

# University of Arkansas at Monticello

## Undergraduate Teacher Education Handbook



University of Arkansas at Monticello  
School of Education  

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**UNDERGRADUATE TEACHER EDUCATION HANDBOOK  
TABLE OF CONTENTS**

Introduction.....4

Mission Statement.....5

A Conceptual Framework.....5

General Policies and Procedures.....6

P-4 Early Childhood Program of Study .....7

Middle Childhood Program of Study.....8

Health and Physical Education P-12 Licensure .....9

Teacher Education Program Requirements ..... 10

Licensure..... 12

Professional Organizations ..... 13

Professional Portfolio Requirements ..... 14

Clinical Internship..... 26

    Clinical Internship Admission .....26

    Clinical Internship Placement.....27

    Length of Assignment.....27

    Cooperating Teacher Selection Criteria.....28

    University Supervisors.....28

    Roles and Responsibilities .....28

        Roles and Responsibilities of the Cooperating teacher.....28

        Roles and Responsibilities of the Interns.....29

        Roles and Responsibilities of the University Supervisors .....31

        Roles and Responsibilities of the Partnership Coordinator .....31

    Intern Absences.....32

    Outside Work Restrictions.....32

Calendar .....	33
Substitute Teaching Policy for Internship I and II.....	33
Confidentiality .....	33
Dress and Deportment in Schools.....	34
Illegal Substances.....	34
Unacceptable Internship Performance .....	34
Termination of Clinical Internship Placements .....	36
Formative Observation and Summative Evaluation Schedule.....	37
Candidate Grievance Procedure.....	39
Appendices A- M.....	41
A. Teacher Education Admission Requirements .....	41
B. Professional Portfolio Scoring Guide.....	42
C. UAM Teacher Preparation Program Goals .....	45
D. Arkansas State Teaching Standards .....	46
E. National Association for the Education of Young Children Standards .....	47
F. National Middle School Association Standards.....	48
G. American Alliance for Health, Physical Education, Recreation and Dance/National Association for Sport and Physical Education Standards .....	49
H. Interstate New Teacher Assessment and Support Consortium Standards .....	50
I. Caption Format.....	51
J. Professional Development Plan.....	52
K. Digital video/audiotape Lesson, Self-Evaluation, and Reflection .....	53
L. Petition.....	55
M. Verification of Handbook.....	56

# **Undergraduate Teacher Education Handbook**

## **Introduction**

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

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

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

- EDUC 1143 Education for Schools and Society
- EDUC 2233 Instructional Technology
- EDUC 2253 Needs of Diverse Learners

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

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

## **Mission Statement**

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

## **Conceptual Framework**

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

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

## **General Policies and Procedures**

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

### **Academic Advising**

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

### **Registration**

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

### **Changes in Enrollment**

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

### **Change of Major**

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

### **Change of Advisor**

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

### P-4 Early Childhood Program of Study

Course	Title	Credit Hours	Field Hours
<b>Freshman Semester 1</b>			
ENGL 1013	<i>English Composition I (Requires a C or Better)</i>	3	
MATH 1003	Survey of Mathematics <i>(Requires a C or Better)</i>	3	
EDUC 1143	Education for Schools and Society <i>(Requires a C or Better)</i>	3	
PSY 1013 SOC 2213	Intro to Psychology or Intro to Sociology	3	
SPCH 1023 SPCH 2203 SPCH 2283	Public Speaking or Interpersonal Comm. or Business/Professional Speech <i>(Requires a C or Better)</i>	3	
<b>*Praxis I Exam 1<sup>st</sup> Attempt (Required for Admission to Teacher Education)</b>		<b>15 hours</b>	
<b>Freshman Semester 2</b>			
ENGL 1023	English Composition II <i>(Requires a C or Better)</i>	3	
EDUC 2233	<i>Instructional Technology (Requires a B or Better)</i>	3	
HIST 2213 HIST 2223 PSCI 2213	American History I or American History II or American National Government	3	
EDUC 2253	<i>Needs of Diverse Learners in Inclusive Settings (Requires a B or Better)</i>	3	
<b>*Praxis I Exam 2<sup>nd</sup> Attempt if needed to pass (Required for Admission to Teacher Education)</b>		<b>12 hours</b>	
<b>***Admission to Teacher Education Required***</b>			
Admission to Teacher Education Program requirements: 2.65 cumulative GPA or Better PRAXIS I- Passing scores for Reading, Writing, and Mathematics "C" or better in the following: EDUC 1143, ENGL 1013, ENGL 1023, MATH 1003 or MATH 1043, and SPCH 1023 or SPCH 2283 or SPCH 2203 "B" or better in the following: EDUC 2233 and EDUC 2253 Completing of portfolio competencies Transition I Completion of application for admission to teacher education			
<b>Sophomore Semester 3</b>			
HIST 1013 and ENGL 2283	Survey of Civ I and World Lit I	6	
Or			
HIST 1023 and ENGL 2293	Survey of Civ II and World Lit II		
ART 1053 MUS 1113	Art Appreciation or Music Appreciation	3	
MATH 1043	College Algebra	3	
ECED 2223	Developing Critical Literacy Skills	3	6
		<b>15 hours</b>	<b>6 hours</b>
<b>Sophomore Semester 4</b>			
ECED 2103	Characteristics of Exceptionality	3	6
ECED 2213	Child and Language Development	3	6
Physical science course with associated laboratory ( chemistry, earth science, or astronomy)		4	
<b>BIOL Course with associated laboratory</b>		<b>4</b>	
<b>*Praxis II Exam: Specialty 1<sup>st</sup> Attempt (Required for Admission to Clinical Internship)</b>		<b>14 hours</b>	<b>12 hours</b>

Course	Title	Credit Hours	Field Hours
<b>Junior Semester 5</b>			
EDUC 3563	Effective Instructional and Management Strategies	3	10
MAED 2243	Fundamentals of Geometric Concepts	3	
ECED 3323	Assessing Young Children	3	6
ECED 3353	Early Childhood Education: Planning, Curriculum and Programming	3	6
EDUC 3203	Educational Psychology: Developing Learners	3	10
		<b>15 hours</b>	<b>32 hours</b>
<b>Junior Semester 6</b>			
MAED 3353	Number Systems	3	
ECED 3303	Strategies for Teaching and Assessing Students With Special Needs	3	6
ECED 3403	Family and Community Relationships	3	6
ECED 3313	Classroom Management	3	6
		<b>12 hours</b>	<b>18 hours</b>
<b>*Praxis II Exam: Specialty 2<sup>nd</sup> Attempt if needed to pass (Required for Admission to Clinical Internship)</b>			
<b>*Praxis II Exam: Principles of Learning and Teaching 1<sup>st</sup> Attempt (Required for Graduation and Licensure)</b>			
<b>Senior Semester 7</b>			
<b>Humanities Elective Art, Music, English, Philosophy or Foreign Language</b>		3	
SOC 3453	Race and Ethnic Relations	3	
HIST 3593	Arkansas History	3	
ESCI 1073	Earth and Atmosphere	3	
<b>Mathematics/Science/Technology Elective (Recommended CIS 2223 ONLINE)</b>		3	
		<b>15 hours</b>	
<b>***Admission to Clinical Internship I Required***</b>			
<b>*Praxis II Exam: Specialty 3<sup>rd</sup> Attempt if needed to pass (Required for Admission to Clinical Internship)</b>			
<b>*Praxis II Exam: Principles of Learning and Teaching 2<sup>nd</sup> Attempt (Required for Graduation and Licensure)</b>			
<b>Senior Semester 8</b>			
ECED 4333	<i>Mathematics and Science for Young Children</i>	3	
ECED 4363	<i>Language Arts and Social Studies for Young Children</i>	3	
ECED 4343	<i>Literacy Acquisition and Development</i>	3	
ECED 4603	Clinical Internship I	3	
		<b>12 hours</b>	
<b>*Praxis II Exam: Principles of Learning and Teaching 3<sup>rd</sup> Attempt if needed to pass (Required for Graduation and Licensure)</b>			
<b>Senior Semester 9</b>			
ECED 463V	Clinical Internship II	15	
		<b>15 hours</b>	
<b>GRADUATION and LICENSURE</b>			

\* See the School of Education Licensure Officer for Praxis Exam Codes and Names

## Middle Childhood Program of Study

Course	Title	Credit Hours	Field Hours
<b>Freshman Semester 1</b>			
ENGL 1013	English Composition I (Requires a C or Better)	3	
MATH 1003	Survey of Mathematics (Requires a C or Better)	3	
EDUC 1143	Education for Schools and Society (Requires a C or Better)	3	
PSY 1013	Intro to Psychology or	3	
SOC 2213	Intro to Sociology		
SPCH 1023	Public Speaking or	3	
SPCH 2203	Interpersonal Comm. or		
SPCH 2283	Business/Professional Speech (Requires a C or Better)		
<b>*Praxis I Exam 1<sup>st</sup> Attempt (Required for Admission to Teacher Education)</b>		<b>15 hours</b>	
<b>Freshman Semester 2</b>			
ENGL 1023	English Composition II (Requires a C or Better)	3	
EDUC 2253	Needs of Diverse Learners (Requires a B or Better)	3	
HIST 2213	American History I	3	
BIOL 1063	Introduction to Biological Science	3	
BIOL 1071	Introduction to Biological Science Lab	1	
MATH 1043	College Algebra	3	
<b>*Praxis I Exam 2<sup>nd</sup> Attempt if needed to pass (Required for Admission to Teacher Education)</b>		<b>16 hours</b>	
<b>Sophomore Semester 3</b>			
HIST 1013 and ENGL 2283	Survey of Civ I and World Lit I	6	
Or			
HIST 1023 and ENGL 2293	Survey of Civ II and World Lit II		
EDUC 2233	Instructional Technology (Requires a B or Better)	3	
MATH 1033	Trigonometry	3	
CHEM 1023 and CHEM 1031	Introductory Chemistry and Introductory Chemistry Lab	4	
Or			
PHYS 1003 and PHYS 1021	Elements of Physics and Elements of Physics Lab		
<b>*Praxis I Exam 3<sup>rd</sup> Attempt if needed to pass (Required for Admission to Teacher Education)</b>		<b>16 hours</b>	
<b>**Admission to Teacher Education Required**</b>			
<b>Sophomore Semester 4</b>			
ENGL 2323	Introduction to Literary Studies	3	
HIST 2223	American History II	3	
ESCI 1063	Elements of Geology	3	
ESCI 1051	Elements of Geology Lab	1	
MLED 2103	Programs and Practices for Middle Schools	3	10
<b>*Praxis II Exam: Specialty 1<sup>st</sup> Attempt (Required for Admission to Clinical Internship)</b>		<b>13 hours</b>	<b>10 hours</b>

