

Arkansas State University



**Teacher Education
Handbook**

**For
Candidates Pursuing Initial Licensure Programs**

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The Professional Education Programs Office
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[Professional Education Programs website](#)

August 2020

PREFACE

Arkansas State University has offered bachelor's degree teacher education programs for over seventy years, master's degree teacher education programs for over forty years, and the specialist degree for administrators and counselors for more than thirty years. These programs have been continuously monitored and approved by the Division of Elementary and Secondary Education (DESE) at the Arkansas Department of Education (ADE), Higher Learning Commission/North Central Association of Colleges and Schools, and the National Council for the Accreditation of Teacher Education (NCATE). With the July 1, 2013 de facto consolidation of NCATE and Teacher Education Accreditation Council (TEAC), the Council for the Accreditation of Educator Preparation (CAEP) became the new accrediting body. The Educator Preparation Program (EPP) at A-State is accredited by CAEP.

Arkansas State University is committed to the preparation of teachers who have the knowledge and skills necessary to meet the learning needs of youth in our culturally diverse American schools. The Arkansas Department of Education 2011 Model Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC) have been adopted by Arkansas State University and is specifically designed to provide an integrated series of studies in general education, pre-professional studies and field experiences, academic specialization, and professional studies. All candidates who are committed to pursuing a career in teaching and who meet the teacher education program standards are welcome.

This *Handbook* is prepared for the information and assistance of teacher education candidates pursuing initial licensure programs at Arkansas State University. The policies and practices presented herein supersede all previous revisions.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION

Arkansas State University is an equal opportunity institution and will not discriminate on the basis of race, color, religion, sex, national origin, age, handicap, or other unlawful factors in employment practices or admission and treatment of students.

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Chapter 1

Introduction

The teacher education faculty of Arkansas State University wishes to take this opportunity to congratulate you on selecting teaching as a professional career. The *Teacher Education Handbook* was formulated to aid you in gaining an understanding of the outcomes, policies, and procedures that govern teacher education. As the College of Education and Behavioral Science moves through the 21st century, many issues will be debated, studied, and subsequently modified to continue striving to produce quality teachers. Please read this *Handbook* carefully and consult with your advisor for clarification or additional information as you proceed through your program. The most recent revised handbook can be retrieved at the website for the [Professional Education Programs Office](#).

Mission and Values Teacher Education Outcomes at the Initial Preparation Level

Arkansas State University (ASU) Mission

Arkansas State educates leaders, enhances intellectual growth and enriches lives.

College of Education and Behavioral Science (COEBS) Mission

The mission of the College of Education and Behavioral Science is to generate and disseminate knowledge through teaching, research, and service; and to apply that knowledge to improve education and the quality of life for all individuals in a pluralistic and democratic society. We accomplish this within student-centered, intellectually challenging environments with faculty and staff dedicated to excellence.

Mission of Educator Preparation Provider (EPP)

Our mission is to prepare future educators by:

- providing comprehensive opportunities to enhance personal and professional growth in and intellectually challenging environment, which strives for excellence while promoting good teaching, research and service, and where diversity is valued and respected;
- equipping them with the content knowledge, skills and dispositions, which enhance effective professional practice;
- fostering the effective use of technology;
- promoting critical and reflective thinking through intellectually challenging, inspirational student-centered teaching and learning; and
- providing clinical experiences through strong collaboration and partnership with schools, local and state agencies and professional organizations.

Vision of Educator Preparation Provider (EPP)

Our vision is to prepare future educators who will effectively contribute to the quality of their students' lives locally and globally. We envision candidates who are equipped to assume leadership, who are critically reflective and who are equipped with the content, skills and dispositions to be successful in their professional practice. We are committed to preparing educators who take responsibility for students' learning and development and who value equality, diversity, intellectual rigor and the belief that all students can learn.

Philosophy of Educator Preparation Provider (EPP)

“Who dares to teach must never cease to learn.” John Cotton Dana

The Professional Education Unit of Arkansas State University is comprised of professionals reflecting a wide range of educational, philosophical, and professional backgrounds; the philosophy of the Educator

Preparation Provider reflects this breadth of experience and knowledge. The EPP's philosophy, purpose, and goals a context for the diverse professional education preparation programs at Arkansas State University. In addition, the philosophy also fits within and reflects the University mission; Arkansas State educates leaders, enhances intellectual growth and enriches lives.

The foundational tenets of the EPP's philosophy are:

- education can and should improve quality of life and is a right for all;
- teaching is both science and art;
- all individuals can learn; learning requires active engagement on the part of the learner;
- educators in any role (for example, classroom teacher, counselor, reading specialist, building principal, curriculum director, superintendent) have direct, indirect, and lasting impacts on the learning and development of students within an educational setting;
- education should prepare individuals to be successful in the local and global communities;
- learners cannot be separated from their physical and socio-cultural contexts; teaching and learning must consider the learner's development and context to be effective;
- effective teaching requires a combination of knowledge of content, knowledge and effective implementation of pedagogy related specifically to the content taught, and knowledge and effective implementation of general pedagogy related to the learners' context;
- reflective practice is essential for effective educators; and
- educators must be life-long learners.

These tenets are philosophical and a part of the belief system of the faculty. Even so, perusal of the professional education outcomes will provide a strong theoretical and research literature to support these tenets. These beliefs are woven into the foundation of our standards-based curriculum and the expectations of the Arkansas State University Educator Preparation Provider.

EPP Purpose

The Arkansas State University Educator Preparation Provider will ensure access to academic excellence and educational opportunities by:

- expanding participation through increasing access, enhancing diversity, improving service to non-traditional students, expanding use of distance education, and promoting the advantages of continuing education at all levels;
- contributing to the development of highly qualified educators with strong content and pedagogical knowledge;
- increasing academic productivity through improved recruitment, increased retention, expanded continuing education opportunities and advanced technologies;
- producing graduates who are intellectually and ethically informed individuals with skills and knowledge capable of leadership, creative, critical, and reflective thinking, and who are contributing citizens;
- promoting a broad global perspective and life-long learning;
- responding to local and global community needs by providing professional development and service; and
- recruiting, hiring, and retaining the highest qualified faculty, staff, and administrators.

EPP Goals

The goals determined for the Educator Preparation Provider developed from the shared mission, vision and philosophy evolved collaboratively by members and stakeholders. The goals ensure that all candidates acquire characteristics of life-long learners and leaders. Foundational to the goals is the appropriate use of technology for personal, professional, classroom and school-wide purposes.

The goals for the Educator Preparation Provider are as follows:

- Professional Education candidates acquire professional and ethical knowledge and understanding;
- Professional Education candidates understand the complexity of the family and the community they serve;
- Professional Education candidates acquire knowledge and apply general and content pedagogy; Professional Education candidates are reflective practitioners and implement evidence-based decisions.

Arkansas Teaching Standards

The Arkansas Department of Education adopted the 2011 Model Core Teaching Standards developed by Interstate Teacher Assessment and Support Consortium (InTASC). Arkansas State University (via COPE) adopted the InTASC standards. The initial program is guided by the standards below. The state of Arkansas grouped the standards into the following four general categories:

The Learner and Learning

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

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

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

Content

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

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

Instructional Practice

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

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

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

Professional Responsibility

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

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

Assessment System

LiveText by Watermark is the official assessment and portfolio software system of the A-State EPP. Program required key assessments, portfolios, projects, work samples, and applications as well as program admission and field experiences data related to program improvement, accreditation, and professional licensure are all collected and analyzed. It is the responsibility of each candidate pursuing a degree or licensure as an educator to purchase a LiveText account.

Candidate Dispositions

The Council for the Accreditation of Educator Preparation (CAEP) defines dispositions as, “The habits of professional action and moral commitments that underlie an educator's performance.” CAEP standards require teacher preparation programs to address and assess candidate dispositions. In addition, motivation for assessing disposition is particularly helpful for teacher candidates to expedite the course of change needed to address problems associated with inappropriate attitudes and actions before and during clinical experiences. Developed by researchers from The University of Tampa, Educator Disposition Assessment (EDA) instrument is a valid and reliable research-based instrument for measuring candidate dispositional behavior. The EDA was adopted by the A-State EPP to monitor and assess candidate dispositional behaviors as they progress through the educator preparation program. Structured across a 0 to 2 Lickert scale, the foundation and development of the EDA tool and its use were specifically designed to align with CAEP and InTASC Standards and the Danielson and Marzano frameworks.

Teachers candidates at A-State are expected to demonstrate professional behaviors that are indicative of the following dispositions characteristic of effective educators: (1) oral communication skills; (2) written communication skills; (3) professionalism; (4) positive attitude; (5) preparedness in teaching and learning; (6) appreciation of and value for cultural and academic diversity; (7) collaboration; (8) self-regulation; and (9) social and emotional intelligence.

Teacher candidates will be made aware of the dispositions and expectations regarding them upon being admitted to the teacher education program. In addition, professional behaviors and dispositions are assessed at various points in the program. The candidate who fails to demonstrate acceptable performance of dispositions is referred to the Dispositions Committee for intervention/remediation.

Areas of Study

The College of Education and Behavioral Science, in cooperation with the other colleges of Arkansas State University, offers a variety of teacher education programs, each leading to a baccalaureate degree. Upon completion of all requirements, recommendation is made for teacher licensure. You may make your professional career choice in education from the following programs.

Program for Elementary Teachers

The BSE in Elementary Education prepares candidates for a teaching license for Arkansas elementary grades kindergarten through sixth grade. Field experiences occur throughout the program.

Program for Special Education Teachers

The BSE in Special Education prepares candidates for a teaching license in special education for Arkansas grades kindergarten through twelfth grade. Field experiences occur throughout the program.

Program for Middle Level Teachers

The BSE in Middle Level Education prepares candidates for the Arkansas Middle Childhood teaching license which enables holders to teach grades four through eight. Candidates are prepared to teach all school subjects in self-contained classrooms and to teach in departmentalized classrooms in their chosen teaching emphasis (Choose 2 of the following: Language Arts, Social Studies, Science, or Math). Field experiences occur throughout the program.

Programs for Secondary Teachers

Arkansas State University provides a curriculum designed to qualify candidates for licensure as secondary teachers in agricultural education; business technology; English; general science with emphasis in biology, chemistry, or physics; mathematics; and social science teaching in grades seven through twelve. The overall emphasis is on performance-based practice and assessment, with special attention given to classroom management skills. Candidates will participate in a variety of field experiences with a sequence of classroom observations during the sophomore year, practice teaching during the junior year, and full immersion, semester-long internship during the senior year.

Programs for K-12 Licensure

In addition to the programs leading to licensure at either the elementary education (K-6), middle level (4-8), or secondary level (7-12), Arkansas State University offers several programs leading to kindergarten-twelfth grade level licensure (K-12). In addition to Special Education, other K-12 licensure programs include art education, music education (vocal and instrumental), world languages, and physical education and health.

Master of Arts in Teaching

The COEBS has designed the Master of Arts in Teaching (MAT) program for individuals who hold a baccalaureate degree and wish to earn a standard teaching license. The MAT program prepares highly qualified mid-career professionals to be classroom teachers. The candidate may be employed as a Teacher of Record with an Arkansas provisional license or placed in an internship while completing the necessary requirements for a standard Arkansas teaching license. The MAT program has 4 tracks to choose from: Business Technology 4-12, Elementary K-6, Middle Level 4-8, and Special Education K-12.

Program Review

Teacher preparation programs are continually reviewed to ensure that prospective teachers prepared by Arkansas State University are well qualified as they assume the constantly changing role of the teacher. To ensure that the Arkansas State University teacher education programs remain current, insights from graduates, practicing professionals, learned societies, and research reported in professional literature are sought.

Chapter 2

Organizational Structure

Teacher education is an important mission at Arkansas State University. Virtually every college offers approved programs of study and majors which lead to teacher licensure. To ensure that the university teacher education program meets the expectations and standards of state and national accrediting bodies, a system of committees has been established to develop, initiate, and monitor program quality and continuity.

A variety of committees exist at the departmental level; i.e., curriculum, library, promotion and tenure, and others. These committees are designed to attend to particular needs within the department. A variety of committees also exist at the college and university level; i.e., admissions and credits, grievance, diversity, technology, and promotion and tenure. Teacher candidates are members of many of these committees. It is important that teacher education students know of and understand the committee structure which is designed to assist them. The structure is further designed to develop, initiate, administer, and change policies and procedures related to teacher education.

The policies and procedures, which serve as a systematic foundation for teacher education are initiated and developed at a number of levels. Faculty members and administrators at the departmental level assume a major responsibility for the initiation, development, and administration of goals and objectives relating to their teacher education majors. For example, changes in a particular teacher education degree program may be studied and developed by the department curriculum committee, and if approved, the committee chair will forward to the college curriculum committee, and if approved, to the Council on Professional Education (COPE). All professional education matters, such as curriculum proposals, originating in ASU academic departments and colleges (including the College of Education and Behavioral Science and its departments, area programs, and standing committees) enter unit governance by way of the Education Preparation Provider (EPP), formerly known as the Professional Education Unit, who will route the material to the COPE. COPE will review the requests, information, reports, curriculum proposals, etc. and forward it to the appropriate standing committee, or program committee for recommendations. The Council may schedule regular reports or special reports from the standing committees and ad hoc committees. It may accept the reports in whole or in part; it may amend them; and may return them to committee for revisions. The reports are then forwarded to the Head of the EPP for action.

