

# CAREER AND TECHNICAL EDUCATION PROGRAM ALIGNMENT



UNIVERSITY OF  
**ARKANSAS**

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COLLEGE OF EDUCATION  
& HEALTH PROFESSIONS

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**Professional Education Program Proposal**  
**C O V E R S H E E T**

**Institution:** University of Arkansas, Fayetteville    **Date Submitted:** 7/11/2022

**Program Contact Person:** Jennifer Beasley

**Position/Title:** Director of the Office of Teacher Education

**Phone:** (479) 575-6195

**Email:** [jgbeasle@uark.edu](mailto:jgbeasle@uark.edu)

**Name of Program:** Licensure Only, Business Technology

**CIP Code:** 13.1205 – Secondary Education and Teaching

**Degree or Award Level:** Graduate Non-Degree

**CIP Code:** 13.1319

**Indicate the portion of the proposed program to be delivered via Distance Learning Technology:** 0%

**Indicate the title and grade range of the license for which candidates will be prepared:**

**Title:** Business Technology Education

**Grade Range:** 4-12

**Proposed program starting date:** August 2022

**Will this program be offered at more than one site:** NO

**Professional Education Program Proposal**  
**C O V E R S H E E T**

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**Program Contact Person:** Jennifer Beasley

**Position/Title:** Director of the Office of Teacher Education

**Phone:** (479) 575-6195

**Email:** [jgbeasle@uark.edu](mailto:jgbeasle@uark.edu)

**Name of Program:** Licensure Only, Family and Consumer Sciences

**CIP Code:** 13.1205 – Secondary Education and Teaching

**Degree or Award Level:** Graduate Non-Degree

**CIP Code:** 13.1319

**Indicate the portion of the proposed program to be delivered via Distance Learning Technology:** 0%

**Indicate the title and grade range of the license for which candidates will be prepared:**

**Title:** Family Consumer Sciences Education

**Grade Range:** 7-12

**Proposed program starting date:** August 2022

**Will this program be offered at more than one site:** NO

**Professional Education Program Proposal**  
**C O V E R S H E E T**

**Institution:** University of Arkansas, Fayetteville    **Date Submitted:** 7/11/2022

**Program Contact Person:** Jennifer Beasley

**Position/Title:** Director of the Office of Teacher Education

**Phone:** (479) 575-6195

**Email:** [jgbeasle@uark.edu](mailto:jgbeasle@uark.edu)

**Name of Program:** Licensure Only, Industrial Technology

**CIP Code:** 13.1205 – Secondary Education and Teaching

**Degree or Award Level:** Graduate Non-Degree

**CIP Code:** 13.1319

**Indicate the portion of the proposed program to be delivered via Distance Learning Technology:** 0%

**Indicate the title and grade range of the license for which candidates will be prepared:**

**Title:** Industrial Technology Education

**Grade Range:** 7-12

**Proposed program starting date:** August 2022

**Will this program be offered at more than one site:** NO

## C. Revisions to an Existing Program

### 1. Cover Sheet

*Included*

### 2. Rationale

*To accommodate students with a bachelor's degree in a career and technical education related field who would like to pursue a teaching license, this non-degree option was created. This revision takes the courses that were included and approved in a previous Master's degree and allows for a student to pursue initial licensure. The non-degree licensure program includes a minimum of 21 credit hours of graduate coursework and internship in career and technical education.*

### 3. Institutional Approval (Only required for major revisions)

*These courses are already current at the university, so it does not require an approval process other than college and university administration.*

### 4. Documentation of Revisions

#### a. Changes to Curriculum

*The courses required are the existing courses in the professional education program. Students will complete a bachelor's degree in a career and technical education related field and then complete the licensure only courses as a non-degree seeking student. In addition, students must take and pass the Praxis II content test before enrolling in the courses.*

- i. Provide a copy of the current program of study indicating the proposed revisions.

*No revisions from the original post-baccalaureate professional education program.*

*The non-degree licensure program includes a minimum of 21 credit hours of graduate coursework and internship in career and technical education.*

*The program of study:*

#### *Program of Study*

*CATE 5003 Introduction to Professionalism*

*CATE 5013 Teaching Strategies*

*CATE 5023 Classroom Management*

*CATE 5033 Assessment/Program Evaluation*

*CATE 5016 Cohort Teaching Internship*

*Three hours diversity/inclusion course:*

*SPED 5733 Inclusive Practices for Diverse Populations*

- ii. Provide a revised curriculum matrix that shows course alignment with the current corresponding Arkansas Educator Competencies for the content area or category of licensure, if applicable.

*The transcript from an accrediting institution will be reviewed for course alignment with the Arkansas Educator Competencies for the content area by the appropriate career and technical education faculty member.*

*Dr. Sheri Deaton, family, and consumer science education, served on the team writing the FACS competencies. Dr. Betsy Orr, business technology education, was one of two educators to write the business technology education competencies.*

- iii. Provide a revised Arkansas Teaching Standards matrix for first-time licensure programs documenting how the Arkansas Teaching Standards are covered in the program of study.