Course	Title	Credit Hours	Field Hours
<b>Junior Semester 5</b>			
MLED 2113	Learning and Development of Early Adolescence	3	10
MAED 2243	Fundamentals of Geometric Concepts	3	
EDUC 3203	Educational Psychology	3	10
HIST 3593	Arkansas History	3	
ENGL 3573	Literature for Adolescents	3	
		<b>15 hours</b>	<b>20 hours</b>
<b>Junior Semester 6</b>			
ART 1053	Art Appreciation or	3	
MUS 1113	Music Appreciation		
		3	
		3	
SOC 3453	Race and Ethnic Relations	3	
		<b>12 hours</b>	
<b>*Praxis II Exam: Specialty 2<sup>nd</sup> Attempt if needed to pass (Required for Admission to Clinical Internship)</b>			
<b>Senior Semester 7</b>			
MAED 3553	Number Systems	3	
EDUC 3563	Effective Instructional and Management Strategies	3	10
ENGL 4753	Advanced Grammar	3	
ESCI 1073	Earth and Atmosphere	3	
ESCI 1081	Earth and Atmosphere Lab	1	
PSCI 2213	American National Gov.	3	
		<b>16 hours</b>	<b>10 hours</b>
<b>***Admission to Clinical Internship I Required***</b>			
<b>*Praxis II Exam: Specialty 3<sup>rd</sup> Attempt if needed to pass (Required for Admission to Clinical Internship)</b>			
<b>*Praxis II Exam PLT: Grades 5-9 1<sup>st</sup> Attempt (Required for Graduation and Licensure)</b>			
<b>Senior Semester 8</b>			
MLED 4603	Clinical Internship I	3	
MLED 4523	Literacy Across the Curriculum	3	
MLED 4513	Teaching and Learning in the Middle Grades	3	
SCED 3433	Science for Middle Level Teachers	3	
		<b>12 hours</b>	
<b>*Praxis II Exam PLT: Grades 5-9 2<sup>nd</sup> Attempt if needed to pass (Required for Graduation and Licensure)</b>			
<b>Senior Semester 9</b>			
MLED 463V	Clinical Internship II	15	
		<b>15 hours</b>	
<b>GRADUATION and LICENSURE</b>			

**\* See the School of Education Licensure Officer for Praxis Exam Codes and Names**

**\*\*Admission to Teacher Education Program requirements:  
2.65 cumulative GPA or Better**

**PRAXIS I- Passing scores for Reading, Writing, and Mathematics  
"C" or better in the following: EDUC 1143, ENGL 1013, ENGL 1023,  
MATH 1003 or MATH 1043, and SPCH 1023 or SPCH 2283 or SPCH 2203**

**"B" or better in the following: EDUC 2233 and EDUC 2253  
Completing of portfolio competencies Transition I  
Completion of application for admission to teacher education**

# Health and Physical Education P-12 Licensure Program of Study

Course	Title	Credit Hours
<b>Freshman 1<sup>st</sup> Semester</b>		
ENGL 1013	English Composition I (Requires a C or Better)	3
MATH 1003 or MATH 1043	Survey of Mathematics or College Algebra (Requires a C or Better)	3
EDUC 1143	Education for Schools and Society (Requires a C or Better)	3
PE 2703	Theory and Principles of PE and Coaching	3
ART 1053 or MUS 1133	Art Appreciation or Music Appreciation	3
<b>*Praxis I Exam 1<sup>st</sup> Attempt (Required for Admission to Teacher Education)</b>		<b>15 hours</b>
<b>Freshman 2<sup>nd</sup> Semester</b>		
ENGL 1023	English Composition II (Requires a C or Better)	3
PE 1443	Team Sports	3
EDUC 2233	Instructional Technology (Requires a B or Better)	3
HIST 2213 or HIST 2223	American History I or American History II	3
PSCI 2213	American National Government	
PE 2262	Officiating	2
<b>*Praxis I Exam 2<sup>nd</sup> Attempt if needed to pass (Required for Admission to Teacher Education)</b>		<b>14 hrs</b>
<b>Sophomore Semester 3, Fall</b>		
BIOL 2233	Anatomy and Physiology I	3
BIOL 2291	Anatomy and Physiology Lab I	1
PE 2203	Health and Wellness Promotion	3
EDUC 2253	Needs of Diverse Learners (Requires a B or Better)	3
SPCH 1023 SPCH 2283	Public Speaking or Business and Professional Speech or	3
SPCH 2203	Interpersonal Communication (Requires a C or Better)	
PE 1453	Individual Sports	3
<b>*Praxis I Exam 3<sup>rd</sup> Attempt if needed to pass (Required for Admission to Teacher Education)</b>		<b>16 hrs</b>
<b>Sophomore Semester 4, Spring</b>		
<b>**Admission to Teacher Education Required</b>		
EDUC 3203	Educational Psychology	3
HIST 1013 or HIST 1023	World Civ I or World Civ II	3
BIOL 2243	Anatomy and Physiology II	
BIOL 2301	Anatomy and Physiology II lab	4
PE 2213	Gymnastics and Rhythmic Activities	3
PSY 1013 SOC 2213	Intro to Psychology or Intro to Sociology	3
<b>*Praxis II Exam: Specialty 1<sup>st</sup> Attempt (Required for Admission to Clinical Internship)</b>		<b>16 hrs.</b>

Course	Title	Credit Hours
<b>Junior Semester 5, Fall</b>		
Physical science course with associated laboratory (chemistry, earth science, physics, or astronomy)		4
PE 3553	Child Growth & Motor Dev.	3
	Humanities Elective	3
EDUC 3563	Effective Instructional & Management Strategies	3
		<b>13 hours</b>
<b>Junior Semester 6, Spring</b>		
PE 3503	Adaptive PE	3
PE 4663	Methods and Materials of PE	3
PE 2313	Care and Prevention of Athletic Injuries	3
PE 3382 PE 3392 PE 3422	Choice of one: Coaching of Volleyball or Coaching of Track or Coaching of Basketball	2
SOC 3453	Race and Ethnic Relations	3
		<b>14 hours</b>
<b>Senior Semester 7, Fall</b>		
PE 4603	Physical Education Tests and Measurements	3
PE 2113	Nutrition	3
PE 4693	Health Methods	3
ENGL 2283 ENGL 2293	World Lit I or World Lit II	3
PE 3523	Exercise Physiology	3
PE 3372 PE 3472	Choice of one: Coaching of Baseball/Softball Coaching of Football	2
<b>*Praxis II Exam: Principles of Learning and Teaching 1<sup>st</sup> Attempt (Required for Graduation and Licensure)</b>		<b>17 hours</b>
<b>Senior Semester 8, Spring</b>		
<b>Admission to Internship</b>		
EDUC 4603	Internship I ea day after 1:00 10 hrs per wk.+ coaching	3
PE 2272	First Aid and CPR	2
PE 4713	Sport Administration	3
PE 4643	Anatomical Kinesiology	3
PE 3382 PE 3392 PE 3422	Choice of one: Coaching of Volleyball or Coaching of Track or Coaching of Basketball	2
		<b>13 hours</b>
<b>Senior Semester 9, Fall</b>		
EDUC 463V	Internship II (full time)	15 hours

**\* See the School of Education Licensure Officer for Praxis Exam Codes and Names**

**\*\*Admission to Teacher Education Program requirements:  
2.65 cumulative GPA or Better**

**PRAXIS I- Passing scores for Reading, Writing, and Mathematics  
"C" or better in the following: EDUC 1143, ENGL 1013, ENGL 1023,  
MATH 1003 or MATH 1043, and SPCH 1023 or SPCH 2283 or SPCH  
2203**

**"B" or better in the following: EDUC 2233 and EDUC 2253  
Completing of portfolio competencies Transition I  
Completion of application for admission to teacher education**

## Teacher Education Program Requirements

### ***Transition Point I: Pre-admission***

Candidates must complete the following courses with a grade of “C” or better in each course:

EDUC 1143 Education for Schools and Society  
ENGL 1013 Composition I  
ENGL 1023 Composition II

*One of the following:*

MATH 1003 Survey of Mathematics *or*  
MATH 1043 College Algebra

*One of the following:*

SPCH 1023 Public Speaking *or*  
SPCH 2283 Business and Professional Speaking *or*  
SPCH 2203 Interpersonal Communication

Candidates must complete the following courses with a grade of “B” or better in each course:

EDUC 2233 Instructional Technology  
EDUC 2253 Needs of Diverse Learners in Inclusive Settings

### ***Supportive requirements:***

1. Achieve a passing score on the Praxis I: PPST: Reading, Writing, and Math;
2. Completion of Portfolio Competencies for Transition Point I;
3. Maintain a cumulative GPA of 2.65 or better;
4. Completion of Application for Admission to Teacher Education: 2 letters of recommendation. (*Candidates apply for Admission to Teacher Education Program on-line at <http://www.uamont.edu/education>*)

**\*\*NOTE: Candidates will not be permitted to take education courses beyond EDUC 1143, EDUC 2233, and EDUC 2253 without being admitted to the Teacher Education Program**

### ***Transition Point II: Teacher Education Program***

*To be admitted to Transition Point II, Teacher Education Program, the candidate must:*

1. Complete all requirements listed in Transition Point I, Pre-admission; and
2. Complete a successful interview with the Admission to Teacher Education Committee.