Curriculum change proposals may emerge from any level of the unit for discussion. Curriculum and program changes will follow the established procedures at Arkansas State University:

1. Approved by appropriate Department Curriculum Committee
2. Approval by appropriate College Curriculum Committee
3. Approval by appropriate Dean of the College
4. Route to Head of the Professional Education Unit who prepares materials for routing to COPE (may be returned to the Dean of the College if incomplete)
5. Route to COPE. The proposal may be returned for additional information.
6. COPE votes to accept or decline and forwards to the Head of the EPP.
7. If the Head of the EPP approves, it is forwarded to the appropriate university committee (UCC or Graduate Council) for review and action. If the Head of the EPP does not recommend approval, s/he will provide the originating source with rationale for the decision.

Policy recommendations approved by the Head of the EPP are, depending on the nature of the policy, implemented by the Head of the EPP or passed for further review to the Vice Chancellor for Academic Affairs or the appropriate university governance committee.

Admission to Program

When seeking admission into the teacher education program, you should be aware of the committee structure established to accomplish admission and monitoring. Students are assigned an advisor, and with the assistance of the advisor, they should complete “The Application for Admission into Teacher Education” (see form on pages 25-26, Appendix B) at the appropriate time. Advisors will assist you in scheduling a department screening interview. Click on the [Application for Admission](#) needed for screening. If you meet all the requirements and attain the approval of the Department Screening Committee, applications are forwarded to the Professional Education Programs (PEP) Director for final review. Upon approval by the Director, official notice will be emailed to you.

A description of the composition and responsibilities of the Department Screening Committee, the standing committees, and the Council on Professional Education follows.

Department Screening Committees

The **chair** of the department screening committee has the primary responsibility for screening candidates. The committee is composed of the department chair, or his/her designated representative, the student’s advisor, and other faculty members selected by the chair. At the time of screening, the student must appear before the committee.

The responsibilities of the committee are as follows:

1. Establish procedures for screening candidates into the teacher education program.
2. Determine eligibility and make recommendations for admission into the program.
3. Administer policies established by the Council on Professional Education.
4. Hear all appeals for exceptions to department requirements.

Governance Standing Committees

The two standing committees for the professional education unit are Initial Programs Assessment Committee, and the Advanced Programs Assessment Committee. The standing committees will be composed of seven members each and represent composition of the unit as follows:

- 5 faculty members from the five areas
 - 1 faculty member from Teacher Education (elected by Teacher Education faculty)
 - 1 faculty member from Health, Physical Education, and Sport Sciences (HPESS) (elected by HPESS faculty)
 - 1 faculty member from Educational Leadership, Curriculum and Special Education (elected by ELCSE faculty)
 - 1 faculty member from Secondary and K-12 Programs (elected by secondary and K-12 programs faculty)
 - 1 faculty member from Psychology and Counseling (elected by Psychology and Counseling faculty)
- 2 faculty members at large (elected by EPP faculty)

The standing committees and major responsibilities of each are:

Initial Programs Assessment Committee

The Initial Programs Assessment Committee (IPAC) will serve as the oversight committee for the initial programs assessment activities of the EPP Unit. The CAEP Coordinator and the Professional Education Program Director will serve as Ex Officio members of the IPAC. Committee responsibilities will include:

1. annually review and analyze unit assessment artifacts;
2. annually review the assessment system as it applies to initial programs;
3. annually review assessment procedures to ensure fairness, accuracy, consistency, and the avoidance of bias; and
4. prepare an annual unit assessment report. The completed report will be sent to the Head of EPP no later than May 31 of each year. The report should include areas of strength and/or areas of improvement.

Advanced Programs Assessment Committee

The Advanced Programs Assessment Committee (APAC) will serve as the oversight committee for the advanced programs assessment activities of the EPP Unit. The CAEP Coordinator will serve as an Ex Officio member of the APAC. Committee responsibilities will include:

1. annually review and analyze unit assessment artifacts;
2. annually review the assessment system as it applies to advanced programs;
3. annually review assessment procedures to ensure fairness, accuracy, consistency, and the avoidance of bias; and
4. prepare an annual unit assessment report. The completed report will be sent to the Head of EPP no later than May 31 of each year. The report should include areas of strength and/or areas of improvement.

Council on Professional Education (COPE)

The Council on Professional Education (COPE) is considered to be a policy and program recommending group; not a council to manage the daily operations of the unit. Changes such as updating of catalog copy or minor changes in the teacher education handbook and on forms are not subject to review, discussion, and approval of the Council.

COPE is advisory council to the Head of the EPP. Election or appointment to the Council on Professional Education (COPE) carries with it the responsibility to be a steward for the unit: to serve the students and faculty directly and the citizens of the state through ensuring quality programs and professionals. For these reasons, it is assumed that COPE will not only use its authority to engage in oversight, documentation, and evaluation but will also engage the unit in discussions of topics of national significance, foster communication, collaboration and interdisciplinary activities, and thereby provide a sense of future to the unit. COPE will meet monthly during the academic year and as needed during the summer session.

Internship Appeals Committee

The Internship Appeals Committee will serve as the oversight committee for a candidate requesting an appeal for an internship placement. Appeals regarding grade point average minimums and minimum cutoff scores on the basic skills proficiency exams are not appealable. All other appeals regarding the policy and procedures in this handbook should go first to the Professional Education Programs Director.

Chapter 3

Admission and Retention Policies and Procedures

Admission

It is the candidate's responsibility, with the assistance of your advisor, to initiate the application for admission into the teacher education program in accordance with the procedures established by your department screening committee (see form on pages 25-26, Appendix B). This committee will evaluate your records and determine your eligibility for admission into the teacher education program.

Checkpoint 1: Admission into the Teacher Education Program

Candidates making formal application into the teacher education program must meet the following admission requirements.

Admission Requirements

1. Submit the [Online Application for Admission](#)
2. Attain minimum passing scores on the Praxis Core Academic Skills for Educators Exams **OR** National ACT.

Initial Licensure Programs		
	Praxis beginning 08/20	ACT beginning 08/20
Reading	162	19
Math	162	19
Writing	162	7

3. Attain minimum overall GPA of 2.70 beginning August 24, 2015 (Program of Study and MAT students must have a minimum of 3.0 overall in courses for area of study)
4. Complete specific courses with a grade of "C" or better in each: ENG 1003, Composition I; ENG 1013, Composition II; MATH 1023, College Algebra or MATH 1043, Quantitative Reasoning; Introduction to Education (specific to each department); and COMS 1203, Oral Communication or Speech Proficiency (as specified by the department)
5. Complete minimum of 30 semester hours
6. Complete the Professional Dispositions Self-Assessment as prescribed in the Teacher Education Handbook
7. Obtain a signed Clarification of Teacher Education Admissions/Retention Standards (see page 27, Appendix B)
8. Document an **Approved** Arkansas State Police (ASP) and FBI Background Check and the Arkansas Child Maltreatment Background Check
9. Verify that candidate has received a copy of the Mission & Values, Teacher Education Outcomes and Arkansas Teaching Standards
10. Appear individually for a personal interview before the Department Screening Committee

Candidates will not be permitted to enroll in specified professional education courses until they have been formally admitted into the teacher education program. Such courses are designated by an asterisk in the Undergraduate Bulletin. When the candidate application is approved by the Professional Education Programs Director, candidates will receive official notification via email. Official admittance to the teacher education program does not carry a guarantee of continuance in the program. In addition to the retention checkpoints, candidates must maintain academic proficiency, effective dispositional behaviors, moral responsibility, emotional stability, and satisfactory professional growth to continue in the program.

Retention

After being admitted into the teacher education program, candidates must also meet specific performance measures to continue in the program. Candidates will be required to complete certain unit assessments as outlined in course syllabi and post their work to the unit's electronic portfolio system. As they progress through the teacher education program, four additional performance checkpoint requirements must be met to continue in the program.

Retention Checkpoints

Checkpoint 2: Pre-Teacher Intern Check

Candidates must meet the following requirements one year prior to the capstone internship semester to continue in the program.

1. Maintain a minimum overall GPA of 2.70 (minimum of 3.0 in all course work required for Program of Study and MAT candidates)
2. Earn a "C" or better in all Professional Education courses (**including Exceptional Child in the Regular Classroom and Educational Psychology; Adaptive PE for PE/Health majors**)
3. Confirmation of eligibility for the Level 2 field experience
4. Provide documentation of an approved Child Maltreatment and Arkansas State Police (ASP) and FBI Background Check to be eligible for the capstone internship semester **ELED, MCH & SPED majors**).

Checkpoint 3: Intent for Capstone Teaching Internship Check

Candidates must meet the following requirements one semester prior to the capstone internship semester to continue in the program.

1. Maintain a minimum overall GPA of 2.70 (minimum of 3.0 in all course work required for Program of Study and MAT candidates)
2. Earn a "C" or better in all Professional Education courses (**including Exceptional Child in the Regular Classroom and Educational Psychology; Adaptive PE for PE/Health majors**)
3. Provide documentation of an approved Child Maltreatment and Arkansas State Police (ASP) and FBI Background Check to be eligible for the capstone internship semester.

Checkpoint 4: Capstone Internship Check

Candidates must meet the following minimum performance requirements to be validated for the internship.

1. Formal admittance into the teacher education program
2. Senior standing—a minimum of 90 semester hours
3. Pre-Teacher Intern Check Form filed with the Office of Professional Education Programs
4. Completion of professional education courses for secondary and K-12 education majors and professional education/major courses for elementary education (K-6), special education (K-12) and middle level (4-8) majors with the exception of the capstone teaching internship semester (candidates must have a 'C' or better in the Professional Education Courses (**including Exceptional Child in the Regular Classroom and Educational Psychology; Adaptive PE for PE/Health majors**)).
5. Attainment of a minimum grade point average of 2.70 in all course work and a minimum grade point average of 2.70 in the major area (a minimum of 3.0 in all course work is required for Program of Study (POS) candidates and a minimum grade point

average of 3.0 in the major area; Master of Arts in Teaching (MAT) candidates must maintain a minimum 3.0 grade point average for the master's degree). Some departments may require a 2.75 GPA in the major area. Please check with your advisor.

6. Meet prescribed department requirements
7. Completion of the Intent for Capstone Teaching Internship application form eight weeks before the end of the semester or one week before the pre-registration date of the semester preceding capstone teaching internship
8. Attend the orientation sessions for the capstone teaching internship
9. Verification of clearance of disqualifying offenses listed in the Teacher Education Handbook
10. Verification of clearance of the Child Maltreatment background check listed in the Teacher Education Handbook
11. Complete the Professional Disposition Self-Assessment as prescribed in the Teacher Education Handbook
12. Meet the Clinical Candidate Technology checkpoint requirements as assessed within the licensure program

Transfer students must meet the above prerequisites and complete a minimum of twelve (12) semester hours of resident work at Arkansas State University to be eligible to enroll in the capstone teaching internship.

In addition to the aforementioned eligibility requirements for the capstone internship, the candidates must meet the following minimum performance requirements at Checkpoint 4.

1. Maintain a minimum overall GPA of 2.70 (minimum of 3.0 in all course work required for Program of Study and Master of Arts in Teaching students)
2. Validation by advisor for the capstone teaching internship

According to Act 1090 (HB 1651) of 2015 "For a preservice teacher assigned to a public school as a student intern in a supervised field experience or supervised clinical experience, a sanction adopted by the State Board of Education may be imposed on a license when it is issued to a preservice teacher."

Checkpoint 5: Exit Assessment Check

Candidates must meet the following minimum performance requirements to graduate from the teacher education program.

1. Successful performance in the teaching internship
2. Maintain a minimum overall GPA of 2.70 (minimum of 3.0 in all course work required for Program of Study and Master of Arts in Teaching students)
3. Meet EPP portfolio requirements
4. Meet Praxis II Content and Praxis II Pedagogy assessments specified for the Arkansas teacher licensure being pursued.
5. Meet graduation check sheet requirements

Pre-Teacher Intern Check Procedure

Mandatory Forms

Candidates must complete and file a “Pre-Teacher Intern Check Form” (see form on pages 34-37, Appendix D) with their advisor and file a copy with the Coordinator one year prior to the capstone teaching intern semester. For example, if a candidate plans to intern during a spring semester they must file the check form during the preceding spring semester. The forms will be distributed by the Coordinator of Teaching Internship and Field Experiences. To be eligible to intern, these forms must be on file by specified dates; otherwise the candidate will not be eligible to intern.

Mandatory Meeting

Information concerning mandatory dissemination meetings will be posted in classrooms, on building bulletin boards, in the *Herald*, in the ASU Daily Digest, and on the Professional Education Programs website (<http://www.astate.edu/a/prof-ed-programs-office/>). It is your responsibility to seek out the meeting information and to make plans to attend a 3:30 or 4:45 meeting on specific dates. These meetings usually occur in late February or early March (approximately one year in advance) for spring teacher interns and early October (approximately one year in advance) for fall teacher interns.

The Pre-Teacher Intern Checkpoint process has been implemented to assist candidates in monitoring their eligibility for the capstone teaching internship. Any problem that may be encountered should be discovered in time to make scheduled adjustments before the capstone teaching internship semester.

Admission to the Capstone Teaching Internship Semester

Candidates must file an “Intent for Teaching Internship” form the semester prior to the capstone teaching internship experience. Application forms are distributed by the Coordinator (see form on page 39, Appendix E).