*Course alignment with existing courses corresponding to Arkansas Teaching Standards Matrix is in Appendix A.*

- iv. Provide documentation outlining how the appropriate TESS or LEADS standards are used in the program of study.

*Evaluation Matrix Aligned with TESS is in Appendix B.*

- v. Provide syllabi that include course descriptions for all new or revised professional education courses prescribed in the revised program and for new or revised content courses listed on the submitted curriculum matrix.

*Course descriptions and syllabi for the courses required are attached to this document. These are not new or revised courses. All syllabi are included in Appendix C.*

*The Science of Reading Awareness Level course will be CATE 5013.*

*Course Descriptions:*

***CATE 5003: Professionalism*** *Studying the status of career and technical education, developing professional concepts and career and technical organizations.*

**CATE 5013: Teaching Strategies** This course is designed to offer a variety of ideas and experiences concerning methods of teaching, planning, and presenting instruction.

**CATE 5023: Classroom Management** Theory and techniques in classroom management, including professional ethics, and school policies related to students, faculty, and education programs.

**CATE 5033: Assessment and Program Evaluation.** This course is intended to familiarize students with classroom assessment and design, student competency testing, and guidelines for state program evaluations. The specific goal of this course is to familiarize students with classroom assessment and design, student competency testing, and guidelines for state program evaluations.

**SPED 5733: Inclusive Practices for Diverse Populations** This course is an advanced course to prepare students who will be knowledgeable concerning the identification and needs of individuals with exceptional learning needs. The students will demonstrate knowledge of the characteristics of individuals with exceptionalities and implications in terms of service provision within the general education classroom.

- vi. Indicate any changes to common assessments throughout the program, including any changes to when state-mandated assessments are required.

*No changes.*

*Common Assessments Used:*

*TESS Observations*

*ILPPA – this is a research project where the candidate completes a classroom study that is designed to measure the impact of student learning*

*Portfolio – based on TESS domains*

*Lesson Plans - Weekly*

*Candidate Disposition Assessment (Educator Disposition Assessment)*

- viii. Describe any revisions to the field experiences and supervised clinical practice required for candidates in the program.

*Not Applicable. We did not make any changes to field experience.*

- b. Transition to DLT format

*Not Applicable*



c. Changes to Policies Overseeing Candidate Quality

- i. Describe any changes to entry requirements, including the process and/or when students are officially considered a candidate

*Entry Requirements:*

*Bachelor's degree in career and technical education or a related field as determined by transcript review by program.*

*Passing scores on the Praxis II content test*

*Successful interview with career and technical education faculty*

*Background check*

*Students will officially be considered a candidate after all requirements above have been completed.*

Describe any retention procedures, such as mid-program benchmarks

*Students must develop a Program of Study with the consultation of their advisor in the first semester of the program.*

- ii. Describe any changes to exit requirements, including definitions of the following

When a licensure officer will recommend a candidate for Arkansas licensure

*The licensure officer will recommend a candidate for Arkansas licensure once the approved program of study is completed successfully.*

*To be recommended for licensure the student must also pass the Praxis II Pedagogy exam. The exam is taken during the internship semester.*

**APPENDIX A**

**ARKANSAS TEACHING STANDARDS MATRIX  
DOCUMENTING HOW THE ARKANSAS TEACHING STANDARDS ARE COVERED  
IN THE PROGRAM OF STUDY**

Licensure only	CATE 5013	CATE 5023	CATE 5033	CATE 5003	CATE 5016	SPED 5733
<b>Standard #1 Learner Development</b>						
Performances						
1 (a)		x	x	x	x	
1 (b)	x	x	x	x	x	x
1 (c)	x			x	x	x
Essential Knowledge						
1 (d)	x	x	x	x	x	x
1 (e)	x	x	x	x	x	x
1 (f)	x		x	x	x	x
1 (g)	x		x	x	x	x
Critical Dispositions						
1 (h)	x	x	x	x	x	x
1 (i)	x	x	x	x	x	x
1 (j)	x	x	x	x	x	x
1 (k)	x		x	x	x	x
<b>Standard #2 Learning Differences</b>						
Performances						
2 (a)	x		x	x	x	x
2 (b)	x		x	x	x	x
2 (c)	x			x	x	x
2 (d)	x			x	x	x
2 (e)	x		x	x	x	x
2 (f)	x		X	x	x	x

Licensure Only	CATE 5013	CATE 5023	CATE 5033	CATE 5003	CATE 5016	SPED 5733
Essential Knowledge						
2 (g)	x	x	x	x	x	x
2 (h)	x		x	x	x	x
2 (i)	x			x	x	x
2 (j)	x		x	x	x	x
2 (k)	x		x	x	x	x
Critical Dispositions						
2 (l)	x		x	x	x	x
2 (m)	x		x	x	x	x
2 (n)	x		x	x	x	x
2 (o)	x		x	x	x	x
<b>Standard #3 Learning Environments</b>						
Performances						
3 (a)	x	x		x	x	x
3 (b)	x	x	x	x	x	x
3 (c)	x	x	x	x	x	x
3 (d)	x	x		x	x	x
3 (e)	x	x	x	x	x	x
3 (f)	x	x		x	x	x
3 (g)	x	x		x	x	x
3 (h)	x	x		x	x	x
Essential Knowledge						
3 (i)	x	x		x	x	x
3 (j)	x	x		x	x	x
3 (k)	x	x		x	x	x
3 (l)	x	x		x	x	x
3 (m)	x	x		x	x	x