Candidates must complete the following courses with a grade of “B” or better:

EDUC 3203 Educational Psychology: Developing Learners  
(*Prerequisite: Admission to Teacher Education Program*)

EDUC 3563 Effective Instructional and Management Strategies  
(*Prerequisite: Admission to Teacher Education Program*)

*Supportive requirements:*

1. Acquire and maintain a cumulative GPA of 2.75 or better;
2. Submit to a State of Arkansas and F.B.I. background check;
3. Achieve a passing score(s) on the PRAXIS II: Subject Assessment(s) for each area of licensure;
4. Completion of Portfolio Competencies for Transition Point II;
5. Completion of Application for Admission to Clinical Internship I. (*Candidates apply for Admission to Clinical Internship on-line at <http://www.uamont.edu/education>*)
6. Complete a successful interview with the Admission to Clinical Internship Committee. *To be admitted to Transition Point III, Clinical Internship, candidates must complete all requirements listed in Transition Point II, Teacher Education Program.*

***Transition Point III: Clinical Internship***

***Clinical Internship I:***

1. Candidate must have a cumulative GPA of 2.75 or better;
2. Completion of Portfolio Competencies for Internship I;
3. Achieve a passing score on the PRAXIS II—Principles of Learning and Teaching (PLT).

***Clinical Internship II:***

1. Candidate must have a cumulative GPA of 2.75 or better;
2. Completion of Portfolio Competencies for Transition Point III.

*Note: These admission requirements are subject to change as required by the Arkansas Department of Education or as approved by the UAM Teacher Education Committee.*

***Transition Point IV: Graduation***

1. Completion of all degree requirements
2. 2.75 GPA or better
3. Degree conferral.

## **Licensure**

The University of Arkansas at Monticello's Teacher Education Programs are approved programs leading to licensure. Each state in the United States requires that a person who teaches in public school to be licensed to teach by that state. The University of Arkansas at Monticello's programs are reviewed on a regular basis by the Arkansas Department of Education and maintain accreditation by the National Council for Accreditation of Teacher Education (NCATE).

The University of Arkansas at Monticello School of Education prepares candidates to receive an education degree and to be licensed by the Arkansas Department of Education. Licensure is the prerogative of the Arkansas Department of Education. However, the state requires a recommendation for teacher licensure from the institution from which the preparation program was completed. All licensure applications are processed in the University of Arkansas at Monticello School of Education by the UAM Licensure Officer.

## **Professional Organizations**

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

**American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)/National Association for Sport and Physical Education (NASPE)**

<http://www.aahperd.org/aahperd/template.cfm?template=membership.html>

**Kappa Delta Pi (Education)**

Faculty Contact: Dr. Sue Martin 870.460.1562

**Future Teachers**

Faculty Contact: Dr. Vera Brown 870.460.1763

**National Association for the Education of Young Children (NAEYC)**

<http://www.naeyc.org/membership/>

Faculty Contact: Dr. Sue Martin 870.460.1562

**National Middle Schools Association**

<http://www.nmsa.org/Membership/tabid/53/Default.aspx>

Faculty Contact: Dr. Alayne Zimmerly 870.460.1661

**National Education Association**

<https://www.nea.org/JoinNea/>

## **Professional Portfolio Requirements**

### **Defining the Professional Portfolio**

The University of Arkansas at Monticello (UAM), School of Education professional portfolio is a collection of artifacts, evidence, and reflections. This collection documents the teacher candidate's performance, competence, accomplishments, professional growth, and learning. The portfolio is guided by the five strands of the UAM School of Education Conceptual Framework, Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, Specialty Program Association (SPA) standards, and the UAM Teacher Preparation Program Goals. The program goals are based upon the Pathwise Observation Model developed and copyrighted by Educational Testing Service and adopted by the Arkansas Department of Education.

The professional portfolio is a purposeful collection of work that exhibits the teacher candidate's efforts, progress, and achievements by fostering the development of self-assessment and reflective thinking. The process of reflecting and documenting what the candidate has learned contributes to the self-confidence and professional development of the candidate. The portfolio also provides a comprehensive view of the candidate at specific benchmarks (e.g., Transition Point One, Transition Point Two, Transition Point Three, and Transition Point Four) throughout the entire UAM Teacher Preparation Program (**see Appendix A**). The professional portfolio is an overview of the teacher candidate's performance, competence, accomplishments, professional growth, and learning that will guide the candidate as he or she matures into a professional educator.

### **Purpose of the Professional Portfolio**

The portfolio is an overview of the candidate as a developing professional. The portfolio shows what the candidate has achieved and how he or she is progressing. The portfolio will reflect the candidate's overall teaching accomplishments and represent the candidate as a preservice teaching professional. The development of the portfolio provides a process by which the candidate will collaborate with peers, university faculty, cooperating teachers, and university supervisors to reflect on personal and professional growth and learning throughout the UAM Teacher Preparation Program.

The portfolio serves many specific purposes which include the following: 1) an instrument for continuous self-evaluation and reflection, which leads to improved teaching performance; 2) a means to ensure that INTASC, and SPA standards, as well as the five strands of the UAM Conceptual Framework and the UAM Teacher Preparation Program Goals are being met; 3) a method to help define a candidate's strengths and weaknesses and provide opportunities for university faculty and public school practitioners to guide the candidate toward improved teaching performance; 4) an authentic, performance-based framework within which to evaluate the work of the candidate; and 5) a tool for constructive feedback on the success of the candidate in the field.

The professional portfolio will be utilized by the UAM School of Education as an admission portfolio, a process portfolio, and an exit portfolio. In addition, the candidate may choose to use the portfolio as an interview tool. The portfolio will be used to admit (*Admission to Teacher Education and Admission to Internship*), monitor the performance of (*INTASC, and SPA standards, UAM Conceptual Framework, and UAM Teacher Preparation Program Goals*), and evaluate (*Internship*) the educator candidate.

The professional portfolio is a component of the assessment process established by the School of Education. The portfolio is not the responsibility of the faculty, advisor, university supervisor, or cooperating teachers. The educator candidate is responsible for the portfolio; however, the portfolio does provide the structure for conversation and collaborative decision-making with peers, university faculty, public school faculty, cooperating teachers, and university supervisors. Additionally, the portfolio is used to assess the quality of the teacher education program.

Construction of the professional portfolio will begin during *EDUC 2233, Instructional Technology*. Specific documentation (i.e., activity, project, assignment, explanation, reflection) to be included in the portfolio will be explained in future courses.

At specific stages in the teacher preparation program, the candidate's professional portfolio will be submitted for evaluation by the faculty and others in the UAM Teacher Preparation Program. These benchmark evaluations of the professional portfolio will help to monitor and facilitate the candidate's professional development and also assist in determining the candidate's continuation in the professional preparation program (**see Appendix B**). Upon completion of the internship, the professional portfolio will be assessed by the university supervisor and cooperating teacher to determine if specific competencies, outcomes, and standards for the teacher preparation program have been met. The portfolio should be constructed in a way that the candidate will be able to utilize it in the pursuit of future professional employment opportunities.

## **Benchmark Evaluations of the Professional Portfolio**

### **Portfolio Stage I - Admission Portfolio**

The electronic professional portfolio is a required component for Admission to Teacher Education. The artifacts required in the portfolio will provide specific information about the candidate's knowledge, skills, dispositions, and experiences which indicate his or her potential to be successful in the UAM Teacher Preparation Program. The documents required in the portfolio at Admission to Teacher Education include:

- Cover Page;
- Résumé;
- Letters of Recommendation;
- Educational philosophy statement;
- Official ETS PRAXIS I score report(s). Include a score report for all attempts;
- Transcript

### **Portfolio Stage II – Process Portfolio**

The electronic professional portfolio is a required component for Admission to Internship. The additional entries required in the portfolio will provide documentation of the candidate's developing knowledge of, and competency with, performance standards and teacher preparation requirements.

The portfolio will continue to demonstrate the integration of academic coursework and will focus on prescribed field experiences in which the candidate documents refined connections among theory, knowledge, performance, standards, and dispositions. The candidate will continue to engage in reflection, self-assessment, and collaboration with university faculty and cooperating teachers to discuss and reflect on his or her professional growth and learning. The documents required in the web-based portfolio at Admission to Internship include:

- Cover Page;
- Résumé;
- Letters of Recommendation;
- Educational philosophy statement;
- Official ETS PRAXIS I score report(s). Include a score report for all attempts;
- Transcript;
- Field Experience explanations and reflections;
  - EDUC 3203 Educational Psychology
  - EDUC 3563 Effective Instructional and Management Strategies
  - All field experiences required in the academic coursework of the major (i.e., ECED, MLED, PE);
- Prescribed artifacts from EDUC 3203 and EDUC 3563 accompanied by explanations of and reflections on the evidence;

- Assessment from EDUC 3203 Educational Psychology
- Assessment from EDUC 3563 Effective Instructional and Management Strategies
- Professor Scoring Guide: Scholarly and Professional Dispositions;
  - EDUC 3203 Educational Psychology
  - EDUC 3563 Effective Instructional and Management Strategies
- Prescribed artifacts/assessments which target specific performance standards from the appropriate SPA (i.e., NAEYC, NMSA, AAHPERD). Each artifact must be accompanied by an explanation and reflection on the evidence.