Validation Process for the Capstone Internship

During the beginning of the capstone internship semester, each advisor completes admission validation forms to determine if candidates have met all entrance requirements for the capstone internship. No later than the end of the first week of classes, candidates will be informed of their validation status. The advisor and/or Professional Education Programs Director will inform any student not eligible for the internship for the semester.

Intent to Graduate Form

When candidates register for their capstone internship, they are responsible for filing for graduation and for the fee on Banner Self Service. This form may be found in Banner under Student and then Student Records; scroll to the bottom to find the Application/Intent to Graduate Form, fill out, and then submit. During the regular school year, the “Intent to Graduate” form must be submitted by the first class day of the semester. During the summer terms, the “Intent to Graduate” form must be submitted by the first day of the first summer session. If students do not submit the form by the deadline, the candidate’s name will not appear on the list of graduates. For specific dates, click on this link for the [Important Dates for Graduation](#). If additional assistance is required, students should contact their advisor.

Chapter 4

Field Experiences

Levels of Field Experiences

Field experiences are an integral part of your teacher education preparation program. All field experiences are designed to enable candidates to acquire the knowledge, skills, and professional dispositions to teach a diverse population of K-12 students in today's elementary and secondary schools. Candidates have at least three well-sequenced clinical field experiences consisting of an early field experience during the sophomore year, a mid-level during the junior or first semester senior year, and a capstone experience during the senior year. For completion of the field experiences it is the candidate's responsibility to have transportation to and from the assigned school site.

Level 1 field experiences are integrated while taking TE 2003, Introduction to Education (K-6, 4-8, and specific K-12 special education and Spanish) and SCED 2513, Introduction to Secondary Teaching (7-12 and K-12). Candidates will be assigned to an area elementary or secondary school for the equivalent of 30 clock-hours of observation and related experiences. The experiences and specific assignments will be supervised by the instructor of the introductory class. The observations are a required component of the class. If observations are not documented as complete, candidates will receive an "I" (incomplete) or a grade of F.

Level 2 field experiences are provided to teacher candidates prior to the capstone internship experience. For Elementary (K-6) and Middle Level (4-8) majors, this is titled "Internship 1". Level 2 field experiences are designed to provide all teacher education candidates (K-6, 4-8, 7-12 and K-12) with at least 44 clock-hours of clinical practice with an appropriate elementary or secondary clinical supervisor. These field experiences are assigned to courses as described in the **Undergraduate Bulletin** and are supervised by the instructors of the designated courses.

K-12 Special Education majors complete their Level 2 Elementary Practicum during their second semester junior year and then complete a Secondary Practicum the semester prior to the capstone internship. **Note: Special education majors complete one extra assignment of diversity placements; therefore, one of the three categories will be repeated during the course of their school placements.**

Site Assignments for Field Experiences

Candidates must participate in a variety of field-based experiences as a part of their education degree. In order to ensure that candidates gain authenticity and diversity in clinical practice, field sites selected for field experiences must include schools that vary by size and diversity of K-12 student population. The sites have been classified into three categories (Categories I, II, and III) and candidates will experience one school site from each category. The schools in each category have been classified as large or average-to-small schools. Candidates must have one of the three field experiences at a large school, one at an average-to-small school, and the third experience site can be either size. Classification tables (see forms on pages 41-48. Appendix F) will be followed to make field experience placements. On each table the number placed in parentheses beside each school indicates the level(s) of field experience in which the school participates.

Capstone Teaching Intern Experience (Level 3)

The Coordinator of Teaching Internship and Field Experiences is responsible for the placement of interns and overall supervision of teacher interns, clinical supervisors and university supervisors. The office is located in the College of Education and Behavioral Science, ED 213B.

The Professional Education Programs Director is responsible for coordination of the field experiences. The office is in the College of Education and Behavioral Science, ED 213A.

Background Check for Eligibility for Field Placement

Before entering a classroom to complete supervised clinical experiences, a candidate must apply to the Identification Bureau of the Arkansas State Police for a criminal records check (ASP and FBI) and to the Department of Human Services for a Child Maltreatment Central Registry background check. Candidates must successfully complete those background checks in accordance with the Division of Elementary & Secondary Education Rules Governing Background Checks and Licensure Revocation. The DESE Background/Fingerprint criminal record checks may be completed at one of the approved Live Scan locations. Live Scan sites for the electronic fingerprinting are located at all education service cooperatives and at the Arkansas Department of Education. The Child Maltreatment Central Registry is completed by paper and the form may be retrieved from the PEP website, see the [Child Maltreatment Form](#). The documented maltreatment check and fingerprint background check must be posted on the ADE Arkansas Educator Licensure System's website prior to students receiving confirmation of their assigned school placements. For licensure purposes none of the checks may be older than one year at the time of processing.

University Supervisor

University supervisors are faculty members from the Educator Preparation Provider (EPP), formerly known as the Professional Education Unit. They hold this important position because of their educational experiences, preparation, teaching excellence, and continuing commitment to elementary and secondary schools.

Factors That Influence the Selection of Your Cooperating Schools

Sites are pre-visited and selected from those schools that comply with the standards for accreditation of Arkansas Public Schools. As mandated by Ark. Code Ann. 7.07.6, field experience and internship placements for candidates in a traditional program of study for educator licensure shall not include the following: priority, academic distress, and administrative takeover schools. Participating schools must be located within a 60-mile radius of the campus.

Factors That Influence the Selection of Your Capstone Teaching Internship Site

Candidates will be placed in an approved site that meets established university criteria. Candidates may not, however, intern in the school district from which you graduated or in the schools in which you completed any of your field experiences. The decision to place a teacher intern in a given school setting is a cooperative agreement in which the school principal, the clinical supervisor(s), university supervisor, and the Coordinator must all give their consent. **Teacher candidates should not try to make their own teaching intern placement. Do not** contact schools until confirmation of assignment has been made. Once placements have been confirmed, candidates must adhere to the chosen site. In rare instances, such as relocation, a candidate may request a change in site placement by submitting a written request to the Coordinator **indicating assigned placement site and a rationale why the site is unacceptable**. The Coordinator will schedule a time and place for the candidate to justify his/her request before a committee consisting of the Associate Dean, Academic Chair, Director of Professional Education Programs and Coordinator. The committee will approve or deny the request and the intern will be notified within five (5) days.

Factors That Influence the Selection of Your Clinical Supervisor

Clinical supervisors must hold a degree, preferably a master's degree, be licensed in the teaching area, and have a minimum of three years teaching experience. The clinical supervisor must have the capacity to mentor an adult and the capacity to have a positive impact on K-12 student learning. No more than one teacher intern will be assigned to a clinical supervisor at a time. The clinical supervisor serves as the mentor and role model for the teacher intern. The clinical supervisor is the individual who works on a daily basis with the teacher intern and who serves as the full-time supervisor. Close collaboration

between the teacher intern and the clinical supervisor is necessary as the teacher intern begins to function as a professional.

Full-Time Capstone Teaching Internship

The University recognizes that the capstone teaching internship experience is a full-time responsibility; therefore, **other than the internship courses, interns are not permitted to enroll in other university/college courses, including correspondence, web, distance learning, or courses at other universities or colleges.** In addition, **the University does not permit interns to work full-time while you are a capstone teacher intern.**

The Educator Preparation Provider (EPP) strongly recommends that candidates who plan to work part-time jobs during their internship cautiously consider the consequences that working other jobs may have on their teaching performance. The department suggests that interns who feel it a necessity to work should attempt no more than 20 hours of work per week and should have at least a 2.76 GPA. All interns must meet the same internship performance standards as stated in this handbook. Working a part-time job could interfere with the intern's maximum performance.

All interns engage in the teaching internship all day for a full semester. The teaching internship semester is divided according to regulations for your particular major/licensure area. Consult your bulletin to determine the structure of your internship(s). As part of the teaching internship semester, elementary and middle level education majors also attend seminar courses that meet periodically.

Capstone Teaching Internship School Day

The school day will be the same as that of the assigned clinical supervisor. Ordinarily this means being present thirty minutes before school starts and thirty minutes after school. However, the duties of the day and preparation for the next day determine if additional time is necessary.

In addition to teaching, capstone interns are expected to share duties with their clinical supervisor. Such duties may include participating in the school's extracurricular programs, faculty meetings, professional organizations, routine administrative and clerical tasks, parent-teacher conferences, PTA meetings, community activities, and any other activities expected of teachers.

Substitute Teaching

INTERNS ARE NOT TO BE USED AS A SUBSTITUTE TEACHER. Due to liability issues, teacher candidates **are not permitted** to be employed on a substitute basis while enrolled as a teacher intern during the duration of their placement.

Vacations

Vacation time will be that of the cooperating school and not that of Arkansas State University. If interns live in Arkansas State University housing facilities, they are expected to make special arrangements, if necessary, when the vacation times of the cooperating school and the University differ.

Visits By The Assigned University Supervisor

The assigned university supervisor will spend sufficient time with their intern to provide adequate supervision of the capstone teaching internship. A minimum of five visits will be made for each full semester assigned teacher intern. Eight-week teacher interns will be visited a minimum of three times per eight-week period. Of the five and three visits, respectively, an initial visit will be made by the university supervisor to meet the clinical supervisor and to share expectations, complete assignment sheet, and review the evaluation process. Additionally, university supervisors are available any time during the semester when the administration, the assigned clinical supervisor, or intern feel that a visit would be advisable.

Evaluation

The intern's work will be evaluated by the clinical supervisor, the university supervisor, and the individual intern. A minimum of one announced (formal) and one unannounced (informal) formative evaluation will be made by each university supervisor and clinical supervisor for an eight-week assigned teacher intern. A minimum of two announced (formal) and two unannounced (informal) formative evaluations will be made by each university supervisor and clinical supervisor for a full semester assigned capstone teacher intern. The minimum required formal and informal evaluations along with other evaluations by the clinical supervisor and university supervisor will be included as a part of a summative evaluation. **The summative evaluation rating will equal 80% of the final internship grade.**

All capstone teacher interns will upload their electronic portfolios using LiveText. **The electronic Unit Internship Portfolio and/or other assignments will comprise 20% of the final internship grade.** Successful completion of all LiveText assignments are required.

The evaluation of the capstone teaching internship will be based on the intern performance as set forth in the "Evaluation for Teaching Performance of Teacher Intern." The Arkansas State University teacher internship competencies are based on the Arkansas Teaching Excellence Support System (TESS) which is also aligned with InTASC. The Internship evaluation forms will be submitted electronically to the Director of Professional Education Programs. University supervisors are responsible for ensuring this occurs and posting grades at the end of the teaching internship session.

These teaching competencies will be an integral part of the teacher education preparation program beginning with the introductory course to teaching. Throughout the program, candidates will have opportunities to study instructional theory, classroom management, instructional planning, and the development of instructional objectives. Prior to the capstone internship, interns will have opportunities to observe these elements of teaching in the elementary or secondary school setting through simulated instructional exercises and by controlled practice situations. Interns are urged to review these instructional competencies and their descriptors with the assigned university supervisor prior to the capstone teaching internship.

Capstone interns are required to attend an Exit Evaluation meeting on campus immediately following the completed capstone teaching internship. Failure to attend the meeting will cause the intern's grade to be reported as an "I" (incomplete).

Conferences

The assigned university supervisor and clinical supervisor will have a conference with the intern after each announced and unannounced evaluation. Other conferences with the clinical supervisor are encouraged to determine goals to be accomplished, to establish a basis for communication, to evaluate growth as a teacher intern, to discuss various materials and the relationship between educational theory and classroom practice, and to help interns understand the importance of professional behavior.

Chapter 5

Some Helpful Ideas

To The Teacher Intern

The capstone teaching internship experience is one of the most important experiences in your program. In a large measure, the benefits to be derived from your teaching internship will depend on you. The following suggestions should be beneficial to you:

1. Strive to do effective work; work cooperatively with the clinical supervisor and university supervisors. Get to know your K-12 students; they are your #1 responsibility! Accept constructive criticism; take initiative and be enthusiastic.
2. Get acquainted with your clinical supervisor, your K-12 students, and other faculty and administrative personnel. Become familiar with the entire school system and its programs. Be willing to comply with all the records, reports, and regulations which govern regular teachers.
3. During the early part of your teaching internship, discuss with your clinical supervisor items such as: appropriate dress, general classroom procedures, how you can be of assistance, and when you will teach.
4. After you have worked out your schedule with your clinical supervisor, adhere to it. Be on time. Try not to miss a day. If you are forced to miss school due to illness or other causes, inform the clinical supervisor by no later than 8:00 a.m. when you cannot be present. Absences not due to illness **must** be approved by your university supervisor.
5. If you encounter problems with respect to your teaching internship, do not hesitate to seek help from the clinical supervisor. Handle your problems in a professional manner and do not behave in a way that might cast a reflection on your clinical supervisor, the cooperating school, Arkansas State University, or yourself. Be discreet in discussing school problems outside the classroom and/or in the community.
6. Study the methods of your clinical supervisor and share experiences on a mutual basis. If your ideas and theories differ from those of your clinical supervisor, do not criticize; you will have an opportunity to try your methods when you begin teaching.
7. The use of social media presents risks and carries with it certain responsibilities. This includes all means of communicating or posting information or content of any sort via the Internet or other electronic communication method; both your personal and someone else's site. Interns are advised to review their online site(s) for any unprofessional images or language which could adversely affect successful placement and/or future employment.
8. Do not be discouraged if you face difficulties as a teacher intern. Remember the university supervisor and Coordinator of Teaching Internship and Field Experiences are always available when needed.