Licensure Only	CATE 5013	CATE 5023	CATE 5033	CATE 5003	CATE 5016	SPED 5733
Critical Dispositions						
3 (n)	x	x		x	x	x
3 (o)	x	x		x	x	x
3 (p)	x	x		x	x	x
3 (q)	x	x		x	x	x
3 (r)	x	x		x	x	x
<b>Standard #4 Content Knowledge</b>						
Performances						
4 (a)	x		x	x	x	x
4 (b)	x		x	x	x	x
4 (c)	x		x	x	x	x
4 (d)	x		x	x	x	x
4 (e)	x		x	x	x	x
4 (f)	x		x	x	x	x
4 (g)	x		x	x	x	x
4 (h)	x		x	x	x	x
4 (i)	x		x	x	x	
Essential Knowledge						
4 (j)	x		x	x	x	x
4(k)	x		x	x	x	x
4 (l)	x			x	x	x
4 (m)	x		x	x	x	x
4 (n)	x		x	x	x	x
Critical Dispositions						
4 (o)	x			x	x	x
4 (p)	x		x	x	x	x
4 (q)	x		x	x	x	x
4 (r)	x		x	x	x	x

Licensure Only	CATE 5013	CATE 5023	CATE 5033	CATE 5003	CATE 5016	SPED 5733
<b>Standard #5 Application of Content</b>						
Performances						
5 (a)	x				x	x
5 (b)	x				x	x
5 (c)	x			x	x	x
5 (d)	x			x	x	x
5 (e)	x			x	x	x
5 (f)	x			x	x	x
5 (g)	x			x	x	x
5 (h)	x				x	x
Essential Knowledge						
5 (i)	x			x	x	x
5 (j)	x			x	x	x
5 (k)				x	x	x
5 (l)	x			x	x	x
5 (m)	x			x	x	x
5 (n)	x			x	x	x
5 (o)	x			x	x	x
5 (p)	x			x	x	x
Critical Dispositions						
5 (q)				x	x	x
5 (r)	x			x	x	x
5 (s)	x			x	x	x

Licensure Only	CATE 5013	CATE 5023	CATE 5033	CATE 5003	CATE 5016	SPED 5733
<b>Standard #6 Assessment</b>						
Performances						
6 (a)	x		x		x	x
6 (b)	x		x		x	x
6 (c)			x		x	x
6 (d)			x		x	x
6 (e)	x		x		x	x
6 (f)			x		x	x
6 (g)			x		x	x
6 (h)			x		x	x
6 (i)	x		x		x	x
Essential Knowledge						
6 (j)	x		x		x	x
6 (k)	x		x		x	x
6 (l)			x		x	x
6 (m)	x		x		x	x
6 (n)			x		x	x
6 (o)			x		x	x
6 (p)	x		x		x	x
Critical Dispositions						
6 (q)	x		x		x	x
6 (r)	x		x		x	x
6 (s)	x		x		x	x
6 (t)	x		x		x	x
6 (u)	x		x		x	x
6 (v)	x		x		x	x

Licensure Only	CATE 5013	CATE 5023	CATE 5033	CATE 5003	CATE 5016	SPED 5733
<b>Standard #7 Planning for Instruction</b>						
Performances						
7 (a)	x		x	x		x
7 (b)	x		x	x		x
7 (c)	x		x	x		x
7 (d)	x		x	x		x
7 (e)	x		x	x		x
7 (f)	x		x	x		x
Essential Knowledge						
7 (g)	x		x			x
7 (h)	x		x			x
7 (i)	x		x	x		x
7 (j)	x		x	x		x
7 (k)	x		x	x		x
7 (l)	x		x			x
7 (m)	x		x	x		x
Critical Dispositions						
7 (n)	x		x	x		x
7 (o)	x		x	x		x
7 (p)	x		x	x		x
7 (q)	x		x	x		x

Licensure Only	CATE 5013	CATE 5023	CATE 5033	CATE 5003	CATE 5016	SPED 5733
<b>Standard # 8 Instructional Strategies</b>						
Performances						
8 (a)	x		x	x	x	x
8 (b)	x		x	x	x	x
8 (c)	x		x	x	x	x
8 (d)	x		x		x	x
8 (e)	x		x		x	x
8 (f)	x		x	x	x	x
8 (g)	x		x	x	x	x
8 (h)	x		x		x	x
8 (i)	x		x	x	x	x
Essential Knowledge						
8 (j)	x		x	x	x	x
8 (k)	x			x	x	x
8 (l)	x				x	x
8 (m)	x			x	x	x
8 (n)	x				x	x
8 (o)	x			x	x	x
Critical Dispositions						
8 (p)	x			x	x	x
8 (q)	x			x	x	x
8 (r)	x			x	x	x
8 (s)	x			x	x	x



