Identify the following:

1. How the team is to be selected.
2. How the topic is to be selected.
3. Procedures for gathering data.
4. The required format and delivery of the project materials.
5. Grading scale.

Feedback Schedule:

Information regarding instructor response and availability. *For example:* Most often, a student can expect a response to email within 24 hours Monday through Friday. No emails will be answered after 5 p.m. on Friday until the following Monday.

Method of Delivering Assignments:

Example: Please submit work as a PDF document sent to Blackboard. Use Times New Roman, 12 point font with 1” side margins. All submissions should be titled with your last and first name and course title (e.g., Smith, Joe EDUC2225). Be sure to have anti-virus software installed on your computer and update it regularly.

Thorough Explanation of Faculty Grading Policy:

Grade Assignment:

Grading Scale:

A= 90—100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

Student Conduct Statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic Dishonesty:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be XXXXXX insert your specific penalties for academic honesty.

Course Outline/Calendar:

Include an outline of course topics. Post these to Blackboard as well.

Special Dates of Concern:

List any special dates that would be of concern to any student.

Bibliography

UNIVERSITY OF ARKANSAS AT MONTICELLO
(Insert Name of) DEPARTMENT/PROGRAM/SCHOOL
ONLINE COURSE SYLLABUS
Semester, Year (i.e. Fall 2015)

Instructor Name:

Instructor Phone: Give the complete extension: 870-460-XXXX.

Instructor Email Address:

Office Hours: Do NOT put “see office door” on any syllabus. (i.e. 10-11 MWF, 2-3 TT. Other times by appointment.)

Virtual Hours: These are minimal hours you should be available to chat, discuss, email students. (i.e. 8-9 MWF, 2-4 MWF, 12-2 TT)

Course Title and Credit Hours: (i.e. HIST 2213 (ACTS Equivalent # HIST 2113) American History I, 3 credit hours)

Prerequisites: If there are no pre-requisites, type in “NONE.”

Course Description: (May be copied from the University catalog.) or Goals and Objectives of the Course:

Required textbooks, workbooks, supplementary materials: Include name of textbook, author, publisher, edition, and ISBN number. Add the following information: Click on “online bookstore” for textbook information: <http://www.uamont.edu/pages/resources/>

MISSION STATEMENT

The University of Arkansas at Monticello School of Education is committed to the development of highly qualified candidates. The School of Education embraces the responsibility to prepare candidates to live and work in a rapidly changing, diverse world. Candidates are challenged to achieve the highest level of proficiencies 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, diversity, professionalism and technology. The candidates’ understanding of the Conceptual Framework is progressively developed as they advance through the professional education programs. The UAM School of Education is dedicated to developing highly qualified professional educators as identified by the

State of Arkansas and by the “No Child Left Behind” Act of 2001 through a partnership with the Southeast Educational Cooperative, area public schools, the university community, and supportive agencies in Arkansas’s high-need geographical areas.

CONCEPTUAL FRAMEWORK

The Conceptual Framework of the School of Education is organized around five strands that promote the following: 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 candidates alike and is infused throughout the curriculum and practice of faculty and candidates. The proficiencies identified either by indicators or standards within each strand define the performance of initial and advanced candidates in the undergraduate and graduate education programs.

Student Learning Outcomes: Replaces Goals/Objectives title

By the conclusion of the course you should be able to: **Use HOTS that are not just knowledge and comprehension level; Will be able to analyze, synthesis, evaluate, etc.**

Technical Support Information: Include the information below in your syllabus.

Blackboard Assistance:

Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

Email Assistance:

Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

Library Services: The computer section in the Library is open during regular Library hours.

Click here to see when the Taylor Library is open: <http://www.uamont.edu/pages/library/>

The Student Handbook for Distance Education is available at the following link:

<http://www.uamont.edu/pages/resources/academic-computing/>

Methods of Instruction: Minimum Technology Requirements:

For minimum technology requirements, visit:

<http://www.uamont.edu/pages/resources/academic-computing/>

Example: Access to a working computer with Internet capability.
Operating System: Windows 2000, XP, Vista or Macintosh OS X
Hardware: 256 MB of RAM, 1GB free hard disk space

Microsoft Office 2007 recommended
Connection to the Internet: (broadband connection, such as RoadRunner, Satellite Internet or DSL, is preferred). Broadband connections are recommended for assessments.

UAM Attendance Policy: Students are expected to attend all required class sessions during the semester. The University does not allow for unexcused absences. Each faculty member will determine his or her individual policies regarding excused absences, except in the case of a University sponsored event. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

Regardless of the reasons for a student missing, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Course-specific Attendance Policy/Participation Requirements:

Specify your course requirements. *For example*, You are expected to post comments to the Discussion Board at least 3 times each week. Saying “I agree” or similar lack of information is not posting. Your remarks should add to the course discussion.