To The Clinical Supervisor

The capstone teaching internship experience is that part of the teacher preparation program in which observation of the teacher candidate's application of learned competencies is conducted. The evaluation of the teacher intern is based on your assessment regarding how well the teacher intern performs on the identified competency areas. The evaluation instrument reflects the objectives of the teacher education program and has the approval of the public school personnel.

The following suggestions should be helpful in working with your teacher intern to provide opportunities for the teacher intern to demonstrate competence in the identified areas of evaluation.

1. Your teacher intern is available for classroom teaching and all other activities of a regular teacher. It is desirable that your teacher intern is recognized as having faculty status in the eyes of the students and that he/she be permitted to share the responsibilities and privileges of your faculty. The main purpose of the teaching internship is to enable the intern to become a self-sufficient professional competent to teach others and a person eager to continue to learn.
2. You should acquaint your teacher intern with the following: physical facilities; school policies and regulations; school personnel; curriculum guides and other instructional materials; and relevant pupil records. If your school has a handbook and/or a teacher's guide, make copies available to your teacher intern. Prepare your students for the arrival of your teacher intern. Welcome and accept your teacher intern.
3. Your teacher intern should be allowed to observe you, the K-12 students, and the classroom environment. Generally one week of observation is sufficient. To assist the intern in gaining maximum learning and experience, at least three or four weeks of full-time teaching would facilitate professional growth and development.
4. It is important that you observe your teacher intern's performance and that you provide immediate feedback to the teacher intern. Periodically, it is recommended that you make notes of the student's progress and share them with your teacher intern. You should discuss this evaluation with the teacher intern.
5. Regular conferences should be held to determine goals to be accomplished, to establish a basis for communication, to evaluate teacher intern growth, to discuss various materials and the relationship between educational theory and classroom practice, and to help the teacher intern understand the importance of professional behavior (see also Conferences, p. 16).
6. Discuss your teaching techniques and philosophy with your teacher intern. Share your ideas; solicit the teacher intern's ideas. Whenever possible, allow your teacher intern to use his/her own ideas and techniques.
7. The university supervisor, Coordinator, and the Director of Professional Education Programs are available upon request. Please feel free to discuss and offer suggestions regarding any phase of the teaching internship program.

Chapter 6

Launching Your Career

It is time to become a licensed teacher and find a teaching position. There are several steps to follow to become licensed. The Office of Educator Licensure at the Division of Elementary and Secondary Education (DESE) is responsible for the licensure of all Arkansas educators. The Professional Licensure Officer will assist with this process. Applicants are urged to apply for their teaching license upon completion of their teacher education program.

Applying for Teacher Licensure

Candidates may apply for a Standard License using the Online Educator License Application by logging on to the [Arkansas Educator Licensure System \(AELS\)](#). Before beginning this application, you must be prepared to pay the \$75.00 license fee. You will not be able to submit your license application without entering your payment information. Each application must be accompanied by official transcripts from all attended institutions, a copy of all Praxis II scores, documentation of specific professional development hours, clearance of all required background checks (Arkansas State Police, FBI, and Child Maltreatment Central Registry) and a prescribed pathway for reading.

Transcripts. Electronic official transcripts must be submitted to the Arkansas Department of Education (External College Code 912216).

Praxis Score Report. An official score report reflecting passing scores on the appropriate pedagogical and content-area assessments are required. Teacher candidates submit passing scores on the basic skills assessment ONLY for admission into the teacher education program. However, teacher education candidates, (BSA, BME, BFA, and BSE) must take the appropriate assessments required for licensure in Arkansas. Consult with your advisor to confirm the appropriate pedagogical competence: **1.** edTPA or Principles of Learning and Teaching and **2.** the appropriate Praxis II content specific subject area test(s). Registration is available on the ETS website, www.ets.org. Registration cutoff dates do exist and students are urged to register for the Praxis II assessments early during the semester of their last enrollment period (see Arkansas State University Praxis II Information Chart on pages 50-52, Appendix G). Candidates **must access official score reports via their Praxis account**. This service is free of charge. Online score reports will be available to view, print, and download for one calendar year from the score reporting date. After one year, the score report will no longer be available; therefore, additional score reports will need to be requested for a \$50 fee (perrequest).

Note: When registering for all Praxis exams, candidates should submit the institutional ASU Code R6011 in order for the score results to be reported to Arkansas State University.

Professional Development. As of July 03, 2020, candidates must document the completion of professional development. Arkansas IDEAS provides online training and connects K-12 educators with quality DESE-approved professional development and educational opportunities. The Record of Learning must be printed as documentation of all required pre-service professional development as listed below:

- Two (2) hours of child maltreatment training; and
- Two (2) hours of teen suicide awareness and prevention; and
- Two (2) hours of parental involvement; and
- One (1) hour of dyslexia awareness; and
- One (1) hour of human trafficking awareness

Arkansas State Police, FBI, and Child Maltreatment Background Checks. All first time applicants for teacher licensure and each applicant for his/her first license renewal, shall be required to request a child maltreatment central registry check to be conducted by the Arkansas Department of Human Services as required by Act 1143 of 2011 and complete the electronic Arkansas State Police and

FBI criminal fingerprint background check as required by Act 1089 of 2015. The Child Maltreatment Central Registry background check is handled separately from the criminal history check, using the Child Maltreatment Central Registry Background Check Form on page 54, Appendix H. The applicant shall sign a release of information to the Department of Education and shall be responsible for the payment of a \$10 fee for a child maltreatment background check. The documented maltreatment check and fingerprint background check must be posted on the AELS website prior to students receiving confirmation of their assigned internship school placements.

All paperwork for the required fingerprint background checks may be secured through the Professional Education Programs Office Licensure Department at Arkansas State University. Applicants should follow the instructions given on the Online Payments for ASP and FBI document and print a receipt with the transaction code. Applicants will bring the receipt from the online payment and a Government-issued photo ID to the Live Scan Site. Live Scan sites for the electronic fingerprinting are located at all education service cooperatives and at the Arkansas Department of Education. The applicant must complete the DESE Background Check Consent/Fingerprinting Request Form online and submit prior to applying to the Identification Bureau of the Arkansas State Police for a state and nationwide criminal records check, to be conducted by the Federal Bureau of Investigation. The background check shall conform to the applicable federal standards and shall include the taking of fingerprints.

If electronic fingerprinting is not used or the fingerprints cannot be obtained electronically, the applicant must complete an application and obtain a fingerprint card from the Professional Education Programs Office licensure department.

For licensure purposes none of the background checks may be older than one year at the time of processing. An applicant will not be eligible to receive or hold a license issued by the State Board of Education if that person has pleaded guilty, nolo contendere, or been found guilty of a felony or crimes listed on page 28-29 of the Teacher Education Handbook and the applicant's Central Registry is lacking approval.

Act 1089 of 2015 provides a way for a student who may be denied entrance into a teacher preparation program or denied licensure after completion of a teacher preparation program to seek a waiver from the disqualifying offense by submitting to the Department of Education (a) a written request for a hearing before the State Board of Education (b) proof of acceptance or enrollment in a teacher preparation program approved by the Department and (c) written recommendation from the teacher preparation program. For details contact the Division of Elementary & Secondary Education.

To monitor the status of the Arkansas State Police, FBI, and Child Maltreatment background checks, students should check the Arkansas Educator Licensure System (AELS) at <https://adeaels.arkansas.gov>. Click on AELS Public Site, enter the last 4 digits of the candidate's social security number and last name, and then click search. Once the name has been confirmed to be correct, click select. Then, the form can be verified by reviewing the status of the background checks for either approval or pending. For licensure, candidates must be listed as approved in AELS. Professional licensure status will be pending until the state department receives the candidate licensure application and processes it. It will change to approved after the process has been completed.

Scientific Reading Instruction. Beginning with the Spring 2021 semester, completers of educator preparation programs leading to Elementary Education (K-6) or Special Education (K-12) licensure cannot receive a standard license if a prescribed pathway for proficiency credential has not been completed. Completors of EPPs leading to all other licensure areas cannot receive a standard license if a Prescribed Pathway for Awareness Credential has not been completed.

When applying for licensure in another state, the candidate should request an application by writing to the State Department of Education in the particular state in which to be certified. For access to licensure information from each state, go to the [Professional Education Programs website](#), click on the

Licensure button located on the left of the screen, click on State Departments of Education, and then click on the beginning letter of the state. Then, click on the state's respective state department to find specific licensure information. The Director of Professional Education Programs can provide assistance when needed.

Professional Licensure in Arkansas

Enacted by the State Board of Education, these rules shall be known as Arkansas Department of Education Division of Elementary and Secondary Education Rules Governing Educator Licensure. The rules establish requirements and procedures for the issuance, licensure, re-licensure, and continuance of licensure of educators in the public schools of this state, as required by Ark. Code Ann. § 6-17-402. The provide for the acceptance of educator licenses by reciprocity, the requirement of assessments adopted by the State Board of Education, the requirement of college-level coursework, the issuance of Provisional Licenses, and the issuance of provisional and standard licenses through alternative educator preparation programs.

Beginning September 1, 2014, the DESE Rules Governing Programs for Educator Licensure offered by Institutions of Higher Education state teacher education candidates seeking licensure will be required to abide by the regulations and demonstrate competency in their subject area to be granted a standard teaching license. The process for licensure is a performance- based system with high and rigorous standards. Assessment of knowledge, skills, and dispositions using multiple forms of evidence will be required for standard licenses.

Career Services

Candidates are encouraged to register with the Career Services, located on the second floor of the Student Union, Room 2167. This registration process provides services important to a particular job search. These interrelated services are your credential file, job referrals, and on-campus interviews.

A credential file will include a data sheet or resume, recommendations, and a transcript. It is suggested that candidates include recommendations from a major instructor and clinical supervisor(s). Requests for recommendations should be made before you graduate because sometimes people relocate or retire and these recommendations become difficult to obtain. It is also suggested to keep the file updated by periodically adding recommendations from a current employer.

When credentials are filed with this office, the individual's name is placed in the active file, making one eligible to receive email job referrals for teaching positions. In addition, each semester, school administrators conduct on-campus interviews for teachers. These visits are publicized through classroom announcements, notices posted on bulletin boards, and notices on the web. Candidates and graduates are welcome to come to the office to obtain information for on-campus interviews.

Career Services also has printed and video-taped information which will help develop interviewing skills and other techniques related a job search. Remember that credential files are for future use and the services of this office are available indefinitely to graduates of Arkansas State University.

Appendix

A

Charlotte Danielson’s FRAMEWORK FOR TEACHING

<p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Content and the structure of the discipline • Prerequisite relationships • Content-related pedagogy <p>Demonstrating Knowledge of Students</p> <p>1b</p> <ul style="list-style-type: none"> • Child and adolescent development • Learning process • Special needs • Students’ skills, knowledge, and language proficiency • Students’ interests and cultural heritage <p>1c Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners <p>1d Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • For classroom use • To extend content knowledge and pedagogy • Resources for students <p>1e Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <p>1f Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning 	<p>DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Teacher interaction with students, including both words and actions • Student interaction with students, including both words and actions <p>2b Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • Importance of content and of learning • Expectations for learning and achievement • Student pride in work <p>2c Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Performance of classroom routines • Supervision of volunteers and paraprofessionals <p>2d Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring student behavior • Response to student misbehavior <p>2e Organizing Physical Space</p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources
<p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching</p> <ul style="list-style-type: none"> • Accuracy • Use in future teaching <p>4b Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Noninstructional records <p>4c Communicating with Families</p> <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program <p>4d Participating in a Professional Community</p> <ul style="list-style-type: none"> • Relationships with colleagues • Participation in school and district projects • Involvement in culture of professional inquiry • Service to the school <p>4e Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession <p>4f Showing Professionalism</p> <ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school and district regulation 	<p>DOMAIN 3: Instruction</p> <p>3a Communicating With Students</p> <ul style="list-style-type: none"> • Expectations for learning • Directions for activities • Explanations of content • Use of oral and written language <p>3b Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of questions/prompts • Discussion techniques • Student participation <p>3c Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing <p>3d Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress <p>3e Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence

Appendix B

ARKANSAS STATE UNIVERSITY
APPLICATION FOR ADMISSION
 into the Teacher Education Programs

Campus (check one) Beebe Jonesboro Mid South Mt. Home

Part I-Demographics (to be completed by applicant):

Date of Birth: _____ Date of Application: _____

Name: _____ SS# _____ ID # _____
 (for licensure purposes) (Jonesboro ASU ID #)

Any other names under which your records may be filed _____

Mailing Address _____
 (Street or Box) (City) (State) (Zip)

A-State Email address: _____ Phone # (including area code) _____

(For statistical use only): Race/Ethnicity: American Indian/Alaskan Native Hispanic Two or more races
 Asian Native Hawaiian/Pacific Islander White Gender: F _____ M _____
 Black/African American

ACT Composite Score _____ High School Graduated from: _____

I hereby make application for admission into the Teacher Education Program at Arkansas State University for the (**circle one**) BME, BSA, BSE, BFA degree with a **major** in _____ or Program of Study seeking licensure in _____

Grade Level (check one): K-6; 7-12; K-12; K-12/SPED; 4-8 LA; 4-8 SS; 4-8 Math; 4-8 Science

Did you complete an Arkansas Teacher Cadet Program? Yes No Name of school where completed: _____

Did you enroll in this course for concurrent credit? Yes No Name of school for field experience: _____

Part II-Pre-Admission Screening Requirements (to be completed by faculty advisor):

- Minimum 30 hrs. required; Hours completed _____.
- Earned overall minimum 2.70 GPA; GPA is _____, (minimum of 3.0 in all courses required for Program of Study)

- Completed specified courses with a grade of "C" or better. (Show course **grades** below):
 ENG 1003, Freshman English I _____ MATH requirement (1023 or 1043) _____
 ENG 1013, Freshman English II _____ SCOM 1203, Oral Communication or Speech Proficiency (**Copy**) _____

- Introduction to Education Grade _____ Show course prefix and number _____
 Name of Field 1 Observation School _____

- Passed Basic Skills Assessment – Praxis Core Academic Skills for Educators **OR** National ACT (show scores):
CORE: Reading 5713 (min. 162) _____ Writing 5723 (min. 162) _____ Math 5733 (min. 162) _____
ACT: Reading (min. 19) _____ Writing (min. 7) _____ Math (min. 19) _____

Interview: You must appear before a department screening committee composed of your advisor and two additional faculty. This committee will hold a post conference with you to address salient concerns and the recommendation being made to the Director of Professional Education Programs. The Director will inform you by email of the action taken regarding your application; copies of the letter will also be sent to your advisor, department chair, and placed in your file.