Licensure Only	CATE 5013	CATE 5023	CATE 5033	CATE 5003	CATE 5016	SPED 5733
<b>Standard #9 Professional Learning and Ethical Practice</b>						
Performances						
9 (a)				x	x	
9 (b)	x			x	x	
9 (c)	x		x	x	x	
9 (d)	x		x	x	x	
9 (e)		x		x	x	
9 (f)	x	x		x	x	
Essential Knowledge						
9 (g)	x		x	x	x	
9 (h)	x		x	x	x	
9 (i)	x		x	x	x	
9 (j)	x		x	x	x	
9 (k)			x	x	x	
Critical Dispositions						
9 (l)	x		x	x	x	
9 (m)	x		x	x	x	
9 (n)	x			x	x	
9 (o)	x			x	x	

Licensure Only	CATE 5013	CATE 5023	CATE 5033	CATE 5003	CATE 5016	SPED 5733
<b>Standard #10: Leadership and Collaboration</b>						
Performances						
10 (a)			x	x	x	
10 (b)	x				x	
10 (c)					x	
10 (d)					x	
10 (e)				x	x	
10 (f)					x	
10 (g)	x			x	x	
10 (h)	x				x	
10 (i)	x			x	x	
10 (j)	x				x	
10 (k)					x	
Essential Knowledge						
10 (l)				x	x	
10 (m)				x	x	
10 (n)				x	x	
10 (o)				x	x	
Critical Dispositions						
10 (p)				x	x	
10 (q)				x	x	
10 (r)				x	x	
10 (s)				x	x	

## APPENDIX B

### Evaluation Matrix Aligned with TESS

<b>Licensure Only</b>	SPED 5733	CATE 5003	CATE 5016	CATE 5013	CATE 5023	CATE 5033
<b>Domain 1: Planning and Preparation</b>						
1.a		X	X	X		X
1.b	X	X	X	X	X	X
1.c	X	X	X	X		X
1.d	X	X	X	X		X
1.e	X	X	X	X	X	X
1.f			X	X		X
<b>Domain 2: The Classroom Environment</b>						
2.a	X	X	X	X	X	
2.b	X		X	X	X	X
2.c		X	X		X	
2.d		X	X		X	
2.e	X		X	X	X	
<b>Domain 3: Instruction</b>						
3.a	X		X	X		X
3.b	X	X	X	X		X
3.c	X	X	X	X	X	X
3.d			X	X		X
3.e	X		X	X		X
<b>Domain 4: Professional Responsibilities</b>						
4.a		X	X			
4.b		X	X			
4.c		X	X			
4.d		X	X			
4.e		X	X			
4.f		X	X			

Section II: Law and Process						
1. TESS Objectives	SPED 5733	CATE 5003	CATE 5016	CATE 5013	CATE 5023	CATE 5033
1.1		X	X	X		
1.2		X	X	X	X	
1.3		X	X	X	X	
1.4		X	X	X	X	
1.5			X		X	
1.6			X			
1.7			X			
<b>2. TESS Teacher Requirements</b>						
2.1		X	X			
2.2		X	X	X		
2.3		X	X	X		
<b>3. Framework for Teaching Design</b>						
3.1	X	X	X	X	X	
3.2	X	X	X	X	X	
3.3		X	X	X	X	
3.4	X	X	X	X	X	
<b>4. TESS Evidence Collection</b>						
4.1				X	X	
4.2				X	X	
4.3				X	X	
4.4				X	X	X
4.5				X	X	
4.6				X	X	

	SPED 5733	CATE 5003	CATE 5016	CATE 5013	CATE 5023	CATE 5033
<b>6. Professional Growth Plan</b>						
6.1					X	
6.2					X	
6.3					X	
<b>7. Novice Teacher Mentor Process</b>						
7.1					X	
7.2					X	
7.3					X	
7.4					X	

## APPENDIX C

### Course Syllabi for Program of Study



College of Education and Health Professions

Department of Curriculum and Instruction

**Program Affiliation:** Career and Technical Education

**Course Number and Title:** CATE 5013: Teaching Strategies

**Prerequisite:** Senior status in Career and Technical Education

**Meets:** Tuesday and Thursday, 2:00 – 3:15 PM

**Instructor:** Dr. Sheri Deaton  
313 Peabody Hall  
[sddeato@uark.edu](mailto:sddeato@uark.edu)  
479-575-2581

**Required Textbook:**

Moore, K. (2014). *Effective instructional strategies: From theory to practice*, 4<sup>th</sup> Edition. Sage.

**Catalog Description:** This course is designed to offer a variety of ideas and experiences concerning methods of teaching, planning, and presenting instruction. (Typically offered: Fall)

**Learning Goals:** This course is designed to offer a variety of ideas and experiences concerning methods of teaching, planning, and presenting instruction.