### **Portfolio Stage III - Exit Portfolio**

The electronic professional portfolio will be required as a component for successful completion of the UAM Teacher Preparation Program. The additional entries required in the portfolio will provide documentation of the candidate's growth and development toward performance standards, teacher education requirements, and commitment to the profession.

The portfolio will document the candidate's achievement in the four Pathwise domains of planning and preparation, classroom environment, instruction, and professional responsibilities as outlined in the UAM Teacher Preparation Goals (**see Appendix C**). The internship is the capstone experience in the teacher preparation program, and the portfolio focuses on the collection of evidence and reflections based on the act of teaching during internship. The candidate will identify specific episodes of teaching, analyze them, and assess the effectiveness of his or her teaching performance and the outcomes relative to student learning.

The artifacts selected for the portfolio during this stage of the UAM Teacher Preparation Program will be selected by the candidate. In selecting artifacts, the candidate will consult and collaborate with advisors, university faculty, university internship supervisors, and cooperating teachers; however, the actual choices remain the responsibility of each candidate. The candidate is encouraged to assume a larger role for his or her learning and professional growth. The teacher candidate will become more self-directed in identifying his or her unique individual goals and plans for continuous professional growth.

The candidate will submit the Professional Portfolio for review at Admission to Teacher Education, Admission to Clinical Internship, and completion of Clinical Internship II. An assigned committee will review the collection of evidence and score the portfolio using the Professional Portfolio Scoring Guide (**see Appendix B**). The portfolio will be assessed on content and form, evidence provided, and on the connections made among the evidence and the four Pathwise domains of practice.

The candidate should connect the evidence to meaningful and successful learning experiences and outcomes that impact student learning. The results of this evaluation are forwarded to the candidate's files in the School of Education and data are gathered to

evaluate candidate performance and assist the School of Education in making program improvements. The portfolio is the capstone document which provides a comprehensive collection of authentic evidence of the candidate's continuous growth, development, and construction of meaningful connections among theory, knowledge, performance, standards, and dispositions, that is, what a beginning teacher should know and be able to demonstrate.

The documents required in the web-based portfolio at the conclusion of the internship experience include:

- Cover Page;
- Résumé;
- References;
- Educational philosophy statement;
- Official Praxis I and Praxis II score reports;
- Transcript;
- Letters of Recommendation;
- Field Experience explanations and reflections;
  - EDUC 3203 Educational Psychology
  - EDUC 3563 Effective Instructional and Management Strategies
- Professor Scoring Guide: Scholarly and Professional Dispositions;
  - EDUC 3203 Educational Psychology
  - EDUC 3563 Effective Instructional and Management Strategies
- Prescribed artifacts/assessments which target specific INTASC standards. Each artifact must be accompanied by explanations and reflections on the evidences;
  - EDUC 3203 Educational Psychology
  - EDUC 3563 Effective Instructional and Management Strategies
- Field Experience explanations and reflections from each academic course of the major (i.e., ECED, MLED) that possesses a required field experience;
- Six to eight prescribed artifacts/assessments which target specific performance standards from the appropriate SPA. Each artifact must be accompanied by explanations of and reflections on the evidences;
- Cooperating Teacher Scoring Guide: Professional Commitments and Scholarly Dispositions;
- Self-Evaluation Scoring Guide: Professional Commitments and Scholarly Dispositions;
- Professional Development Plan;
- Digital-Videotaped Lesson, Self-Evaluation, and Reflection;
- Three to five artifacts/assessments supporting Program Goal 1/Domain A accompanied by explanations and reflections of the evidences;
- Three to five artifacts/assessments supporting Program Goal 2/Domain B accompanied by explanations and reflections of the evidences;
- Three to five artifacts/assessments supporting Program Goal 3/Domain C accompanied by explanations and reflections of the evidences;
- Three to five artifacts/assessments supporting Program Goal 4/Domain D accompanied by explanations and reflections of the evidences.

## **Developing and Documenting Evidence**

As the candidate considers evidence to include in the portfolio, he or she will select materials that demonstrate achievement in each of the four domains and twenty-five criteria of the UAM Teacher Preparation Program Goals and arrange the artifacts so future reviewers will be able to see documentation of continuous growth and development. Below is a list of some of the artifacts a candidate might consider when evidence is collected under each of the domains. *This list is not limited to the suggested artifacts, but rather a guide.*

### **Domain A: Planning and Preparation**

- Lesson/Unit Plans;
- Student Interest Survey & ideas for use;
- Research on developmental levels of students/application in classroom;
- A written request addressed to the Special Education teacher for information about Individual Educational Plans and resulting accommodations required;
- Teacher-made quizzes and exams or examples of students' formative work;
- A list of age-appropriate materials and resources for use in the classroom;
- Challenge material presented to individual students or small groups;
- Evidence of understanding of multiple intelligences.

### **Domain B: The Classroom Environment**

- Strategies for selecting group members;
- Rules for group participation;
- Classroom rules and consequences/appropriateness to particular students;
- Seating charts/classroom arrangements/effect on learning;
- Evaluations by mentors and supervisors commenting on environment;
- Journal entries;
- Videotaped lessons;

### **Domain C: Instruction**

- Examples of written work as it impacts students;
- Evaluations of speaking skills in oral communication/relation to effective teaching and students' speaking skills;
- Teacher-made formative and summative assessment instruments;
- Project designs for extending student thinking;
- Time-lines for units;
- Outlines of notes, lecture material to enhance students' understanding;
- Videotaped lessons;
- Evaluations by mentors and supervisors;
- Examples of technology use in classroom planning and presentation;
- Examples of student work with teacher comments;
- Documentation of accommodations made for diverse learners.

## **Domain D: Professional Responsibilities**

- Teaching Journals/application of ideas and strategies;
- Evidence of teaming: lesson/unit plans jointly made with colleagues, team teaching, participation in faculty planning;
- Notes or other material from team teacher meetings;
- Notes to parents/anticipated results;
- Two-way parent communication: newsletters to parents, community members/goals, results, responses;
- Telephone log of calls to parents or guardians;
- Outline of method of organizing classroom materials to accommodate students;
- Record of memberships/participation in professional organizations/contributions to teaching expertise;
- School handbook with policies and procedures;
- Self-assessments: video evaluations, journal entries, narratives that self-analyze teaching along with problem-solving strategies;
- Handouts or notes from workshops attended;
- Lists of workshops/conferences attended: include follow-up on how new knowledge was incorporated;
- Membership in professional organizations;
- Self-initiated volunteerism;
- Family involvement: parent volunteer activities initiated; involvement of families in curriculum or assignments; extracurricular activities initiated.

## **Questions to Consider when Selecting Evidence**

The selection of the evidence/artifacts should be carefully considered. The following questions will assist the candidate in selecting the evidence/artifacts for the portfolio.

- Does the evidence align with and support any of the criteria identified in the four domains?
- Is the evidence credible and does it support progress toward your individual professional growth, learning, and goals?
- Will the evidence provide substance and meaning to your portfolio?
- If the evidence were removed from your portfolio, would it detract from the credibility of your portfolio?
- Does the evidence demonstrate your ability to integrate curriculum?
- Can you write an explanation and rationale for including this evidence?
- Can you write a quality reflective commentary that clearly communicates your personal growth and development as it relates to this evidence?
- Does the evidence reflect your level of professionalism?
- Can the evidence be placed in an electronic format?

## **The Cooperating Teacher’s Role in the Portfolio Process**

The candidate should request the cooperating teacher to review the portfolio regularly. It will be most helpful for the cooperating teacher to review the contents of the portfolio during the post-observation interview of each formative observation and the summative evaluation conference. The portfolio should serve as a catalyst for dialogue and collaboration between the cooperating teacher and the candidate about good teaching practices. This collaboration should be highly personalized with the intent to promote self-reflection and the improvement of teaching skills.

## **The University Supervisor’s Role in the Portfolio Process**

The university supervisor serves as the primary link between the university and the local school environment. The university supervisor should review the contents of the portfolio on each visit and/or during the post-observation interview of each formative observation. The university supervisor will also check to ensure that ALL internship requirements are being met in a timely fashion and with professional quality. This collaboration should be highly personalized with the intent to promote self-reflection and the improvement of teaching skills on the candidate’s part.

## **Standards for the Portfolio**

The development of the portfolio will be guided by the five strands of the UAM School of Education Conceptual Framework, INTASC Standards, SPA standards, and the UAM Teacher Preparation Program Goals which are based upon the Pathwise Observation Model developed and copyrighted by Educational Testing Service and adopted by the Arkansas Department of Education (**see Appendices C, D, E, F, G, H**).

The Interstate New Teacher Assessment and Support Consortium (INTASC) Standards will be used to measure the knowledge, dispositions, and performance deemed essential for the candidate regardless of the specialty area and to assist in determining what constitutes competent beginning teaching. The INTASC standards represent a common core of teaching knowledge and skills that must be acquired by the UAM Teacher Education candidate. The INTASC standards are performance-based and have a strong correlation with SPA standards, the five strands of the UAM School of Education Conceptual Framework, and the UAM Teacher Preparation Program Goals. The INTASC Standards, SPA standards, UAM School of Education Conceptual Framework, and the UAM Teacher Preparation Program Goals describe what the candidate should know and be able to demonstrate.

## **Format of the Web-Based Portfolio for Admission to Teacher Education**

The UAM School of Education professional portfolio required for Admission to Teacher Education will be produced in web-based format during EDUC 2233 Instructional Technology. The candidate will be required to purchase a *TaskStream* e-folio software license beginning with enrollment in EDUC 2233 Instructional Technology. The

candidate will maintain an active *TaskStream* e-folio software license throughout the remainder of the teacher preparation program. The candidate may obtain the *TaskStream* e-folio software license by individual online purchase directly from:

**<http://www.taskstream.com>** or from the UAM Bookstore. In addition, the candidate will need access to a printer, scanner, Personal Computer (for downloading sample web-based educational software programs), *Microsoft Word* and *PowerPoint*. (Note: A separate *TaskStream* license for any EDUC, ECED, or MLED course is not needed if the candidate already has an active *TaskStream* account.) A computer lab is available for candidate use in the School of Education.