Received a copy of the Mission & Values, Teacher Education Outcomes and Arkansas Teaching Standards

ATTACHMENTS

(Check to indicate attachments of required supporting documentation):

Student's responsibility:

- Completed Professional Dispositions Self-Assessment as prescribed in the Teacher Education Handbook
- Clarification of Teacher Education Admission/Retention Standards
- Up-to-date transcripts of all higher education course work (including transfer courses from other institutions; write in the names of any other institutions) _____
- Score report for Praxis CORE or National ACT (copy from secure ACT web account acceptable)
- Documentation of an **Approved** Arkansas State Police (ASP) and FBI Background Check and the Arkansas Child Maltreatment Background Check clearance.

**APPLICATION FOR ADMISSION
SIGNATURE VERIFICATION**

(Teacher Applicant must complete prior to the screening interview)

Applicant's Name (print or type) _____ ID# _____

Campus email address: _____ Major: _____

Applicant's Signature _____ Date: _____

Advisor's Name (print or type) _____

Advisor's email: _____

ADMISSION

(This part is completed at the department screening interview.)

The State Board of Education enacts these Rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-17-410, 6-17-411, 6-17-414, 6-17-421, 25-15-201 et seq., and Act 746 of 2017. A preservice teacher shall apply to the Identification Bureau of the Department of Arkansas State Police for a statewide and nationwide criminal records check, to be conducted by the Department of Arkansas State Police and the Federal Bureau of Investigation. *I hereby affirm that I have never been convicted of a Disqualifying Offense.* (i.e. contained within an attached description.)

Applicant's Signature _____ Date _____

Recommendation of Department Screening Committee:

- Approve** _____ (Date of Approval) **Conditional Admittance**
- Deny - Does not meet admission criteria**

(If approved, send to the PEP Office for final review.)

Other Concerns: _____

Names of Screening Committee _____ Date _____

_____ Date _____

_____ Date _____

Signature by Department Chair _____ Date _____

Signature of Professional Education Program's Director _____

Date _____

**CLARIFICATION OF TEACHER EDUCATION
ADMISSION/RETENTION STANDARDS**

The following clarification of graduation requirements applies to students admitted to teacher education after August 24, 2015 under the requirements of the 2015-2016 or later Undergraduate Bulletin.

Requirements for teacher education admission and retention are listed in the Undergraduate Bulletin. Among the standards specifically required for admission is the establishment of a minimum overall grade-point-average (GPA) of 2.70 (on a 4.0 scale). This standard is reiterated as a prerequisite admission requirement for the student teaching semester.

It was the expectation of the teacher education faculty that the minimum overall GPA requirement (2.70) be viewed not only as one-time admission requirement but remain in effect throughout the students' program. Therefore, the admission standards presented in the Undergraduate Bulletin are delineated in a section entitled, Admission and Retention.

In addition to the review which is currently conducted prior to the teaching internship semester, the minimum overall GPA requirement will be audited at the time of graduation checkout. Teacher education students presenting a minimum overall GPA of less than 2.70 will not be eligible for graduation.

This policy was approved by COPE in Spring 2015 and reflects the change in licensure requirements implemented by the Arkansas Department of Education. Teacher education students admitted after August 24, 2015 must sign a copy of this statement to be filed with the application for admission to teacher education.

Signature _____ Date _____

(Signature indicates the statement has been read and the requirements are understood.)

EDUCATOR DISPOSITION ASSESSMENT (EDA) STATEMENT

The applicant acknowledges that dispositions identified in The Educator Disposition Assessment (EDA) apply to the university setting, courses, early practicum experiences, and the final internship. The applicant recognizes that a strong correlation exists between the dispositions of teachers and the quality of their students' learning. The applicant knows that teachers who care about their students and are willing to exert the effort needed to ensure the classroom is a productive learning environment, possess the professional dispositions outlined in the EDA. The applicant is aware his/her professional dispositions will be assessed throughout the teacher education program and will have a bearing on decisions made regarding eligibility to complete in a successful manner.

CANDIDATE INTERVENTION/REMEDIATION

It is recommended candidates who demonstrate insufficient development of professional dispositions participate in intervention/remediation.

The candidate who fails to meet any state mandated candidate performance assessment benchmark and fails to evidence acceptable mastery of any identified element of the state and national standards or who receives an unacceptable dispositional rating in the EDA is referred to the PEP Director/Department Chair and then the Educator Review Committee for intervention/remediation. The committee will recommend specific candidate interventions intended to help the candidate achieve the expected targets and benchmarks. Intervention/remediation activities may include, but are not limited to, reduced course load, audit of same course, and guided study. Intervention/remediation always requires enrollment in a zero to three (0-3) credit hour course: Professional Development.

Applicant Signature: _____

Applicants are asked to sign these statements indicating they understand and accept the content and purpose of the Educator Disposition Assessment.

Disqualifying Offenses for Licensure or Employment in Arkansas Public Schools

ENUMERATED OFFENSES UNDER ARK. CODE ANN. §§ 6-17-410 AND 6-17-414
(includes expunged or pardoned records)

General Provisions

M or F	5-3-201. Conduct constituting attempt
M or F	5-3-202. Complicity.
M or F	5-3-301. Conduct constituting solicitation -- Classification.
M or F	5-3-401. Conduct constituting conspiracy.

Offenses Against The Person

F	5-10-101. Capital murder.
F	5-10-102. Murder in the first degree.
F	5-10-103. Murder in the second degree.
F	5-10-104. Manslaughter.
F	5-10-105. Negligent homicide.
F	5-11-102. Kidnapping.
F	5-11-103. False imprisonment in the first degree.
F	5-11-106. Permanent detention or restraint.
F	5-12-102. Robbery.
F	5-12-103. Aggravated robbery.
F	5-13-201. Battery in the first degree.
F	5-13-202. Battery in the second degree.
F	5-13-204. Aggravated assault.
M	5-13-205. Assault in the first degree.
M	5-13-208. Coercion.
F	5-13-301. Terroristic threatening (1st degree).
F	5-14-103. Rape.
F	5-14-110. Sexual indecency with a child.
M	5-14-111. Public sexual indecency.
M or F	5-14-112. Indecent exposure.
F	5-14-124. Sexual assault in the first degree.
F	5-14-125. Sexual assault in the second degree.
F	5-14-126. Sexual assault in the third degree.
M or F	5-14-127. Sexual assault in the fourth degree.
M or F	5-16-101. Crime of video voyeurism.

Offenses Involving Families, Dependents, Etc.

F	5-26-202. Incest.
F	5-26-303. Domestic battering in the first degree.
F	5-26-304. Domestic battering in the second degree.
F	5-27-205. Endangering the welfare of a minor in the first degree.
M	5-27-206. Endangering the welfare of a minor in the second degree.
F	5-27-221. Permitting abuse of a minor.
F	5-27-303. Engaging children in sexually explicit conduct for use in visual or print medium.
F	5-27-304. Pandering or possessing visual or print medium depicting sexually explicit conduct involving a child.

F	5-27-305. Transportation of minors for prohibited sexual conduct.
F	5-27-402. Employing or consenting to the use of a child in a sexual performance.
F	5-27-403. Producing, directing, or promoting a sexual performance by a child.
F	5-27-603. Computer child pornography.
F	5-27-605. Computer exploitation of a child (1st degree).

Offenses Against Property

F	5-36-103. Theft of property.
F	5-36-104. Theft of services.
F	5-36-105. Theft of property lost, mislaid, or delivered by mistake.
F	5-36-106. Theft by receiving.
F	5-36-202. Theft of public benefits.
F	5-37-201. Forgery.
F	5-39-201. Residential burglary -- Commercial burglary.
F	5-39-202. Breaking or entering.
F	5-39-204. Aggravated residential burglary.

Offenses Against The Administration Of Government

F	5-53-134. Violation of an order of protection.
---	--

Offenses Against Public Health, Safety, Or Welfare

F	5-64-402. Controlled substances -- Offenses relating to records, maintaining premises, etc.
F	5-64-403. Controlled substances -- Fraudulent practices.
F	5-64-404. Use of a communication device.
F	5-64-405. Continuing criminal enterprise.
F	5-64-406. Delivery to minors -- Enhanced penalties.
F	5-64-407. Manufacture of methamphetamine in the presence of certain persons -- Enhanced penalties.
F	5-64-408. Subsequent convictions -- Enhanced penalties.
F	5-64-411. Proximity to certain facilities -- Enhanced penalties.
F	5-64-412. Violations by public officials or law enforcement officers -- Enhanced penalties.
F	5-64-419. Possession of a controlled substance.
F	5-64-420. Possession of methamphetamine or cocaine with the purpose to deliver.
F	5-64-422. Delivery of methamphetamine or cocaine.
F	5-64-423. Manufacture of methamphetamine -- Manufacture of cocaine.
F	5-64-424. Possession of a Schedule I or Schedule II controlled substance that is not methamphetamine or cocaine ...
F	5-64-426. Delivery of a Schedule I or Schedule II controlled substance that is not methamphetamine or cocaine.
F	5-64-427. Manufacture of a Schedule I or Schedule II controlled substance that is not methamphetamine or cocaine.

F	5-64-428. Possession of a Schedule III controlled substance with the purpose to deliver.
F	5-64-430. Delivery of a Schedule III controlled substance.
F	5-64-431. Manufacture of a Schedule III controlled substance.
F	5-64-432. Possession of a Schedule IV or Schedule V controlled substance with the purpose to deliver
F	5-64-434. Delivery of a Schedule IV or Schedule V controlled substance.
F	5-64-435. Manufacture of a Schedule IV or Schedule V controlled substance.
F	5-64-436. Possession of a Schedule VI controlled substance with the purpose to deliver.
F	5-64-438. Delivery of a Schedule VI controlled substance.
F	5-64-439. Manufacture of a Schedule VI controlled substance
F	5-64-440. Trafficking a controlled substance.

F	5-64-441. Possession of a counterfeit substance
F	5-64-442. Delivery or manufacture of a counterfeit substance.
F	5-64-443. Drug paraphernalia.
F	5-64-444. Drug paraphernalia -- Delivery to a minor.
F	5-64-445. Advertisement of a counterfeit substance or drug paraphernalia.
M	5-70-102. Prostitution.
M	5-70-103. Sexual solicitation
F	5-70-104. Promoting prostitution in the first degree.
M	5-70-105. Promoting prostitution in the second degree
M or F	5-71-229. Stalking.
M	12-18-201. Failure to notify by a mandated reporter in the first degree.
F	Any felony not listed and involving physical or sexual injury, mistreatment, or abuse against another.

M = misdemeanor

F = felony

M or F = misdemeanor or felony

Additional Grounds for Revocation or Suspension of Teaching License:

- Holding a license obtained by fraudulent means.
- Revocation of a license in another state
- Intentionally compromising the validity or security of any student test or testing program administered by or required by the state board of the Department of Education.
- Having the completed examination test score of any testing program required by the state board for teacher licensure declared invalid by the testing program company and so reported to the Department of Education by the testing company.
- Failing to establish or maintain the necessary requirements and standards set forth in Arkansas law or state board rules and regulations for teacher licensure.
- Knowingly submitting or providing false or misleading information of knowingly failing to submit or provide information requested or required by law to the Department of Education, the state board, or the Division of Legislative Audit.
- Knowingly falsifying or directing another to falsify any grade given to a student whether the grade was given for an individual assignment or examination or at the conclusion of a regular grading period.

For questions or additional information, contact:

Jennifer Link

Attorney, Ethics & Licensure
Arkansas Department of Education
Four Capitol Mall, Room 104B
Little Rock, AR 72201
501.682.5729 direct line
501.682.4898 fax
Jennifer.Link@arkansas.gov

Appendix C

Praxis Core Academic Skills for Educators

Candidates seeking admission to the A-State Educator Preparation Program must demonstrate basic skills proficiency in reading, mathematics, and writing. Beginning August 20, 2018, the Praxis Core Academic Skills for Educators (CORE) can be used as an option to meet this requirement. A brief description of each test is presented below:

The **Reading** test measures academic skills in reading needed to prepare successfully for a career in education. All skills assessed have been identified as needed for college and career readiness, in alignment with the Common Core State Standards for Reading. It contains long passages of approximately 200 words, shorter passages of approximately 100 words, and short statements of one or more sentences. The reading material, which varies in difficulty, is drawn from both print and electronic media. The reading test has 56 multiple-choice items based on reading passages and statements and a testing time of 85 minutes.