**Objectives:** By the end of the semester, students will possess the following behaviors and competencies. *(Aligned with Teacher Excellence Support System (TESS) standards, Arkansas Teaching Standards (ATS), InTASC National standards for Teachers, InTASC Standards, Foundations of Reading Competencies – Awareness Level, and the Arkansas Educator Competencies (AEC)).*

#### Science of Reading – Awareness Level

1. Students will exhibit awareness of foundational reading skills including (1) phonological and phonemic awareness, (2) concepts of print and alphabetic principle, (3) the role of phonics in promoting reading developing, and (4) word analysis skills and strategies. *Assignment where this objective is introduced is identified below.*
2. Students will exhibit awareness of the development of reading comprehension including (1) vocabulary development, (2) reading comprehension skills and strategies for imaginative/literary texts, and (3) reading comprehension skills and strategies for informational/expository texts. *Assignment where this objective is introduced is identified below.*
3. Students will exhibit awareness of reading assessment and instruction including (1) formal and informal methods for assessing reading development and (2) multiple approaches to reading instruction. *Assignment where this objective is introduced is identified below.*

By completing the assignments and/or tasks of this course, each candidate will:

1. Develop lesson plans including objectives, learning activities and evaluation *(ATS 1a, 1b, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 1k, 2a, 2b, 2c, 2d, 2e, 2f, 3b, 4a, 4d, 4n, 5e, 6a, 6b, 6r, 7a, 7g & 7h; InTASC Standard 4, 5 & 6; TESS 1a; 1c ; SOR 1.1, 1.2 and 1.3)*
2. Understand the cognitive process associated with learning *(ATS 1a, 1b, 1d, 1e, 1f, 1h, 1i, 1j, 1k, 4j, 4k, 4r, 7n, 8e & 8j; SOR 1.1, 1.2 & 1.3)*
3. Know the characteristics of different types of memory and their implications for instructional planning and student learning *(ATS 1a, 1b, 1d, 1e, 1f, 1h, 1i, 1j, 1k, 5d & 7c)*
4. Know how to select an appropriate strategy for achieving an instructional objective *(ATS 1d, 1e, 1f, 1g, 2a, 2b, 2c, 2d, 2e, 2f, 4b, 6e, 7i, 8f & 8l; TESS 1f, SOR 1.2 & 1.3)*
5. Select and develop resource materials for different learners and learning situations *(ATS 1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 2k, 2m, 2n, 3l, 4e, 5i, 5p, 5r, 7b, 7m, 8g, 8h & 10b; InTASC Standard 2; TESS 1b,; SOR 1.2 & 1.3)*
6. Address needs of special needs learners and culturally diverse learners *(ATS 1h, 1i, 1k, 2g, 2h, 2i, 2j, 2k, 2l, 2m, 2n, 2o, 3l, 4i, 4m, 4q, 5g, 6p, 6u, 6v, 7j, 7k, 8a, 8k, 9i, 9j & 10j; SOR 1.1)*

7. Describe basic strategies for promoting students' development of self-regulatory skills (*ATS 2l, 2m, 2n, 2n, 2o, 3b, 3c, 3i, 3j, 3p, 4h, 5n, 5o, 5s, 6q, 8j & 8m; InTASC Standard 3; TESS 2b*)
8. Use technology for preparing lessons and to enhance lesson presentations (*ATS 3f, 3g, 3h, 3m, 4g, 5c, 5l, 6i, 6t, 8n, 8o, 8r & 10g*)
9. Demonstrate the basic principles of presenting a lesson (*ATS 3d, 3e, 3p, 4c, 4d, 4l, 5j, 8b, 8p & 8q; SOR 1.1, 1.2 & 1.3*)
10. Demonstrate a variety of strategies for encouraging complex cognitive processes (*ATS 1a, 1b, 1d, 1e, 1f, 1h, 1i, 1j, 1k, 3c, 3i, 3j, 4p, 5a, 5b, 5m, 6s; TESS 3a, 3b, 3c, 3d; 3e; SOR 1.1 & 1.2*)
11. Understand the distinguishing features of different instructional models (*ATS 1h, 1i, 1j, 6j & 6k; InTASC Standard 8; TESS 1e, 3.1, 3.2, 3.3 & 3.4*)
12. Identify and demonstrate a variety of instructional strategies associated with each instructional model including indirect instruction, independent instruction, experiential and virtual instruction, and interactive instruction (*ATS 1a, 1b, 1d, 1e, 1f, 1h, 1i, 1j, 1k, 3i & 3d; SOR 1.1, 1.2 & 1.3; SOR 1.1, 1.2 & 1.3*)
13. Understand the concept of monitoring and adjusting instruction in response to student feedback (*ATS 1a, 1b, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 1k, 5h, 7d, 7l, 8c, 8s & 9g; InTASC Standard 7; TESS 2a & 3e; SOR 1.1, 1.2 & 1.3*)
14. Recognize the purpose of reflecting upon, analyzing, and evaluating the effectiveness of instructional Strategies (*ATS 1a, 1c, 1k, 3a, 3k, 3n, 3o, 4f, 4o, 5f, 6m, 7e, 7f, 7p, 7q, 9h, 9l & 10h*)
15. Evaluate self and peer presentations (*ATS 1c, 1k, 3a, 3k, 3n, 3o, 3q, 3r, 7a, 7o, 9b, 9c, 9d, 9l, 9m, 9n & 10i; TESS 4a, 4e, 4.1, 4.2, 4.3, 4.4 & 4.5*)

## Assignments/Tasks

Please see complete details and instructions for assignments on Blackboard. Grades for each student will be based on the successful completion of all weekly assignments.