All artifacts will be digitized and placed in the appropriate section of the portfolio. Artifacts will also be accompanied by digitized explanations and reflections addressing specific components described in the caption format (**see Appendix I**). Instructions for creating the web-based electronic portfolio will be provided through classroom activities and/or on-line tutorial in EDUC 2233 Instructional Technology. The candidate will be required to submit the web-based portfolio during the Admission to Teacher Education Interview.

The items and order of entry required in the web-based portfolio for Admission to Teacher Education include the following:

- Cover Page;
- Résumé;
- Letters of Recommendation;
- Educational philosophy statement;
- Official ETS PRAXIS I score report(s). Include a score report for all attempts;
- Transcript

### **Format of the Web-Based Portfolio for Admission to Internship and Graduation**

The electronic professional portfolio will be comprised of four sections. Each section of the electronic portfolio has a prescribed list of artifacts which are required for that section. Again, all artifacts will be digitized and placed in the appropriate section of the portfolio.

The four sections of the UAM School of Education web-based professional portfolio are:

**Section I - Credentials**

**Section II - Educational Foundations (INTASC Standards)**

**Section III - Specialty Program (NAEYC or NMSA Standards)**

**Section IV - Internship (UAM Program Goals/Domains)**

Many artifacts/assessments located in *Section II-Educational Foundations*, *Section III-Specialty Program*, and *Section IV-Internship* will be accompanied by explanations of and reflections on the evidence. The items required in each section and the order of entry for each section include the following:

## **Section I – Credentials**

- Cover Page;
- Résumé;
- References;
- Educational philosophy statement;
- Official Praxis I and Praxis II score reports;
- Transcript;
- Letters of Recommendation

## **Section II - Educational Foundations (INTASC Standards)**

- Field Experience explanations and reflections (**see Appendix I**);
  - EDUC 3203 Educational Psychology
  - EDUC 3563 Effective Instructional and Management Strategies
- Professor Scoring Guide: Scholarly and Professional Dispositions;
  - EDUC 3203 Educational Psychology
  - EDUC 3563 Effective Instructional and Management Strategies
- Prescribed artifacts/assessments which target specific INTASC standards. Each artifact/assessment must be accompanied by explanations and reflections on the evidences (**see Appendix I**).
  - EDUC 3203 Educational Psychology
  - EDUC 3563 Effective Instructional and Management Strategies

## **Section III - Specialty Program (NAEYC or NMSA Standards)**

- Field Experience explanations and reflections from each academic course of the major (i.e., ECED, MLED) that possesses a required field experience (**see Appendix I**);
- Six to eight prescribed artifacts/assessments which target specific performance standards from the appropriate SPA. Each artifact/assessment must be accompanied by explanations of and reflections on the evidences (**see Appendix I**).

## **Section IV – Internship (Program Goals/Domains)**

- Cooperating teacher Scoring Guide: Professional Commitments and Scholarly Dispositions;
- Self-Evaluation Scoring Guide: Professional Commitments and Scholarly Dispositions;
- Professional Development Plan (**see Appendix J**);
- Digital-videotaped Lesson, Self-Evaluation, and Reflection (**see Appendix K**);
- Three to five artifacts/assessments supporting Program Goal 1/Domain A accompanied by explanations and reflections of the evidences. (**see Appendix I**);

- Three to five artifacts/assessments supporting Program Goal 2/Domain B accompanied by explanations and reflections of the evidences. **(see Appendix I)**;
- Three to five artifacts/assessments supporting Program Goal 3/Domain C accompanied by explanations and reflections of the evidences. **(see Appendix I)**;
- Three to five artifacts/assessments supporting Program Goal 4/Domain D accompanied by explanations and reflections of the evidences. **(see Appendix I)**.

NOTE: The different parts of any formative observation (i.e., TCRI, Classroom Profile, Preobservation Interview, Instruction and Reflection Profile) conducted by the university supervisor or cooperating teacher may only be used as an artifact/assessment one time in each of the four domains.

### **Supporting the Artifacts/Evidence**

The Caption Format **(Appendix I)** identifies and describes the additional information required to support the artifact/assessment as evidence of growth and development. Most of the artifacts/assessments presented in the portfolio cannot stand alone. Explanations and reflections provide a context for the evidence presented. The explanations and reflective commentaries help the reviewers make sense of the evidence and how it contributed to the candidate's development as a professional.

### **Explanation and Reflection**

**Explanations** are narratives that provide information about the artifacts/assessments presented in the portfolio. The explanation enhances the reader's understanding of the significance of the artifact. It can include a rationale for the selection of the evidence, a description of the evidence, and the teacher/student learning outcomes resulting from the experience. An explanation provides significant information to assist the reviewer in understanding the relevance of the evidence to the candidate's professional growth.

**Reflections** are intended to capture the candidate's thinking and learning that is developed over time. In order to prepare a reflection, the candidate must consider the following questions:

- What is the activity/action that you are doing?
- Why are you doing what you are doing?
- What is the planning process used to do what you are doing?
- What are the desired student outcomes that will result from the implementation of the activity/action?

**Portfolio reflections** are the candidate's personal ideas that provide a summary of what the candidate learned by completing a particular class assignment, project, or activity. The reflections should express the candidate's acquired experiences. The reflections are a candidate's analysis of his or her own thoughts, feelings, and learning related to the candidate's goal(s). After writing a reflection, ask the following questions:

- Does my reflection demonstrate consistent, correct use of grammar, punctuation, word choice, spelling, and sentence formation?
- Does my reflection provide evidence of my ability to think critically, problem solve, make decisions, relate theory to practice, learn from experience, and analyze my performance and personal growth?

## Clinical Internship I and II

### Clinical Internship Admission

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

Candidates' applications will be reviewed by the Partnership Coordinator and interviews for admission to Transition Point III: Clinical Internship will be scheduled. Candidates who have not completed all requirements for admission are not eligible to interview (an exception will be made when candidates are currently enrolled in the pre-admission courses listed below or are currently in the process of completing the minimum semester hours for admission). Interviews for admission into the Clinical Internship will occur one time during the fall semester and one time during the spring semester. Summer interviews may be conducted at the discretion of the Dean of the School of Education and the Partnership Coordinator. The Clinical Internship Interview Committee will consist of the Partnership Coordinator, School of Education faculty, public school partners, and teacher education candidates.

During the teacher education program, the candidate will be responsible for the development of artifacts that demonstrate competency in the established performance criteria. Candidates are responsible for maintaining a professional portfolio through Taskstream and placing the appropriate artifacts into the electronic portfolio. The candidate's professional portfolio will be reviewed at the time of the admission to clinical internship interview by the committee.

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

- ❖ B or better in EDUC 3203 Educational Psychology
- ❖ B or better in EDUC 3563 Effective Instructional and Management Strategies
- ❖ Cumulative GPA of 2.75 or better
- ❖ PRAXIS II: Subject Assessment(s): Passing score(s) for appropriate area of licensure
- ❖ Completion of Portfolio Competencies for Transition Point II
- ❖ Completion of Application for Admission to Clinical Internship I
- ❖ Successful interview with Admission to Clinical Internship Committee
- ❖ Submit to a State of Arkansas and F.B.I. background check

Candidates will successfully complete all required coursework and the following before entering to Clinical Internship II.

- ❖ Cumulative GPA of 2.75 or better
- ❖ Completion of formative observations and summative evaluations for Internship I
- ❖ Completion of Portfolio Competences for Internship I
- ❖ PRAXIS II: Principles of Learning and Teaching (PLT)
  - Passing score for appropriate grade level

## **Clinical Internship Placement**

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

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

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

## **Length of Assignment**

Clinical Internship begins on the first day contracted teachers are required to report at the intern's assigned public school. The beginning date for interns may vary because many school districts use different school calendars. The last day for each semester of clinical internship will be the last day of regular classes at UAM. All P-4 Early Childhood and Middle Level Childhood Intern I candidates will complete 15 weeks with a total of 360 clinical experience hours in their assigned public school. All Health and Physical Education P-12 Intern I candidates will complete ten hours per week for 15 weeks plus coaching. All Intern II candidates will complete 15 weeks with a total of 600 hours in their assigned public school. All Intern II candidates will attend mandatory seminars one Friday a month during the Clinical Internship II.

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

## **Cooperating Teacher Selection Criteria**

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

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

## **University Supervisors**

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

## **Roles and Responsibilities**

### **Roles and Responsibilities of the Cooperating Teacher**

Cooperating teachers will be selected by the administration of the school district and the UAM School of Education. The Arkansas Department of Education requires that all cooperating teachers hold a standard teaching license with three years of teaching experience and be Pathwise certified.

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 several months of communication and confidence building.)
- The intern needs to have skills in classroom management. (Since this is usually a challenging area for new teachers, cooperating teachers should work diligently to assist them in improving this skill.)
- Assist the intern in developing an understanding of ALL students in the class. (Each year challenging students will be a part of the classroom. Cooperating teachers must communicate with the intern the special needs of these students and how to effectively provide instruction for them.)
- Guide the intern in planning for instruction. (Interns should use planning time wisely to prepare for the day, the afternoon, or the next day. Communication, planning, and organization are keys to a successful year.)
- Function as a resource person in matters pertaining to classroom and professional practice.
- Collaborate with the university supervisor and other mentors at a school site or UAM to conduct meetings of interns, cooperating teachers and the university supervisor. The purpose of these meetings is to discuss problems, concerns, and accomplishments and to plan future activities for interns assigned to that particular building.
- Constructively evaluate the teaching of the intern. Cooperating teachers will complete two formative evaluations and one summative evaluation for the intern during each semester of Clinical Internship. Information from both formative and summative evaluations should be shared with the intern and the university supervisor. Cooperating teachers are responsible for assisting interns in their professional development. This implies an active role that involves providing interns with objective feedback on their instruction, listening and responding to professional concerns, assisting in the development of instructional strategies, and modeling positive attitudes regarding continuous professional development.