The **Mathematics** test measures academic skills in mathematics needed to prepare successfully for a career in education. All skills assessed have been identified as needed for college and major content areas: Number and Quantity, Algebra and Functions, Geometry, and Statistics and Probability. Focus is on key concepts of mathematics and the ability to solve problems and to reason in a quantitative context. Many of the problems require the integration of multiple skills to achieve a solution. The mathematics test has 56 multiple-choice and numeric entry items and a testing time of 85 minutes. An on-line calculator is available for this test.

The **Writing** test measures academic skills in writing needed to prepare successfully for a career in education. All skills assessed have been identified as needed for college and career readiness, in alignment with the Common Core State Standards for Writing. The Writing test is 100 minutes in length and has three separately timed sections: a 40-minute multiple-choice section containing 40 multiple-choice questions and two 30-minute essay sections that each require a response based on an essay topic. This test may contain some questions that will not count toward your score. The multiple-choice section is designed to measure examinees' ability to use standard written English correctly and effectively.

Candidates are encouraged to obtain a copy of the **Praxis Study Companion** which is available online at www.ets.org. The Praxis Study Companion provides sample questions, test-taking strategies, template study plan, and information for understanding test scores. The College of Education and Behavioral Science maintains a Core Academic Skills for Educators computer review package, *PLATO*. The PLATO system is designed to help students prepare for the Praxis CORE exam. To have access to PLATO you must register in the Professional Education Programs office (ED 213). Available for FREE at Khan Academy are interactive practice tests for all three tests.

Candidates seeking admission to the A-State EPP may complete all three tests and must obtain a minimum score of 162 on Reading (test code 5713), 162 on Writing (test code 5723), and 162 on Mathematics (test code 5733). The Core Academic Skills for Educators may be repeated in whole or in part. The Core Academic Skills for Educators is available on computer at the Testing Center during specific testing windows. Click on the website for the [Praxis Test Centers and Dates](#) for specific times. Score reporting in form of official documentation usually takes three weeks.

There are established deadlines and registration must be submitted to ETS before these deadlines. Registration is available at the ETS website, www.ets.org. Candidates for admission to the ASU Teacher Education Program must authorize ETS to mail one copy of their test results to ASU, recipient code R6011. The candidate will access scores online. Online scores are downloadable for one calendar year from the score reporting date. After one year, score reports will no longer be available; therefore, additional score reports will need to be requested for a \$50 fee (per request).

Appendix D

**ARKANSAS STATE UNIVERSITY
PRE-TEACHER INTERN CHECK FORM
ELED K-6, MLED 4-8, AND SPED K-12**

Campus (check one): ANC Beebe EACC Jonesboro Mid-South Mt. Home

Teaching Intern Semester:

Candidate: _____ ASU ID# _____

Major _____ Middle Level Subject Area _____ Catalog Year _____

Current Phone #: _____ Advisor: _____

E-Mail Address _____ Admission Date: _____

This is a checkpoint that includes the prerequisites to the capstone teaching intern semester. The process has been implemented to assist you in determining your eligibility for the teaching internship. Deficiencies identified at this point can possibly be eliminated between now and the beginning of your capstone internship semester.

Current transcript(s) must accompany this form. (Unofficial transcripts from all institutions)

I. Cumulative Degree Hours	Hours	GPA
Current Cumulative Degree Hours	_____	_____
Semester Hours of Current Enrollment	_____	
Semester hours enrolled in last semester before the capstone teacher internship	_____	
Summer Enrollment	_____	
Total semester hours must equal 90 or more	_____	

II. Major/Professional Education Requirements

Hours completed in the major & professional education course requirements: _____

Major GPA: _

List of major and professional education course requirements: Format – Semester: Prefix and Number

Current Semester: Prefix & Number	Semester: Prefix and Number	Semester; Prefix and Number
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Date Filed (office use only): _____

III. List of Departmental, Specialty Area and General Education Requirements Remaining:
Format – Semester: Prefix and Number

IV. Candidates in initial licensure programs must take the state approved content assessment(s) and the state approved pedagogical assessment prior to graduation.

V. Technology requirement: All interns are required to have access to an iPad or iPad mini during their internship for supervision/communication and access to important documents.

VI. I, _____ understand that I will meet the minimum requirements for capstone teaching internship if I have met the following criteria:

1. Formal admittance to the Teacher Education Program.
2. Attainment of Senior standing – 90 semester hours
3. Completion of a Pre-Teacher Intern Check Clinical Experience Form filed with the Office of Professional Education Programs
4. Completion of professional education courses for the professional education/major courses for elementary education, special education, and middle level majors with the exception of the of the capstone teaching internship semester (All students must have a ‘C’ or better in the Professional Education courses, including Exceptional Student in the Regular Classroom)
5. Attainment of a minimum overall grade point average of 2.70 in all work taken and a grade point average of 2.70 in the major area. (Must be maintained through graduation) **Prior to August 24, 2015: GPA of 2.50**
6. Completion of prescribed department requirements
7. Completion of Intent application forms for capstone teaching internship eight weeks before the end of the semester or one week before the pre-registration date of the semester preceding capstone teaching internship
8. Attendance at the mandatory orientation and seminar sessions for the capstone teaching internship
9. Verification of clearance of disqualifying offenses listed on pages 28-29 of the Teacher Education Handbook
10. Verification of clearance of the Child Maltreatment background check

List any additional requirements you must meet:

I understand that I must meet all requirements specified in the undergraduate Teacher Education Handbook and the Undergraduate Bulletin when the actual assignment for teaching internship takes place. Furthermore, my advisor will complete an admission validation form at the beginning of the capstone internship semester and if I do not meet all capstone internship admission requirements, I must postpone my capstone teaching internship semester.

I further acknowledge that during the capstone internship semester I am not permitted to enroll in other university/college courses including correspondence, web, distance learning, or courses at other universities/colleges. I will only be enrolled in the capstone internship course(s).

According to the ADE policies governing programs for educator licensure (Rule 8.04), I must “before entering a classroom to complete a supervised clinical practice”, provide documentation that my Child Maltreatment Central Registry and ASP/FBI fingerprint background checks have been approved at the ADE, AELS Public Site.

Teacher Intern's signature

Date

Advisor's signature

Date

A copy is retained by the advisor, a copy by the student, and the original copy is to be submitted to the office of Professional Education Programs, Education Building, Room 213.

**ASTATE CLINICAL EXPERIENCE
PRE-TEACHER INTERN CHECK FORM
Secondary 7-12 and K-12 Majors and Program of Study**

Capstone Teaching Intern Semester:

Candidate: _____ ASU ID# _____

Major Area: _____ POS _____ Grade level K-12 7-12 Catalog Year: _____

Current Phone #: _____ Advisor: _____

ASU E-Mail Address _____

This is a checkpoint that includes the prerequisites to the capstone teaching intern semester. The process has been implemented to assist you in determining your eligibility for the teaching internship. Deficiencies identified at this point can possibly be eliminated between now and the beginning of your capstone internship semester.

Current Degree Evaluation must accompany this form. (Unofficial transcripts from all institutions)

I. Cumulative Degree Hours

	Hours	GPA
Current Cumulative Degree Hours (POS list only Program of Study hours-must have 3.0 GPA)	_____	_____
Semester Hours of Current Enrollment	_____	
Semester hours enrolled in last semester before capstone internship	_____	
Summer enrollment	_____	
Total semester hours must equal 90 or more	_____	

II. Major Requirements

Hours completed in the major courses or POS: _____

Major or POS GPA: _____

List of major courses remaining: Format – Semester: Prefix and Number

Current Semester: Prefix & Number	Semester: Prefix and Number	Semester; Prefix and Number
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

List of general education or approved major courses remaining after capstone internship semester: *Format – Semester: Prefix and Number*

Date Filed (office use only): _____

III. List of Professional Education Courses Remaining:

Format – Semester: Prefix and Number

IV. List of Departmental and General Education Courses Remaining *Format – Semester: Prefix and Number*

V. Candidates in initial undergraduate programs must take the state approved content assessment(s) and the state approved pedagogical assessment prior to graduation (Some majors are required to take and pass both prior to graduation. (See advisor for specifics.)

VI. Technology requirement: All capstone interns are required to have access to an iPad or iPad mini during their capstone internship for supervision/communication and access to important documents.

VII. I, _____, understand that I will meet the minimum requirements for capstone teaching internship if I have met the following criteria:

1. Formal admittance to the Teacher Education Program
2. Attainment of senior standing – 90 semester hours for undergraduates only
3. Completion of a Pre-Teacher Intern Check form filed with the Office of Professional Education Programs
4. Completion of professional education courses and major courses for secondary and K-12 education majors with the exception of the capstone teaching internship semester (Students must have a ‘C’ or better in the Professional Education courses including Exceptional Children in the Regular Classroom, Ed Psychology, and Adaptive PE.)
5. Attainment of a minimum overall grade point average of 2.70 in all work taken and a grade point average of 2.70 in the major area (Program of Study (POS) must have a 3.0.) This must be maintained through graduation. (However, all students admitted prior to **August 24, 2015** are required to maintain a **2.50 overall and for the major area.**)
6. Completion of prescribed department requirements
7. Completion of Intent application forms for the capstone teaching internship clinical experience eight weeks before the end of the semester or one week before the pre-registration date of the semester preceding capstone teaching internship
8. Attendance at the mandatory orientation session for the capstone teaching internship
9. Verification of clearance of disqualifying offenses listed on ages 28-29 of the Teacher Education Handbook
10. Verification of clearance of the child maltreatment background check on page 54 of the TE Handbook

Remaining department requirements: _____

I understand that I must meet all requirements specified in the undergraduate Teacher Education Handbook and the Undergraduate Bulletin when the actual assignment for capstone teaching internship experience takes place. Furthermore, my advisor will complete an admission validation form at the beginning of the capstone internship semester and if I do not meet all internship admission requirements, I must postpone my capstone teaching internship semester.

I further acknowledge that during the capstone internship semester I am not permitted to enroll in other university/college courses including correspondence, web, distance learning, or courses at other universities/colleges. I will only be enrolled in the capstone internship courses.

According to the ADE policies governing programs for educator licensure (Rule 8.04), I must “before entering a classroom to complete a supervised clinical practice”, provide documentation that my Child Maltreatment Central Registry and my ASP/FBI fingerprint background checks have been approved at the ADE, AELS Public Site.

Teacher Intern's signature

Date

Advisor's signature

Date

A copy is retained by the advisor, a copy by the student, and the original copy is to be submitted to the office of Professional Education Programs, Education Building, Room 213.

Appendix E

Fall 20_____ Spring 20_____

**A-State Clinical Experience
INTENT FOR CAPSTONE TEACHING INTERNSHIP**

Candidate: _____ ASU ID Number: _____

Race: _____ Gender: _____ (For statistical purposes only) Catalog Year: _____ Branch Campus: _____

Permanent Address: _____

Street or Box City State Zip

Undergraduate Majors Admission Date: _____

Major: _____ Program of Study: Yes No
(for individuals already having a bachelor degree)

Middle Level Subject Area (check two) Math Science Language Arts Social Studies

Secondary Grade Level (check one) K-12 7-12

Residential Address During Capstone Internship			
Street	City	State	Zip
Phone: _____	E-Mail: _____		

High school from which you graduated: _____

Public School Field Experiences: List schools and grades.

Level I Teacher Applicant: _____ Grade: _____
School

Level II-PBID/Elem. Practicum: _____ Grade: _____
(Secondary, K-12, & SPEDK-12 only) School

Level II-Internship I/Secondary Practicum: _____ Grade: _____
(ELED, MCH, SPED K-12) School

Diversity Clinical Experience _____ Grade: _____
(Mountain Home only) School

GRADE LEVEL REQUIREMENTS FOR CAPSTONE INTERNSHIP LISTED BELOW:

ELED: K-1-2-3 & 4-5-6 Secondary 7-12 & K-12 Majors MCH: 4-5-6 or 7-8 SPED: K-6 & 7-12

Required courses after capstone teaching internship semester: _____

List below any schools in which you have immediate family members, their grade levels, and/or positions.

By submitting this Intent application, I acknowledge that during the capstone internship semester I am not permitted to enroll in other university/college courses including correspondence, web, distance learning, or courses at other universities/colleges. I will only be enrolled in the capstone internship.

I am prepared to honor these standards, policies, and social expectations of the school and community to which I am assigned for my capstone internship.

According to the ADE policies governing programs for educator licensure (Rule 8.04), I must "before entering a classroom to complete a supervised clinical practice", provide documentation that my Child Maltreatment Central Registry and ASP/FBI fingerprint background checks have been approved at the ADE, AELS Public Site.

Appendix F

K-6 and 4-8, Classification of Field Experience Sites - ASU Beebe

(School consolidation could change a school availability and classification category)

Adopted by COPE
September 26, 2000
Revised July 17, 2020

Category I Schools – Diverse student population over 35%

Large Schools (1500 + pop.)