Academic Alert:

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

Academic Resources: (You may exclude any section that does not apply to your class.)

THE CENTER FOR WRITING AND COMMUNICATION

Memorial Classroom Building, Room 113, (870) 460-1378

Home Page: <http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

Mailing Address: P. O. Box 3460, Monticello, AR 71656

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC

also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines and majors.

GENERAL EDUCATION TUTORIAL LAB

Harris Hall, (870) 460-1454

Any student who desires to be successful in his/her general education classes can receive assistance through tutoring services available on the 2nd floor of Harris Hall. Please watch for emails from Laura Hughes detailing this semester's tutoring availability.

MATH TUTORIAL LAB

Math and Science Center, 870-460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

Students with Disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu.

Emergency or Interruption in Computer Service Policy:

Specify how emergencies or interruption in service will affect assignment deadlines.

For example: Prepare for unexpected problems and emergencies. Understand that problems and glitches do occur in online learning as they do in any learning environment. Have a back-up plan such as using the computers at a local library for submitting assignments in case your computer crashes or your service is interrupted.

Hybrid Course Information:

If this course is a blended course in addition to being taught online, add relevant information here including the number and duration of weekly face-to-face meetings, whether these are to be held in a regular classroom or lab, types of activities are to be handled face-to-face vs. online, etc.

STUDENT CONDUCT STATEMENT

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards

of society. They must not conduct themselves in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

CELL PHONE POLICY

The School of Education seeks to promote a teaching and learning environment free from classroom disruptions.

The following policy is intended to define acceptable classroom behavior with regard to cell phones, pagers, MP3 players, and similar electronic devices in order to preserve academic integrity and ensure that candidates have optimum environmental conditions for effective learning.

As a member of the learning community, each candidate has a responsibility to other candidates who are members of the community. The School of Education prohibits the use by candidates of cell phones, pagers, MP3 players, or similar electronic devices during scheduled classes. All such devices must be turned off or put in a silent mode and cannot be visible during class. At the discretion of the instructor, exception to this policy is possible in special circumstances. Cell phones may not be answered or utilized for text messages, instant messages, games, Facebook, MySpace, and other uses not suitable in a classroom. All MP3 players must be turned off prior to entering the classroom. Both ear buds and/or ear phones must be removed from ears. **If you decide to ignore the policy, you will be asked to leave and may be counted absent.**

In testing situations, use of cell phones or similar communication devices may lead also to a charge of academic dishonesty and additional sanctions under the *Academic Dishonesty Policy*.

USE OF TECHNOLOGY

Candidates will word-process all papers and class assignments. Candidates are responsible for obtaining an e-mail address at the Information Technology Center. Candidates will conduct Internet research concerning class topics. Candidates will develop multi-media presentations using a variety of instructional resources. Candidates will utilize *Blackboard* as a means of submitting class assignments and communicating online.

DIVERSITY

Candidates will be provided opportunities through direct instruction and other experiences to gain the knowledge, skills, and dispositions to provide effective instruction in diverse classrooms and communities. A wide variety of instructional methods will be modeled during the course to meet the needs of a diverse class.

Course Requirements

Field Experiences (Where applicable)

Signature Assessment (Where applicable)

Assessments:

Cover all assessment activities including homework assignments, quizzes, examinations, projects, etc. Specify if quizzes and/or examinations are open or closed book, if test/examination is timed, proctored, or has other special requirements. If a team project is required, it should be mentioned here with details provided below.

Discussion:

Include guidelines regarding handling discussion questions and any group activities. Include at least one example of a discussion question either in the Discussion area or in the Calendar of Activities.

Team Project:

If a team project(s) is expected, provide details). Identify the following:

1. How the team is to be selected.
2. How the topic is to be selected.
3. Procedures for gathering data.
4. The required format and delivery of the project materials.
5. Grading scale.

Feedback Schedule:

Information regarding instructor response and availability. For example: Most often, a student can expect a response to email within 24 hours Monday through Friday. No emails will be answered after 5 p.m. on Friday until the following Monday.

Method of Delivering Assignments:

Example: Please submit work as a PDF document sent to Blackboard. Use Times New Roman, 12 point font with 1" side margins. All submissions should be titled with your last and first name and course title (e.g., Smith, Joe EDUC2225). Be sure to have anti-virus software installed on your computer and update it regularly.

Thorough Explanation of Faculty Grading Policy:

Grade Assignment:

Grading Scale:

A= 90—100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

Student Conduct Statement:

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Academic Dishonesty:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.

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