### **Roles and Responsibilities of the Interns**

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

- Meet all deadlines!

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

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

### **Roles and Responsibilities of the University Supervisors**

#### **Planning and communication**

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

#### **Supporting intern learning**

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

### **Roles and Responsibilities of the Partnership Coordinator**

The UAM Partnership Coordinator will:

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

## Intern Absences

The UAM School of Education recognizes that district faculty and staff have policies concerning absences. **However, since the internship is a part of the UAM academic program, interns must be present in their assigned public school/classroom for all scheduled hours during Internship I and for the entire school day, each day during Internship II, except for emergency situations.** The presence and performance of each intern must be monitored by both the cooperating teacher and university supervisor. The following provisions will guide the above policy:

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

In every event of absence, the intern will notify the principal(s), the cooperating teacher, university supervisor, and the Partnership Coordinator prior to the beginning of the school day. The intern will provide copies of the assignment and plans for each day's classes to the cooperating teacher in the event of absence. Failure to follow this procedure may result in the termination of the internship placement and assigned an incomplete or failing grade.

If at any time the cooperating teacher or university supervisor judges an intern's absence to be excessive, the university supervisor will inform the intern verbally and in writing that continued absences will affect his/her ultimate evaluation, or that the assignment may be terminated. Prolonged hospitalization or incapacity will automatically result in the termination of the internship assignment.

## Outside Work Restrictions

Students in Internship II should not plan to work due to the full-time commitment of the 15-credit internship experience. If work is unavoidable, it should be noted that *at no time*

*may interns use these activities as an excuse for not meeting responsibilities during the professional internship year.*

## **Calendar**

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

## **Substitute Teaching Policy for Internship I and II**

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

Note:

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

## **Confidentiality**

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

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

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

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

**District Requirements:** Any other district or school requirements regarding confidentiality must be followed.

**Failure to maintain confidentiality can result in the termination of a placement.**

## **Dress and Deportment in Schools**

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

Professional education can be an intensely personal and challenging process. In method classes and field placements interns are expected to give and accept constructive feedback appropriately, and to react appropriately in stressful situations. Interns are also expected to take an active role in their own learning and contribute to the learning of fellow interns.

## **Illegal Substances**

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

## **Unacceptable Internship Performance**

The cooperating teacher and/or the University supervisor should notify the Partnership Coordinator as early as possible when an intern is experiencing difficulties in meeting acceptable ratings in one or more areas in the internship placement or in the methods courses. Each case will be handled individually based on the specific situation. In general, the following are some options that may be considered:

- The Partnership Coordinator will assess the seriousness of the situation. This may include an on-site visit. The Partnership Coordinator may also discuss the situation with the cooperating teacher, the cooperating principal, the University supervisor, the Dean of Education, the Teacher Education Committee and/or the intern.
- The Partnership Coordinator will be notified regarding the unacceptable quality of the intern's performance.

- Information relevant for remediation of the intern will be sought from the School of Education records, including but not limited to his or her advisor, former and current instructors, and the University supervisor.
- The intern will be formally notified regarding problems to be addressed by the Partnership Coordinator, the Dean of Education, or the Teacher Education Committee.
- Whenever feasible, the Partnership Coordinator, the university supervisor, the cooperating teacher, and the intern will develop a plan that includes:
  - \*Specific areas of needed improvements
  - \*Strategies for implementation
  - \*Specific outcomes desired
  - \*Assessment tools that may be used to monitor performance
  - \*Specified persons responsible for assessing outcomes
  - \*A timeline
  - \*Consequences for not completing the plan adequately
  - \*Specific deadlines
  - \*Date and signature of the intern, university supervisor, cooperating teacher, and the Partnership Coordinator

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

Strategies for implementation may include but are not limited to:

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

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

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

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

Possible outcomes from the steps outlined above include:

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

## **Termination of Clinical Internship Placements**

The Partnership Coordinator may terminate a clinical internship placement assignment under the following situations:

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

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

- Intern
- Cooperating teacher
- Cooperating Principal
- Cooperating Superintendent
- University Supervisor
- Dean of Education

## Evaluations

### Formative Observation and Summative Evaluation Schedule

<i>P-4 Early Childhood and Physical Education</i>	<i>Middle Childhood Education and Music Education</i>
<p><b><u>Internship I</u></b></p> <ul style="list-style-type: none"> <li>• Two (2) formative observations by university education supervisor</li> <li>• Two (2) formative observations by public school cooperating teacher</li> <li>• One (1) summative evaluation by university education supervisor</li> <li>• One (1) summative evaluation by public school cooperating teacher</li> </ul> <p style="text-align: center;">TOTAL: Four (4) Formative Observations Two (2) Summative Evaluations</p>	<p><b><u>Internship I</u></b></p> <ul style="list-style-type: none"> <li>• Two (2) collaborative formative observations by university content area supervisor and university education supervisor</li> <li>• Two (2) formative observations by public school cooperating teacher</li> <li>• One (1) collaborative summative evaluation by university content area supervisor and university education supervisor</li> <li>• One (1) summative evaluation by public school cooperating teacher</li> </ul> <p style="text-align: center;">TOTAL: Four (4) Formative Observations Two (2) Summative Evaluations</p>
<i>P-4 Early Childhood and Physical Education</i>	<i>Middle Childhood Education and Music Education</i>
<p><b><u>Internship II</u></b></p> <ul style="list-style-type: none"> <li>• Two (2) formative observations by university education supervisor</li> <li>• Two (2) formative observations by public school cooperating teacher</li> <li>• One (1) summative evaluation by university education supervisor</li> <li>• One (1) summative evaluation by public school cooperating teacher</li> </ul> <p style="text-align: center;">TOTAL: Four (4) Formative Observations Two (2) Summative Evaluations</p>	<p><b><u>Internship II</u></b></p> <ul style="list-style-type: none"> <li>• Two (2) collaborative formative observations by university content area supervisor and university education supervisor</li> <li>• Two (2) formative observations by public school cooperating teacher</li> <li>• One (1) collaborative summative evaluation by university content area supervisor and university education supervisor</li> <li>• One (1) summative evaluation by public school cooperating teacher</li> </ul> <p style="text-align: center;">TOTAL: Four (4) Formative Observations Two (2) Summative Evaluations</p>

All formative observations and summative evaluations conducted by the university education supervisor, university content area supervisor and public school cooperating teacher will be documented using the Teacher Candidate Rating Instrument (TCRI). The TCRI serves as both the formative and the summative assessment instrument. The instrument should be used to assist interns with growth and development throughout their teacher preparation program; it does not correlate with the A, B, C, D, F grading system. Intern I students should seldom be scored higher than a 2.0 on many, if any, of the specific criteria. Interns are expected to demonstrate progress in the classroom as they move through their program. When interns complete Internship II, they should demonstrate teaching effectiveness with no unsatisfactory performance on any of the criteria. As interns begin their teaching careers, they will set goals to achieve the Distinguished Level. The Teacher Candidate Rating Instrument is adapted from Danielson, C. (1996) *Enhancing Professional Practice: A Framework for Teaching* and from Pathwise Classroom Observation System developed by ETS.

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

**CANDIDATE GRIEVANCE PROCEDURE**

A candidate having a complaint in regard to the School of Education courses should discuss the concern with the faculty member responsible for the course in which the complaint lies. If a complaint is not satisfactorily resolved, the candidate may present the matter in writing to the Dean of the School of Education. If the issue remains unresolved, the candidate may appeal to the School of Education Teacher Education Committee.

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

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

**Procedure for Academic/Course Concerns:**

1. A candidate should schedule an appointment with the instructor/professor. At this meeting the presentation of the complaint and all discussion will be entirely informal. The instructor/professor will attempt to resolve the complaint. Where his or her complaint is not satisfactorily resolved, a candidate has the right to submit a written formal complaint to the Dean of the School of Education. When a candidate presents a complaint in writing, the Dean of the School of Education will conduct an investigation and issue a written decision.
2. The candidate or the person(s) involved in the complaint may appeal the decision issued by the Dean of the School of Education by forwarding his or her complaint in writing to the School of Education Teacher Education Committee. Upon receipt of a complaint, the School of Education Teacher Education Committee will, at its regularly scheduled meeting, investigate the matter and issue a decision. The decision of the School of Education Teacher Education Committee will be made to the candidate and the person(s) involved in the grievance. If the decision of the School of Education Teacher Education Committee is not satisfactory to the candidate, he/she may appeal the decision to the Provost and then to the Chancellor.