Conway (1)
Little Rock (1)
Jacksonville North Pulaski
Murrell Taylor Elem (2, 3)
Pinewood Elem. (2, 3)
Tolleson Elem. (2, 3)
Warren Dupree Elem (2, 3)
Jacksonville Middle (2, 3)
Pulaski County Spec
Cato Elem (2, 3)
College Station Elem (2, 3)
Crystal Hill Elem (2, 3)
Lawson Elem (2, 3)
Oakbrooke Elem (2, 3)
Oak Grove Elem (2, 3)
Sherwood Elem. (2, 3)
Sylvan Hills Elem (2, 3)
Fuller Middle (2, 3)
Joe T. Robinson Middle (2, 3)
Maumelle Middle (2, 3)
Sylvan Hills Middle (2, 3)

North Little Rock
Amboy Elem. (2, 3)
Indian Hills Elem. (2, 3)
Lakewood Elem (2, 3)
Lakewood Middle (2, 3)
Meadow Park Elem (3)
North Little Rock Middle (2, 3)

Average to Small Schools

Augusta (1, 3)
Brinkley (3)
England (1, 3)
Newport (1, 2)

Category II Schools – Diverse population between 11-35%

Large Schools (1500 + pop.)

Beebe (1, 2, 3)
Beebe Elem (1, 2, 3)
Beebe Early Childhood (1, 2, 3)
Beebe Middle (1, 2, 3)
Beebe Jr. High (1, 2, 3)
Cabot (2, 3)
Westside Elem. (2, 3)
Central Elem (2, 3)
Magness Creek Elem (2, 3)
Northside Elem (2, 3)
Middle School South (2, 3)
Junior High South (2, 3)
Middle School North (2, 3)
Junior High North (2, 3)
Ward Central Elem (2, 3)

Jacksonville North Pulaski
Bayou Meto (2, 3)
Lonoke (2, 3)
North Little Rock
Crestwood Elem (2, 3)
Pulaski County Spec
Chenal Elem. (2, 3)
Searcy (1, 2, 3)

Average to Small Schools

Bald Knob (1, 2, 3)
Carlisle (1, 2, 3)
Hazen (1, 2, 3)
Riverview (1, 3)
White County Central (1, 2, 3)
Des Arc (1, 2, 3)

Category III Schools - Diverse student population 10% and below

Large Schools (1500 + pop.)

Cabot (2, 3)
Eastside (2, 3)
Mountain Springs Elem. (2, 3)
Southside Elem (2, 3)
Stagecoach Elem (2, 3)

Heber Springs (1)
Greenbrier (1, 3)
Vilonia (1, 3)

Average to Small Schools

Bradford (1)
Pangburn (1, 3)
Rose Bud (1)

PUBLIC SCHOOL FIELD EXPERIENCES

Level 1 = 1 (Field I-Intro)

Level 2 = 2 (Field II-Elementary and Mid-Level Internship 1)

Level 3 = 3 (Elementary: Capstone Internship II & III; MLED: Capstone Internship II)

Guidelines for Field Experiences Sites on next page

CLASSIFICATION OF FIELD EXPERIENCE SITES

ASU - Beebe

K-6 and 4-8

Guidelines for Field Experience Sites:

Students must participate in three field experiences as part of their education degree. In order to ensure that students gain experience in diverse educational settings, field sites selected for these experiences must include schools which vary by size and diversity of student population. Please note that the number in parentheses next to the school sites indicates the level of field experience that the student can participate in at that school (see key below).

The Office of Professional Education retains the right to request placement in those schools which it determines to be in the best interest of everyone involved.

- ◆ Diversity of Student Population: Students will experience one school site from each category (I, II, and III).
- ◆ Size of School: The student will have some experience in both large and average-to-small schools. This means that one of the three field experiences will be at a large school and one experience must be completed within an average-to-small school. The third field experience site can be either size.
- ◆ Student's Home District: The student may not complete a field experience in the public school district from which he or she graduated.

FOR EXAMPLE:

An Elementary (K-6) major who graduated from Beebe High School could gain experience in diverse educational settings, for example, by completing Level 1 at Riverview (average to small school, 11-35% diversity), Level 2 at Vilonia Primary (large school, 10% and below diversity), and Level 3 at Sylvan Hills Elementary (large school, over 35% diversity).

An MLED (4-8) major who graduated from Riverview High School could gain experience in diverse educational settings, for example, by completing Level 1 at Bald Knob (average to small school, 11-35% diversity), Level 2 at Jacksonville Middle (large school, over 35% diversity), and Level 3 at Cabot Stagecoach (large school, 10% and below diversity).

Classification of Field Experience Sites – ASU Mid-South

(School consolidation could change a school availability and classification category)

Adopted by COPE
September 26, 2000
Revised July 17, 2020

Category I Schools - Diverse student population over 35%

Large Schools (1500 + pop.)

Blytheville (2, 3)
Forrest City (3)
Jonesboro
*Visual and Performing Arts Magnet (1, 2, 3)
*Health, Wellness, & Environmental Studies (1, 2, 3)
*Kindergarten Center 1,(3)
*Math and Science Magnet (1, 2, 3)
*Micro-Society Magnet (1, 2, 3)
Marion (3)

Nettleton
*Fox Meadow Elem (2, 3)
*Fox Meadow Intermediate (2, 3)
*Nettleton Middle (1, 3)
*NIC (2, 3)
University Heights (1, 3)
West Memphis (3)
Bragg Elementary
Faulk Elementary
Jackson Elementary
Maddux Elementary
Weaver Elementary
Wonder Elementary

Average to Small Schools

Brinkley (1)
Caruthersville, MO (3)
Earle (1, 2, 3)
Lee County (3)
Marked Tree (1, 3)
Newport (1, 3)
Osceola (3)
Rivercrest (2, 3)
Senath-Hornersville, MO (3)

Category II Schools - Diverse student population between 11-35%

Large Schools (1500 + pop.)

Jonesboro
International Studies Magnet (2, 3)
Trumann (1, 3)
West Memphis
Richland Elementary (2, 3)
Wynne (1, 2, 3)

Average to Small Schools

Armored (1, 3)
Bald Knob (3)
Buffalo Island (1, 2, 3)
East Poinsett (1, 2, 3)
Gosnell (1, 2, 3)
Hazen (3)
McCrory (3)

Category III Schools - Diverse student population between 10% and below

Large Schools (1500 + pop.)

Brookland (1, 3)

Average to Small Schools

Bay (1, 2, 3)
Harrisburg (1, 2, 3)
Cross County (1, 2, 3)
Jackson County (1, 3)
Manila (2, 3)
Riverside (1, 2, 3)

*Partner Schools

PUBLIC SCHOOL FIELD EXPERIENCES

Level 1 = 1 (Field I-Intro)

Level 2 = 2 (Field II-Elementary & Mid-Level Internship 1)

Level 3 = 3 (Elementary: Capstone Internship II & III; MLED: Capstone Internship II)

Guidelines for Field Experience Sites on next page

CLASSIFICATION OF FIELD EXPERIENCE SITES
ASU Mid-South
K-6 and 4-8

Guidelines for Field Experience Sites:

Students must participate in three field experiences as part of their education degree. In order to ensure that students gain experience in diverse educational settings, field sites selected for these experiences must include schools which vary by size and diversity of student population. Please note that the number in parentheses next to the school sites indicates the level of field experience that the student can participate in at that school (see key below).

The Office of Professional Education retains the right to request placement in those schools which it determines to be in the best interest of everyone involved.

- ◆ Diversity of Student Population: Students will experience one school site from each category (I, II, and III).
- ◆ Size of School: The student will have some experience in both large and average-to-small schools. This means that one of the three field experiences will be at a large school and one experience must be completed within an average-to-small school. The third field experience site can be either size.
- ◆ Student's Home District: The student may not complete a field experience in the public school district from which he or she graduated.

FOR EXAMPLE:

An Elementary (K-6) major who graduated from Marion High School could gain experience in diverse educational settings, for example, by completing Level 1 at Bay (average to small school, 10% and below diversity), Level 2 at Wynne (large school, 11-35% diversity), and Level 3 at West Memphis (large school, over 35% diversity).

K-6, Special Education (K-12), and 4-8, Classification of Field Experience Sites ASU Jonesboro

Adopted by COPE
September 26, 2000
Revised July 17, 2020

Category I Schools - Diverse student population over 35%

Large Schools (1500 + pop.)

Blytheville (3)
Forrest City (3)
Jonesboro
 *Visual & Performing Arts Magnet (2, 3)
 *Health, Wellness, & Environmental Studies (2, 3)
 Kindergarten Center (3)
 *Math & Science Magnet (2, 3)
 *Micro-Society Magnet (2, 3)
Kennett, MO (1, 3)
Marion (3)
Wynne (1, 3)

Nettleton
 Middle (1, 3)
 *Fox Meadow Elem (2, 3)
 *Fox Meadow Intermediate (2, 3)
 *NIC (2, 3)
 University Heights (1, 3)
West Memphis (3)
 Bragg Elementary
 Faulk Elementary
 Jackson Elementary
 Maddux Elementary
 Weaver Elementary
 Wonder Elementary

Average to Small Schools

Brinkley (3)
Caruthersville, MO (3)
Earle (3)
Lee County (3)
Marked Tree (1, 3)
Newport (1, 3)
Osceola (3)
Rivercrest (2, 3)
Senath-Hornersville, MO (3)

Category II Schools - Diverse student population between 11-35%

Large Schools (1500 + pop.)

Batesville (3)
Jonesboro
 International Studies Magnet (2, 3)
Paragould (1, 3)
Searcy (3)
Trumann (1, 2, 3)
Valley View
 Valley View Elementary (2, 3)
 Valley View Intermediate (2, 3)
West Memphis
 Richland Elementary (3)

Average to Small Schools

Armored (3)
Bald Knob (3)
Buffalo Island (1, 3)
East Pointett (1, 3)
Gosnell (3)
Lawrence County (1, 3)
McCrary (3)
Pocahontas (1, 3)
Southland, MO (3)
White County Central (1, 2, 3)

Category III Schools - Diverse student population 10% and below

Large Schools (1500 + pop.)

Brookland (1, 2, 3)
Greene County Tech (1, 3)
Highland (3)
Southside (3)
Westside (1, 2, 3)

Average to Small Schools

Bay (1, 2, 3)
Cave City (3)
Cedar Ridge (3)
Corning (3)
Cross County (1, 3)
Harrisburg (1, 2, 3)
Hoxie (1, 3)
Jackson County (1, 3)
Manila (3)
Marmaduke (1, 3)
Piggott (3)
Rector (3)
Riverside (1, 2, 3)
Sloan Hendrix (1, 3)

* Partner Schools

PUBLIC SCHOOL FIELD EXPERIENCES

Level 1 = 1 (Field I-Intro)

Level 2 = 2 (Field II-Elementary& Mid-Level Internship 1 and Special Education Practicum)

Level 3 = 3 (Elementary and Special Education: Capstone Internship II & III; MLED: Capstone Internship II)

Guidelines for Field Experience Sites on next page

CLASSIFICATION OF FIELD EXPERIENCE SITES
K-6, Special Education (K-12), and 4-8
ASU - Jonesboro

Guidelines for Field Experience Sites:

Students must participate in three field experiences as part of their education degree. In order to ensure that students gain experience in diverse educational settings, field sites selected for these experiences must include schools which vary by size and diversity of student population. Please note that the number in parentheses next to the school sites indicates the level of field experience that the student can participate in at that school (see key below).

The Office of Professional Education retains the right to request placement in those schools which it determines to be in the best interest of everyone involved.

- ◆ Diversity of Student Population: Students will experience one school site from each category (I, II, and III).
- ◆ Size of School: The student will have some experience in both large and average-to-small schools. This means that one of the three field experiences will be at a large school and one experience must be completed within an average-to-small school. The third field experience site can be either size.
- ◆ Student's Home District: The student may not complete a field experience in the public school district from which he or she graduated.

FOR EXAMPLE:

An Elementary (K-6) major who graduated from Valley View High School could gain experience in diverse educational settings, for example, by completing Level 1 at Paragould (large school, 11-35% diversity), Level 2 at Jonesboro/Visual and Performing Arts (large school, over 35% diversity), and Level 3 at Brookland (average to small school, 10% and below diversity).

A MLED (4-8) major who graduated from Hoxie High School could gain experience in diverse educational settings, for example by completing Level 1 at Newport (large school, over 35% diversity), Level 2 at Valley View (large school, 11-35% diversity), and Level 3 at Jackson County (average to small school, 10% and below diversity).

Secondary 7-12 & K-12 Art, Languages, Music, and PE/Health Majors Classification of Field Experience Sites

(School consolidation could change a school availability and classification category)

Adopted by COPE
September 26, 2000
Revised July 17, 2020

Category I Schools - Diverse student population over 35%

Large Schools (1500 + pop.)

Blytheville (2, 3)
Forrest City (3)
Jonesboro
 Annie Camp Jr. High (2, 3)
 Douglas MacArthur (1, 3)
 High School (2, 3)
Kennett, MO (1, 3)
Marion (3)
Nettleton (1, 2, 3)

West Memphis (3)
 East Jr. High School
 West Jr. High School
 Wonder Jr. High School
 The Academies of West Memphis

Average to Small Schools

Caruthersville, MO (3)
Earle (3)
Lee County (3)
Marked Tree (1, 2, 3)
Newport (1, 2, 3)
Osceola (3)
Rivercrest (3)
Senath-Hornersville, MO (3)

Category II Schools - Diverse student population between 11-35%

Large Schools (1500 + pop.)