- ✓ **Digital Notebook (DNB).** We will be using a DNB in this class. Throughout the semester, you will be responsible for documenting your growth and understanding through completing the DNB. The purpose of the DNB is to help you organize your thoughts/notes, and to assist you with gathering and organizing resources. See further details on Blackboard. (*ATS 1h, 1i, 1k, 2g, 2h, 2i, 2j, 2k, 2l, 2m, 2n, 2o, 3l, 4i, 4m, 4q, 5g, 6p, 6u, 6v, 7j, 7k, 8a, 8k, 9i, 9j, 10j, 3b, 3c, 3i, 3j, 3p, 4h, 5n, 5o, 5s, 6q, 8j, 8m, 1a, 1b, 1d, 1e, 1f, 1j, 4p, 5a, 5b, 5m, 6s; InTASC Standard 3; TESS 2b, 3a, 3b, 3c, 3d; 3e*)
- ✓ **Self awareness projects.** We will be completing multiple self-awareness profiles throughout the course, using information we have gathered about ourselves to help us grow and develop as learners and leaders in the classroom. See further details on Blackboard. (*ATS 1a, 1b, 1d, 1e, 1f, 1h, 1i, 1j, 1k, 5d, 7c, 2l, 2m, 2n, 2n, 2o, 3b, 3c, 3i, 3j, 3p, 4h, 5n, 5o, 5s, 6q, 8j, 8m; 1c, 1k, 3a, 3k, 3n, 3o, 4f, 4o, 5f, 6m, 7e, 7f, 7p, 7q, 9h, 9l, 10h, 3n, 3q, 3r, 7a, 7o, 9b, 9c, 9d, 9m, 9n & 10i; InTASC Standard 3; TESS 2b, 4a, 4e, 4.1, 4.2, 4.3, 4.4 & 4.5*)
- ✓ **Teaching Strategies.** Students will demonstrate research and collaborative skills as they work in teams to uncover key components for various teaching strategies. Integrating best practices into their presentations, students will demonstrate their teaching strategy through presenting findings on their topic. See further details on Blackboard. (*ATS 1a, 1b, 1d, 1e, 1f, 1h, 1i, 1j, 1k, 4j, 4k, 4r, 7n, 8e, 8j, 1g, 2a, 2b, 2c, 2d, 2e, 2f, 4b, 6e, 7i, 8f, 8l, 1c, 2g, 2h, 2i, 2j, 2k, 2m, 2n, 3l, 4e, 5i, 5p, 5r, 7b, 7m, 8g, 8h, 10b, 3f, 3g,*



3h, 3m, 4g, 5c, 5l, 6i, 6t, 8n, 8o, 8r, 10g, 6j, 6k, 3i & 3d; *InTASC Standard 2, 8; TESS 1b, 1f, 1e, 3.1, 3.2, 3.3 & 3.4*)

✓ **In Class Practice Lessons.** Students will complete two mini-lessons (12-15 minutes) and one 30 minute lesson in this class. Self and peer evaluations will help candidates get a clearer understanding of their effectiveness as a teacher. Students will be responsible for developing lessons aligned to state and national standards. Additionally, they will select developmentally appropriate assessments designed to measure their learner’s understanding. Students will complete a reflection on each lesson, using the results of the assessments and the feedback given to help guide their development. See further details on Blackboard. (*ATS 1a, 1b, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 1k, 2a, 2b, 2c, 2d, 2e, 2f, 3b, 4a, 4d, 4n, 5e, 6a, 6b, 6r, 7a, 7g, 7h, 4b, 6e, 7i, 8f, 8l, 1c, 2g, 2h, 2i, 2j, 2k, 2m, 2n, 3l, 4e, 5i, 5p, 5r, 7b, 7m, 8g, 8h, 10b, 3f, 3g, 3h, 3m, 4g, 5c, 5l, 6i, 6t, 8n, 8o, 8r, 10g, 1c, 1k, 3a, 3k, 3n, 3o, 3q, 3r, 7a, 7o, 9b, 9c, 9d, 9l, 9m, 9n, 10i; InTASC Standard 2, 4, 5 & 6; TESS 1a, 1b, 1c, 1f, 4a, 4e, 4.1, 4.2, 4.3, 4.4 & 4.5*)