**Procedure for Program Concerns:**

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

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

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

## Appendix A

# *Teacher Education Admission Requirements*

### **Transition Point I: Pre-Admission**

- ❖ C or better in the following:
  - EDUC 1143
  - ENGL 1013
  - ENGL 1023
  - MATH 1003 or MATH 1043
  - SPCH 1023, 2203, or 2283
- ❖ Praxis I: PPST (Passing scores for all three areas)
  - Reading
  - Writing
  - Math
- ❖ B or better in EDUC 2233 (Prerequisite: EDUC 1143)
- ❖ B or better in EDUC 2253 (Prerequisite: EDUC 1143)
- ❖ Cumulative GPA of 2.65 or better
- ❖ Completion of Portfolio Competencies for Transition Point I
- ❖ Completion of Application for Admission to Teacher Education: Two letters of recommendation
- ❖ Successful interview with Admission to Teacher Education Committee

### *Admission to Teacher Education Program*

**NOTE: Candidates will not be permitted to take education courses beyond EDUC 1143, EDUC 2233, and EDUC 2253 without being admitted to the Teacher Education Program.**

### **Transition Point II: Teacher Education Program**

- ❖ B or better in EDUC 3203 (Prerequisite: Admission to Teacher Education Program)
- ❖ B or better in EDUC 3563 (Prerequisite: Admission to Teacher Education Program)
- ❖ Cumulative GPA of 2.75 or better for admission to Transition Point III: Clinical Internship
- ❖ PRAXIS II: Subject Assessment(s): Passing score(s) for appropriate area of licensure
- ❖ Completion of Portfolio Competencies for Transition Point II
- ❖ Completion of Application for Admission to Clinical Internship I
- ❖ Successful interview with Admission to Clinical Internship Committee
- ❖ Submit to a State of Arkansas and F.B.I. background check

### *Admission to Clinical Internship*

**NOTE: To be admitted to Transition Point III, Clinical Internship, candidates must complete all requirements listed in Transition Point II, Teacher Education Program.**

### **Transition Point III: Clinical Internship**

#### ***Clinical Internship I:***

- ❖ Cumulative GPA of 2.75 or better
- ❖ Completion of formative observations and summative evaluations
- ❖ Completion of Portfolio Competencies for Internship I
- ❖ PRAXIS II: Principles of Learning and Teaching (PLT)
  - Passing score for appropriate grade level

#### ***Clinical Internship II:***

- ❖ Cumulative GPA of 2.75 or better
- ❖ Completion of formative observations and summative evaluations
- ❖ Completion of Portfolio Competencies for Transition Point III

### *Graduation and Licensure*

### **Transition Point IV: Graduation**

- ❖ GPA of 2.75 or better
- ❖ Completion of all degree requirements
- ❖ Degree conferral

NOTE: These admission requirements are subject to change as required by the Arkansas Department of Education (ADE) or as approved by the UAM Teacher Education Committee.

## Appendix B

<b>University of Arkansas at Monticello Professional Portfolio Scoring Guide</b>						
<b>Candidate's Name</b>		<b>Candidate ID</b>		<b>Date of Review</b>		
<b>Reviewers</b>						
<b>Scoring Rubric Applies to:</b>	<input type="checkbox"/> <b>Web-based Portfolio</b>	<b>Portfolio review is for:</b>	<input type="checkbox"/>	<b>Admission to Teacher Education</b>		
			<input type="checkbox"/>	<b>Admission to Internship</b>		
	<b>Taskstream URL:</b>		<input type="checkbox"/>	<b>Exit UAM Teacher Preparation Program</b>		
<b>SCORING PROCEDURE:</b>						
<ol style="list-style-type: none"> <li>1. The review will be conducted by at least two faculty members or the university supervisor and cooperating teacher. The scores will require a consensus agreement based on professional judgment.</li> <li>2. The portfolio is to be scored using the following categories and criteria. Circle the evaluation statement score for each criterion.</li> <li>3. All items must be scored with a number:  <div style="text-align: center;"> <b>1 (Unacceptable)    2 (Acceptable)    3 (Target)</b> </div> </li> </ol>						
<b>I. Home Page/Cover Page or Title Page</b>				<b>Circle Score</b>		
A. Required item included				1	2	3
B. Personal introduction informative and professionally prepared				1	2	3
C. Technology effectively used such as: alignment, spacing, audio, video or graphics				1	2	3
Missing Items:						
Comments:				<b>I. TOTAL</b>	<b>Out of 9</b>	
<b>II. Credential Items (All items are required)</b>		<input type="checkbox"/> <b>Résumé</b> <input type="checkbox"/> <b>References</b> <input type="checkbox"/> <b>Educational philosophy statement</b>	<input type="checkbox"/> <b>Official ETS PRAXIS I score report(s). Include a score report for all attempts.</b> <input type="checkbox"/> <b>Transcript</b>	<b>Circle Score</b>		
A. All required items included				1	2	3
B. Content informative and well-written				1	2	3
C. Spelling, grammar and mechanics (1 or fewer errors)				1	2	3
D. Technology effectively used such as: alignment, spacing, graphics, and professional appearance.				1	2	3
Missing Items:						
Comments:				<b>II. TOTAL</b>	<b>Out of 12</b>	

<b>III. Standard Entries</b>				
<u>Admission to Teacher Education</u>	<u>Admission to Internship</u>	<u>Exit Portfolio</u>		
<b>Required Entries:</b>	<b>Required Entries:</b>	<b>Required Entries:</b>		
<ul style="list-style-type: none"> <li>• Résumé</li> <li>• References</li> <li>• Educational philosophy statement</li> <li>• Official ETS PRAXIS I score report(s)</li> <li>• Transcript</li> </ul>	See pages 15-16 of the UAM Undergraduate Handbook for the required entries and refer to pages 21-24 for formatting instructions.	See pages 16-18 of the UAM Undergraduate Handbook for the required entries and refer to pages 21-24 for formatting instructions.		
		<b>Circle Score</b>		
A. All required items included		1	2	3
B. Explanations informative and well-written		1	2	3
C. Spelling, grammar, and mechanics (1 or fewer errors)		1	2	3
D. Technology effectively used such as: alignment, spacing, graphics, and professional appearance.		1	2	3
Missing Items:				
Comments:	<b>III. TOTAL</b>			<b>Out of 12</b>
<b>IV. Reflection Entries (For Admission to Internship and Exit Portfolio)</b>		<b>Circle Score</b>		
<ul style="list-style-type: none"> <li>• Reflection for each artifact that must be included from the list in section III.</li> </ul>				
A. All required items included		1	2	3
B. Reflections informative and well-written		1	2	3
C. Spelling, grammar, and mechanics (1 or fewer errors)		1	2	3
D. Technology effectively used such as: alignment, spacing, graphics, and professional appearance.		1	2	3
E. Reflects critically and engages in self-evaluation		1	2	3
Missing Items:				
Comments:	<b>IV. TOTAL</b>			<b>Out of 15</b>
Add the subtotal for sections one through four for the overall portfolio score		<b>OVERALL SCORE</b>		<b>Out of 48</b>
<b>REQUIREMENTS</b>				
1. Admission to Teacher Education web-based portfolio requires a score of at least 25/33 points.				
2. Admission to Internship web-based portfolio requires a score of at least 36/48 points.				

3. Exit web-based portfolio requires a score of at least 40/48 points
4. Any criteria scored at Level 1 (unacceptable) in any of the four categories is considered insufficient and must be addressed before the candidate meets admission or exit standards.
5. If the candidate fails to meet the requirements after the second attempt, he or she will be referred to the Teacher Education Committee.

Evaluation by Review Committee				
<input type="checkbox"/>	(a) The candidate satisfactorily meets the requirements of the portfolio review for admission to the next Stage of the UAM Teacher Preparation Program.			
	<b>Comments or Concerns:</b>			
<input type="checkbox"/>	(b) The candidate <u>does not</u> meet the minimum requirements of the portfolio review for admission to the next Stage of the UAM Teacher Preparation Program.			
	Specific concerns have been documented on the form and shared with the candidate. A second portfolio review has been scheduled with the faculty. Date: _____ Time: _____ Place: _____			
<b>Unacceptable 1<sup>st</sup> Review</b>	<input type="checkbox"/>	Candidate has been given information on how he or she may obtain assistance with the area(s) of concern recorded during the portfolio review.		
	<input type="checkbox"/>	A copy of the form with comments has been provided to the candidate by the faculty.		
<b>Unacceptable 2<sup>nd</sup> Review</b>	<input type="checkbox"/>	Teacher Education Committee review and interview is scheduled:		
		Date: _____	Time: _____ Place: _____	
SIGNATURES				
	1 <sup>st</sup> Review		2 <sup>nd</sup> Review	
<b>Faculty</b>			<b>Faculty</b>	
<b>Faculty</b>			<b>Faculty</b>	
<b>Candidate</b>			<b>Candidate</b>	
<b>Date</b>			<b>Date</b>	

**Unacceptable (1):** The evidence provided by the candidate inadequately documents the knowledge, performance, competence, accomplishments, professional growth, and learning required by the UAM Teacher Preparation Program. The reflections provided by the candidate inadequately demonstrate the ability to think critically, problem solve, make decisions, relate theory to practice, and analyze performance and personal growth.

**Acceptable (2):** The evidence provided by the candidate adequately documents the performance, competence, accomplishments, professional growth, and learning required by the UAM Teacher Preparation Program. The reflections provided by the candidate adequately demonstrate the ability to think critically, problem solve, make decisions, relate theory to practice, and analyze performance and personal growth.

**Target (3):** The evidence provided by the candidate extensively documents the performance, competence, accomplishments, professional growth, and learning required by the UAM Teacher Preparation Program. The reflections provided by the candidate extensively demonstrate the ability to think critically, problem solve, make decisions, relate theory to practice, and analyze performance and personal growth.