Batesville (3)
Paragould (1, 2, 3)
Searcy (3)
Trumann (1, 2, 3)
Valley View (1,3)
Wynne (1, 3)

Average to Small Schools

Armored (3)
Bald Knob (3)
Buffalo Island (1, 3)
East Poinsett (1, 2, 3)
Gosnell (3)
Lawrence Co. (1, 3)

McCrary (3)
Pocahontas (1, 3)
Southland, MO (3)
White County (3)

Category III Schools - Diverse student population 10% and below

Large Schools (1500 + pop.)

Brookland (1, 2, 3)
Greene County Tech (1, 2, 3)
Highland (3)
Southside (3)
Westside (1, 3)

Average to Small Schools

Bay (1, 3)
Cave City (3)
Cedar Ridge [Newark] (3)
Corning (3)
Cross County (1, 2, 3)
Harrisburg (1, 2, 3)
Hoxie (1, 3)
Jackson County (1, 3)
Manila (1, 2, 3)

Marmaduke (1, 3)
Piggott (3)
Quitman (Agri only, 3)
Rector (1, 3)
Riverside (1, 2, 3)
Salem (Agri only, 3)
Sloan Hendrix (1, 3)
Viola (Agri only, 3)

PUBLIC SCHOOL FIELD EXPERIENCES

Level 1 = 1 (Field I-Intro to Sec Teaching)

Level 2 = 2 (Field II-Performance Based Instructional Design)

Level 3 = 3 (Capstone Internship)

Guidelines for Field Experience Sites on next page

CLASSIFICATION OF FIELD EXPERIENCE SITES
ASU – SECONDARY 7-12 & K-12 Art, Languages, Music, and PE/Health Majors

Guidelines for Field Experience Sites:

Students must participate in three field experiences as part of their education degree. In order to ensure that students gain experience in diverse educational settings, field sites selected for these experiences must include schools which vary by size and diversity of student population. Please note that the number in parentheses next to the school sites indicates the level of field experience that the student can participate in at that school (see key below).

The Office of Professional Education retains the right to request placement in those schools which it determines to be in the best interest of everyone involved.

- ◆ Diversity of Student Population: Students will experience one school site from each category (I, II, and III).
- ◆ Size of School: The student will have some experience in both large and average-to-small schools. This means that one of the three field experiences will be at a large school and one experience must be completed within an average-to-small school. The third field experience site can be either size.
- ◆ Student's Home District: The student may not complete a field experience in the public school district from which he or she graduated.

FOR EXAMPLE:

A SECONDARY education major who graduated from Nettleton High School could gain experience in diverse educational settings, for example, by completing Level 1 at Bay (average to small school, 10% and below diversity), Level 2 at Trumann (large school, 11-35% diversity), and Level 3 at Jonesboro (large school, over 35% diversity).

A SECONDARY major who graduated from Doniphan, MO High School could gain experience in diverse educational settings, for example, by completing Level 1 at Jonesboro (large school, over 35% diversity), Level 2 at Paragould (large school, 11-35% diversity), and Level 3 at Corning (average to small school, 10% and below diversity).

Appendix G

**ARKANSAS STATE UNIVERSITY
PRAXIS II SCORES**

All candidates for initial licensure must take an exam to demonstrate pedagogical competence (edTPA or *The Praxis II: Principles of Learning and Teaching*) and take the appropriate *Praxis II: Subject Assessment (s)*.

Teacher Education Majors and Endorsements	Areas of Licensure	Pedagogical Assessment	Code	Required Score
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K-12 Majors	All K-12 Teaching Areas	edTPA	Subject Specific	37 (effective 3/10/16)
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Teacher Education Majors and Endorsements	Areas of Licensure	Pedagogical Assessment	Code	Required Score
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Elementary K-6 Majors	All K-6 Teaching Areas	Principles of Learning and Teaching (PLT)	5622	160 (effective 9/1/13)
Middle Level 4-8 Majors	All 4-8 Teaching Areas		5623	160 (effective 9/1/11)
Secondary 7-12 Majors	All 7-12 Teaching Areas		5624	157 (effective 9/1/11)

K-12 Majors	All K-12 Teaching Areas		choose 1 of the following PLT: 5622, 5623, or 5624	
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Teacher Education Majors and Endorsements	Areas of Licensure	Subject Assessments	Code	Required Score
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Agriculture Education (BSA, MSE)	Agriculture Science & Tech	Agriculture	5701	147
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Art Education (BSE)	Art	Art: Content Knowledge	5134	158 (effective 9/1/17)
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Business Technology	Business Technology	Business Education	5101	154 (effective 9/1/10)
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Coaching (Endorsement)	Coaching	Physical Education: Content and Design	5095	169 (effective 9/1/11)
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Computer Science (4-12)	Computer Science	Computer Science	5652	142
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Earth Science (Endorsement)	Earth Science	Earth Space Sciences: Content Knowledge	5571	145
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Elementary (K-6)	Elementary Education (effective 9/1/15)	Multiple Subjects	5001	
		Mathematics	5003	157
		Reading and Language Arts	5002	157
		Social Studies	5004	155
		Science	5005	159

		Pearson Foundations of Reading	SA090	229 (effective 9/1/17)
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English (BSE, MSE)	English	English, Language Arts: Content Knowledge	5039	168 (effective 9/1/14)
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General Sci-Biology (BSE, MSE)	Life Science	Biology: Content Knowledge	5235	142
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**ARKANSAS STATE UNIVERSITY
PRAXIS II SCORES**

All candidates for initial licensure must take an exam to demonstrate pedagogical competence (edTPA or *The Praxis II: Principles of Learning and Teaching*) and take the appropriate *Praxis II: Subject Assessment (s)*.

Teacher Education Major and Endorsements	Areas of Licensure	Pedagogical Assessment	Code	Required Score
K-12 Majors	All K-12 Teaching Areas	edTPA	Subject Specific	37 (effective 3/10/16)

Teacher Education Majors and Endorsements	Areas of Licensure	Pedagogical Assessment	Code	Required Score
Elementary K-6 Majors	All K-6 Teaching Areas	Principles of Learning and Teaching (PLT)	5622	160 (effective 9/1/13)
Middle Level 4-8 Majors	All 4-8 Teaching Areas		5623	160 (effective 9/1/11)
Secondary 7-12 Majors	All 7-12 Teaching Areas		5624	157 (effective 9/1/11)
K-12 Majors	All K-12 Teaching Areas		choose 1 of the following PLT: 5622, 5623, or 5624	

Teacher Education Majors and Endorsements	Areas of Licensure	Subject Assessments	Code	Required Score
Gen. Sci.-Chem. (BSE, MSE) and Gen. Sci.-Physics (BSE)	Physical Science	Chemistry: Content Knowledge	5245	150 (effective 9/1/15)
		Physics: Content Knowledge	5265	135
Gifted and Talented	Gifted and Talented	Gifted Education	5358	155
Guidance/Counseling	Guidance & Counseling	Professional School Counselor	5421	156
Journalism	Journalism	Journalism	TBA	**
Mathematics (BSE, MSE)	Mathematics, Secondary	Mathematics: Content Knowledge	5161	160 (effective 9/1/14)
Middle Level Education (Grades 4-8)	Middle Childhood	English Language Arts	5047	164 (effective 9/1/13)
		Mathematics	5169	165 (effective 9/1/13)
		Science	5440	150 (effective 9/1/14)
		Social Studies	5089	149 (effective 9/1/13)
Music-Instr. & Vocal (BME, MME)	Music	Music: Content Knowledge	5113	157 (effective 4/1/14)

**ARKANSAS STATE UNIVERSITY
PRAXIS II SCORES**

All candidates for initial licensure must take an exam to demonstrate pedagogical competence (edTPA or *The Praxis II: Principles of Learning and Teaching*) and take the appropriate *Praxis II: Subject Assessment (s)*.

Teacher Education Majors and Endorsements	Areas of Licensure	Pedagogical Assessment	Code	Required Score
K-12 Majors	All K-12 Teaching Areas	edTPA	Subject Specific	37 (effective 3/10/16)

Teacher Education Majors and Endorsements	Areas of Licensure	Pedagogical Assessment	Code	Required Score
Elementary K-6 Majors	All K-6 Teaching Areas	Principles of Learning and Teaching (PLT)	5622	160 (effective 9/1/13)
Middle Level 4-8 Majors	All 4-8 Teaching Areas		5623	160 (effective 9/1/11)
Secondary 7-12 Majors	All 7-12 Teaching Areas		5624	157 (effective 9/1/11)
K-12 Majors	All K-12 Teaching Areas		choose 1 of the following PLT: 5622, 5623, or 5624	

Teacher Education Majors and Endorsements	Areas of Licensure	Subject Assessments	Code	Required Score
Physical Education (BME, MSE)	Physical Education & Health	Health & Physical Education: Content Knowledge	5857	155 (effective 9/1/14)
Reading (MSE)	Reading Specialist	Reading Specialist	5301	164
Social Science (BSE, MSE)	Social Studies	Social Studies: Content & Interpretation	5086	153 (effective 9/1/11)
Spanish (BSE)	Spanish	Spanish: World Language	5195	168 (effective 9/1/10)
		World Languages Pedagogy	5841	158 (effective 9/1/10)
Special Education	Special Education K-12	Sp. Ed.: Core Knowledge and Applications	5354	151 (effective 1/1/11)
		Fundamental Subjects: Content Knowledge	5511	148 (effective 9/1/17)
		Pearson Foundations of Reading	SA090	229 (effective 9/1/17)

ACT 540 of 2020 removed all references to a requirement for a pedagogical assessment for licensure from State law. However, the current Arkansas Department of Education (ADE) Rules Governing Educator Licensure still require pedagogical assessments as mandated by the State Board. All candidates seeking initial licensure in Arkansas must demonstrate pedagogical competence through the method identified by the Educator Preparation Program (EPP). Persons who have allowed licenses to expire must take the subject assessment(s) if one exists. School personnel, who hold valid licenses and are adding licensure in an additional area, must complete the appropriate subject assessment(s). A select few endorsement areas require the *Praxis II Principles of Learning and Teaching* as a content assessment. Scores must be sent directly from Educational Testing Service to Arkansas State University.

Additional information for the Praxis II assessments can be obtained by visiting the ETS web site: <http://www.ets.org/>

Appendix H

ONLY FOR ARKANSAS DEPARTMENT OF EDUCATION USE
AUTHORIZATION FOR RELEASE OF CONFIDENTIAL INFORMATION

By the Arkansas Child Maltreatment Central Registry

Applicant Instructions: Complete this form, have it notarized, and submit a personal check, cashier's check OR a U.S. money order for \$10.00 made payable to the Arkansas Department of Human Services. DO NOT SEND CASH OR A TEMPORARY CHECK- YOUR REQUEST WILL NOT BE PROCESSED. Make and keep a copy of this form for your records.

PLEASE allow four weeks before contacting the Arkansas Department of Education concerning completion of your report.

INCOMPLETE OR UNNOTARIZED FORMS WILL NOT BE PROCESSED BY THE CENTRAL REGISTRY OR THE ADE!

Mail this notarized form and the fee payment to: **Arkansas Child Maltreatment Central Registry** Applicant- Check Only One:
P.O. Box 1437, Slot S 566 Licensed Teacher
Little Rock, Arkansas 72203 Non-licensed/Classified

Applicant's full name (print or type): _____
First Middle Last

List ALL other names used: _____

Applicant's Social Security Number: _____ - _____ - _____

Applicant's Birth Date (Month/Day/Year): _____ Age: _____ Race/ethnicity: _____ Gender: _____

Applicant's mailing address: _____ Physical Address: _____
Street or P.O. Box Street
City State Zip Code City State Zip Code

Applicant's phone number : _____ (home) _____ (cell) _____ (email)

List the full name and date of birth (Month/Day/Year) for **all** of the applicant's children, attach additional paper if necessary:
(Failure to list your children, may be considered fraud & result in the denial of application)

- | | | |
|----|--------------------|------------------------|
| 1. | Child's Full Name: | Child's Date of Birth: |
| 2. | Child's Full Name: | Child's Date of Birth: |
| 3. | Child's Full Name: | Child's Date of Birth: |

(Applicant) School District Contact Person District Phone Number District Fax

School Mailing Address School District LEA #

I hereby request that the Arkansas Child Maltreatment Central Registry release any information their files may contain indicating the undersigned applicant as an offender of a true report of child maltreatment to the **ARKANSAS DEPARTMENT OF EDUCATION**. **By signing below, I swear or affirm that the foregoing statements are true to the best of my knowledge and belief under penalty of perjury.**

Applicant's Signature: _____ Date _____

State of _____ County of _____

On this the _____ day of _____, 20____, before me, _____ (name of notary), the undersigned notary, personally appeared _____ (**applicant's name**) known to me (or satisfactorily proven) to be the person whose name(s) is/are subscribed to the within instrument and acknowledged that he/she/they executed the same for the purposes therein contained.

In witness whereof I hereunto set my hand and official seal.

Notary Public: _____

My Commission Expires: _____

Appendix I

Thank you. Your payment is complete.

Within 14 days you must present the transaction number below at time of fingerprinting **(or this submission will expire and another payment will be required).**

Your account will be charged by Arkansas GovPay - Arkansas Government Services.

Payment Summary

Amount Paid: \$36.25

Arkansas.gov Total: \$38.25

Payment Status: **Complete**

Order Date/Time: 03/03/2020 08:23:20 PM

Confirmation Number (Order Id): 20200303202320322

Name on card: Red Wolf

Email Address: red.wolf@smail.astate.edu

Phone Number: 8709876543

Billing Address: 101 Redwolf Blvd

State University, AR 72467

US

Transaction Number: EDC002935607