✓ **Placement Lessons.** Students will complete one lesson in October and one lesson in November at their placement. Mentor teacher and university supervisor evaluations will help candidates get a clearer understanding of their effectiveness as a teacher. Students will be responsible for developing lessons aligned to state and national standards. Additionally, they will select developmentally appropriate assessments designed to measure their learner’s understanding. Students will complete a reflection on each lesson, using the results of the assessments and the feedback given to help guide their development. See further details on Blackboard. (*ATS 1a, 1b, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 1k, 2a, 2b, 2c, 2d, 2e, 2f, 3b, 4a, 4d, 4n, 5e, 6a, 6b, 6r, 7a, 7g, 7h, 4b, 6e, 7i, 8f, 8l, 1c, 2g, 2h, 2i, 2j, 2k, 2m, 2n, 3l, 4e, 5i, 5p, 5r, 7b, 7m, 8g, 8h, 10b, 3f, 3g, 3h, 3m, 4g, 5c, 5l, 6i, 6t, 8n, 8o, 8r, 10g, 1c, 1k, 3a, 3k, 3n, 3o, 3q, 3r, 7a, 7o, 9b, 9c, 9d, 9l, 9m, 9n, 10i; InTASC Standard 2, 4, 5 & 6; TESS 1a, 1b, 1c, 1f, 4a, 4e, 4.1, 4.2, 4.3, 4.4 & 4.5*)

✓ **Impact on Learning through Pre and Post Assessment (ILPPA).** Students will complete the first three sections of this action research project during this fall: Unit Context, Design for Instruction, and Assessment Plan Designed to Measure Student Performance. The ILPPA is designed to document the impact that teacher candidates have on their students. Students will put their plan of action into place during their teaching internship in the spring. See further details on Blackboard. (*ATS 1a, 1b, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 1k, 2a, 2b, 2c, 2d, 2e, 2f, 3b, 4a, 4d, 4n, 5e, 6a, 6b, 6r, 7a, 7g, 7h, 1d, 4b, 6e, 7i, 8f, 8l, 1c, 2g, 2h, 2i, 2j, 2k, 2m, 2n, 3l, 4e, 5i, 5p, 5r, 7b, 7m, 8g, 8h, 10b, 3f, 3g, 3h, 3m, 4g, 5c, 5l, 6i, 6t, 8n, 8o, 8r, 10g; InTASC Standard 2, 4, 5 & 6; TESS 1a, 1b, 1c, 1f; SOR 1.1, 1.2 & 1.3*)

✓ **Observations and Interview.** Outside of class hours, students will observe their mentor teacher, complete the documentation associated with this course, and complete an interview with their mentor. See further details on Blackboard. (*ATS 1a, 1b, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 1k, 5h, 7d, 7l, 8c, 8s, 9g, 1c, 3a, 3k, 3n, 3o, 4f, 4o, 5f, 6m, 7e, 7f, 7p, 7q, 9h, 9l, 10h*); *InTASC Standard 7; TESS 2a, 3e*)

### Tentative Schedule

Week	Topics
Week 1	Orientation to the course; Introduction to the Impact on Learning through Pre and Post Assessment (I Flip Grid, Internship expectations; Using technology in the Classroom (Chapter 5)

	Science of Reading competencies – awareness level
Week 2	Getting ready for the classroom (Chapter 1) and teaching diverse students (Chapter 2)
Week 3	Engaging students and motivating learning (Chapter 4) and Planning and organizing instruction (Chapter 6-begin)
Week 4	Personal goals and objectives presentations; Planning and organizing instruction (Chapter 6-continued), Developing unit and daily lesson plans (Chapter 7-begin)
Week 5	Developing unit and daily lesson plans (Chapter 7-continued); Using teacher-centered teaching methods (Chapter 10)
Week 6	Using authentic teaching methods (Chapter 11) and Using integrated teaching methods (Chapter 13)
Week 7	Teaching effective thinking strategies (Chapter 12) and Mini-lesson #1 presentations (group A)
Week 8	Mini-lesson #1 presentations (groups B & C)
Week 9	Self-regulation and ILPPA Assessment plan problem solving
Week 10	Fall break and Mini-lesson #2 presentations (group A)
Week 11	Mini-lesson #2 presentations (groups B & C)
Week 12	30 minute lesson presentations (group A & B)
Week 13	30 minute lesson presentations (group C) and ELL training
Week 14	ILPPA Design for Instruction problem solving and Thanksgiving break
Week 15	Communication with stakeholders and Special topics
Week 16	Special topics and Internship reminders

Assignment details, point allocations, and deadlines are posted on Blackboard

## Evaluation Policies

Grades for the course will be based on successful completion of all required assignments. Grades will be assigned using the scale below:

- A = 93% - 100% Outstanding achievement, given to a relatively small number of excellent scholars
- B = 82% - 92% Good achievement
- C = 70% - 81% Average achievement

D = 65% - 69%	Poor but passing work
F = 64% or below	Failure, unsatisfactory work
XF	Failure, academic dishonesty
I	Incomplete course requirements

## Student Activities and Experiences

**Academic Contingency Plan:** In the event of an extended campus closure, the continuity plan for this course includes the following: We will utilize our Blackboard course as the portal for the delivery of course materials and UARK email for communications. Please check both areas immediately for guidance and directions from your instructor. In this class our official mode of communication is through uark.edu email. Students are responsible for checking their UARK accounts regularly. All communication between student and instructor and between student and student should be respectful and professional. Dr. Deaton's email is [sddeato@uark.edu](mailto:sddeato@uark.edu).