## Appendix C

### UAM Teacher Preparation Program Goals

*(The UAM Teacher Preparation Goals are based upon the Pathwise Observation Model developed and copyrighted by Educational Testing Service and adopted by the Arkansas Department of Education.)*

#### **Teacher Preparation Program Goal 1/Domain A: Planning and Preparation**

- A1. Demonstrate knowledge of students (age group, diversity, interests, and heritage)
- A2. Select instructional goals appropriate for lessons and students
- A3. Demonstrate knowledge of content by designing coherent instruction including making connections between past, current, and future content
- A4. Demonstrate knowledge of pedagogy by using appropriate instructional, learning activities, materials, and resources
- A5. Assess student learning using appropriate methods for students and the goals of the lesson

#### **Teacher Preparation Program Goal 2/Domain B: Classroom Environment**

- B1. Create an environment that promotes fairness
- B2. Create an environment of respect and rapport
- B3. Communicate challenging learning expectations
- B4. Establish and maintain consistent standards of behavior
- B5. Organize physical space for maximum learning

#### **Teacher Preparation Program Goal 3/Domain C: Instruction**

- C1. Communicate learning goals and instructional procedures
- C2. Make content comprehensible to students (coherent structure, relevant to students)
- C3. Extend students' thinking
- C4. Monitor learning, provide feedback, and adjust learning activities
- C5. Use instructional time effectively
- C6. Communicate clearly and accurately in oral and written discourse
- C7. Integrate technology into instruction
- C8. Impact student learning as evidenced by formative and summative assessments

#### **Teacher Preparation Program Goal 4/Domain D: Professional Responsibilities**

- D1. Reflect on teaching
- D2. Demonstrate a sense of efficacy (assume responsibility for student learning)
- D3. Build professional relationships
- D4. Communicate with families
- D5. Maintain accurate records
- D6. Grow and develop professionally (service, memberships, use of research)
- D7. Demonstrate a professional demeanor (adhere to school policies, dress and behave in a professional manner)

## **Appendix D**

### **Arkansas State Teaching Standards**

- 1. Child/Human Development.** Teacher candidates understand the major concepts, principles, theories, and research related to child and/or human development, and they provide opportunities that support student development and learning.
- 2. Subject Philosophy and School Organization.** Teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive programs and schools, and they work successfully within the organizational components.
- 3. Curriculum and Assessment.** Teacher candidates understand the major concepts, principles, theories, and research related to curriculum and assessment, and they use this knowledge in their practice.
- 4. Teaching Fields.** Teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and can create meaningful learning experiences that develop all students' competence in subject matter and skills.
- 5. Instruction and Assessment.** Teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all students.
- 6. Family and Community Involvement.** Teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and use that knowledge to maximize the learning of all students.
- 7. Professional Roles.** Teacher candidates understand the complexity of teaching and they engage in practices and behaviors that develop their competence as professionals.

**Appendix E**  
**National Association for the Education of Young Children (NAEYC) Standards**  
**(Initial Teacher Preparation)**

**1. Promoting Child Development and Learning.** Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

**2. Building Family and Community Relationships.** Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

**3. Observing, Documenting, and Assessing to Support Young Children and Families.** Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.

**4. Teaching and Learning.** Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.

**5. Becoming a Professional.** Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

## Appendix F

### National Middle School Association (NMSA) Standards (Initial Teacher Preparation)

- 1. Young Adolescent Development.** Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.
- 2. Middle Level Philosophy and School Organization.** Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.
- 3. Middle Level Curriculum and Assessment.** Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.
- 4. Middle Level Teaching Fields.** Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.
- 5. Middle Level Instruction and Assessment.** Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.
- 6. Family and Community Involvement.** Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.
- 7. Middle Level Professional Roles.** Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

## Appendix G

### **American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)/National Association for Sport and Physical Education (NASPE) Standards (Initial Teacher Preparation)**

- 1. Content Knowledge.** Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person.
- 2. Growth and Development.** Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.
- 3. Diverse Students.** Physical education teachers understand how individuals differ in their approaches to learning, and create appropriate instruction adapted to these differences.
- 4. Management and Motivation.** Physical education teachers use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 5. Communication.** Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.
- 6. Planning and Instruction.** Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards.
- 7. Student Assessment.** Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.
- 8. Reflection.** Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parents/guardians, fellow professionals), and seek opportunities to grow professionally.
- 9. Technology.** Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity.
- 10. Collaboration.** Physical education teachers foster relationships with colleagues, parents/guardians, and community agencies to support students' growth and well-being.

## Appendix H

### Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

**Principle #1:** The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Principle #2:** The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**Principle #3:** The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Principle #4:** The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Principle #5:** The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Principle #6:** The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Principle #7:** The candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Principle #8:** The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Principle #9:** The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Principle #10:** The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

## Appendix I

### Caption Format

**The caption format used to support the artifact/evidence includes the following:**

1. Title of Evidence
2. Date Created
3. Overview of the ITSE Standards, INTASC Standards, SPA standards, and/or criteria of the four domains of the Pathwise System which are addressed by the evidence.
4. Write an explanation or narrative that provides information about the evidence being presented. The explanation should provide a better understanding of the evidence. The explanation can include a rationale for the selection of the evidence, a description of the evidence, and the teacher/student learning outcomes resulting from the experience. The explanation should provide significant information to assist the reviewer in understanding the relevance of the evidence to the candidate's professional growth. **Limit the length of the explanation to one good paragraph or a half page.**
5. Write a reflective commentary that captures your individual thinking and learning. Before writing the reflection, consider the following questions:
  - What is the activity/action that you are doing?
  - Why are you doing what you are doing?
  - What is the planning process used to do what you are doing?
  - What are the desired student outcomes that will result from the implementation of the activity/action?

A reflective commentary contains personal ideas that provide a summary of what you learned by completing a particular class assignment, project, or activity. The reflection should express your acquired experiences. The reflection is an analysis of your own thoughts, feelings, and learning related to your goal(s). The reflective commentary will provide the reviewer with more information about an artifact (activity, project, course, experience, intervention, etc...) and how it contributed to your professional growth and learning. After writing a reflection, ask the following questions:

- Does my reflection demonstrate consistent, correct use of grammar, punctuation, word choice, spelling, and sentence formation?
- Does my reflection provide evidence of my ability to think critically, problem solve, make decisions, relate theory to practice, learn from experience, and analyze my performance and personal growth?

**Limit the length of the reflective commentary to one page.**

## Appendix J

### Professional Development Plan

All candidates are required to use the following format, to develop an individual growth and/or professional development plan based upon an area of greatest need in the teaching field. Examples of greatest need may include, but are not limited to the following: classroom management, behavior management, organization, time management, lesson organization, and lesson presentation. Candidates will identify individual professional goal(s), explore options for meeting the goal(s), develop an action plan for achieving the goal(s), implement the plan, develop evidence supporting the implementation of the plan, evaluate the success of the plan by collecting evidence that verifies teaching competency and accomplishments as well as results of instruction and student learning, write a reflective commentary describing what the candidate learned by developing a professional development plan. The reflection should express an analysis of the candidate's own thoughts, feelings, and learning related to the goal(s). The reflection will provide the reviewer with an explanation of how the professional development plan contributed to the candidate's professional growth and learning. After writing the reflection, ask the following questions:

- Does the reflection demonstrate consistent, correct use of grammar, punctuation, word choice, spelling, and sentence formation?
- Does the reflection provide evidence of my ability to think critically, problem solve, make decisions, relate theory to practice, learn from experience, and analyze my performance and personal growth?

#### **Professional Development Plan Format:**

**Step #1** – Identify professional goal(s).

**Step #2** – Explore options that will facilitate meeting the goal(s).

**Step #3** – Select appropriate option(s) and design an action plan for accomplishing the goal(s).

**Step #4** – Implement the plan.

**Step #5** – Select and/or develop evidence that illustrates implementation of the plan. (Note: You may choose to display this evidence as one of your portfolio entries with an explanation and reflection.)

**Step #6** – Collect evidence that verifies teaching competency and accomplishments as well as results of instruction and student learning.

**Step #7** – Write a reflection about personal growth and learning.

## Appendix K

### Digital video/audiotape Lesson, Self-Evaluation, and Reflection

#### *Steps for completing the digital video/audio taped assignment:*

1. Check with your cooperating teacher and the school principal about the policy for videotaping in the school. If necessary, use the Consent Form in this appendix to obtain parental permission for video/audio taping the class.
2. Complete a *Class Profile* and the planning portion of an *Instruction and Reflection Profile*.
3. Present and digitally video/audiotape the lesson.
4. Complete the reflection portion of the *Instruction and Reflection Profile*.
5. Using the *Formative Observation Form*, view the digital-video and script evidence in each of the four domains.
6. Use the completed *Class Profile*, completed *Instruction and Reflection Profile*, and the completed *Formative Observation Form* to score your lesson with the *TCRI*.
7. Write a quality reflective commentary that clearly communicates your personal growth and development as it relates to this activity. Include a portion of your digital video/audiotape and the reflection in your web-based portfolio.
8. Submit the self-scored *TCRI* with all supporting documentation (*Class Profile*, *Instruction and Reflection Profile*, *Formative Observation Form*, and evidence supporting C8) to the Partnership Coordinator.

**DIGITAL VIDEO/AUDIOTAPE CONSENT FORM**

The University of Arkansas at Monticello requires that teacher candidates digitally video/audiotape teaching episodes to improve the quality of their teaching.

I give my permission for my child, \_\_\_\_\_, to be digitally video/audio taped for educational purposes only.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

Appendix L

University of Arkansas-Monticello  
School of Education  
Teacher Education Committee

PETITION

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

NAME \_\_\_\_\_ ID# \_\_\_\_\_

DATE \_\_\_\_\_ MAJOR \_\_\_\_\_

PRAXIS SCORES:

Reading \_\_\_\_\_ Specialty \_\_\_\_\_  
Mathematics \_\_\_\_\_ PLT \_\_\_\_\_  
Writing \_\_\_\_\_

Cumulative GPA \_\_\_\_\_

**Request:** Briefly describe your request.

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

**PETITION WILL NOT BE ACCEPTED WITHOUT BOTH SIGNATURES**

Student Signature \_\_\_\_\_

Advisor Signature \_\_\_\_\_

.....  
Teacher Education Committee Action: Date \_\_\_\_\_

Approved \_\_\_\_\_ Denied \_\_\_\_\_ Other: Explain:



## Appendix M

### Verification of Handbook

I, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, verify I have  
(Last Name) (First Name) (ID#)  
printed and reviewed the University of Arkansas at Monticello School of Education  
Undergraduate Teacher Education Handbook.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

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

Kim Level, Partnership Coordinator  
University of Arkansas at Monticello