**Academic Integrity:** The application of the University of Arkansas Academic Integrity Policy will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Integrity Policy. Academic dishonesty involves acts, which may subvert or compromise the integrity of the educational process. "As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of student and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the university's Academic Integrity Policy' which may be found on the UA website. Candidates with questions about how these policies apply to a particular course or assignment should immediately contact their instructor." The description of the Academic Integrity Policy is located at: <http://provost.uark.edu/245.php>. The Academic Integrity Sanction Rubric is located at: <http://provost.uark.edu/246.php>. All students are to complete their own work during the semester. Although candidates are allowed to share ideas and learn from one another throughout the semester, they are not allowed to copy another person's work. All assignments must be original and completed individually. All citations must be documented using the most recent edition of the APA manual (<http://www.apastyle.org/>, <http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/>)

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of our University's Academic Integrity and Code of Student Life policies. These websites include (but are not limited to) Quizlet, Bartleby, Course Hero, Chegg, and Clutch Prep. The U of A does not endorse the use of these products in an unethical manner. These websites may encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors,

the university, or publishers and may not be distributed without prior authorization. Furthermore, paying for academic work to be completed on your behalf and submitting it for academic credit is considered 'contract cheating' per the Academic Integrity Policy. Students found responsible for this type of violation face a grading penalty of 'XF' and a minimum one-semester academic suspension per the University of Arkansas Sanction Rubric. Please let me know if you are uncertain about the use of a website.

If the instructor records classes, recordings will be available to students through Blackboard. These recordings may be used by students ONLY for the purposes of the class. Students may not download, store, copy, alter, post, share, or distribute in any manner all or any portion of the class recording, e.g. a 5-second clip of a class recording sent as a private message to one person is a violation of this provision. This provision may protect the following interests (as well as other interests not listed): faculty and university copyright; FERPA rights; and other privacy interests protected under state and/or federal law. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Recording, or transmission of a recording, of all or any portion of a class is prohibited unless the recording is necessary for educational accommodation as expressly authorized and documented through the Center for Educational Access with proper advance notice to the instructor. Unauthorized recordings may violate federal law, state law, and university policies. Student-made recordings are subject to the same restrictions as instructor-made recordings. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

**Accommodations:** Teacher candidates with disabilities requesting reasonable accommodations must first register with the Center for Educational Access (CEA). The CEA is located in the Arkansas Union, Room 104 and on the web at: <http://cea.uark.edu/>. The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Candidates with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

**Classroom Behavior and Participation:** While we recognize the circumstances and situations for learners may vary, we also understand the importance of keeping students engaged in learning at this time. It is critical that students remain active and attentive in remote or hybrid courses to support learning. See these specific expectations for this course by clicking [HERE](#).

Attendance is expected for all classes. **If you are going to be absent, it is your responsibility to communicate with the instructor.**

By attending this class, students understand the course may be recorded and consents to being recorded for official university educational purposes. Be aware that incidental recording may also occur before and after official class times. Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct. You can contact the Help Desk at [help.uark.edu](http://help.uark.edu) or 479-575-2905 if you have any technical issues accessing Zoom. Inappropriate remarks or comments disrespectful to other teacher candidates or the instructor, and other behavior as determined by the instructor will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook.

**Inclement Weather:** For information regarding whether the university is closed, or an inclement weather day is declared, use the following sources:

- See the inclement weather web site at: <http://emergency.uark.edu/17098.php>
- Call 479-575-7000 or 575-2000 for recorded announcements about closings.
- Listen to KUAF Radio, 91.3 FM, or other local radio and television stations Check your email.

**Professional Dispositions:** This course is reserved for teacher candidates preparing to become professional teachers. Students are required to maintain professional decorum during class. Professionalism is multi-faceted, and many aspects of the term will be discussed in class. Subsequently, the ethics and responsibilities of professional teachers will be expected of all participants. Students are expected to attend all classes and participate in all activities. Students are expected to show up to class on time, prepared to work. Students' overall grade will be affected after two absences. All work will be turned in on time. Late work will not be accepted for full credit or accepted at all per instructor's evaluation. Each person will be treated with respect. Inappropriate remarks or comments disrespectful to other students or instructor, and other behavior as determined by the instructor will not be tolerated and will result in possible removal from the class and/or disciplinary action. Cell phones will be used for professional purposes as deemed appropriate by the instructor. Peer and instructor evaluation of each member of the course will occur throughout the semester. This "constructive criticism" is meant to help each other improve and gain teaching skills necessary to be an effective teacher.

### **Syllabus Change**

The instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

### **Technology**

All teacher candidates will model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning; and enrich their own professional practice. Access to a reliable Internet connection is required for this course. A problem with your Internet access may not be used as an excuse for late, missing, or incomplete coursework. If you experience problems with your Internet connection while working on this course, it is your responsibility to find an alternative Internet access point, such as a public library or Wi-Fi hotspot.