

Program Approval Protocol for:

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*1. Cover Sheet (See Attached)

***2. Rationale**

- a. Education programs at the University of Arkansas Fayetteville are revising programs to meet the requirements for the yearlong residency required by the Arkansas Department of Elementary and Secondary Education.

***3. Institutional Approval**

- a. Forms must be submitted through the University of Arkansas Program Management System. Following initial approval, the online form and associated documents will be submitted to the next approval level and proceed through the college approval process until the proposal reaches the office of the dean for college or school approval, or all participating deans, if more than one school or college is involved.

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Certain program changes must be approved by or reported to the Board of Trustees and the Arkansas Higher Education Coordinating Board (see Board Policy 620.1 and the ADHE Criteria document identified on page one for further details). Among them are the initiation of new programs and substantive program changes including offering a program at an additional (off-campus) site. Many other changes must be reported (such as name changes and changes in organizational structure) and may be reviewed for action. All program change proposals are reviewed following campus approval to determine which are to be sent forward. All campus actions requiring action by either board or notification to either board will be handled by the provost, on behalf of the chancellor. Such actions will be reported by letter to the president for inclusion as agenda items for one or both boards. All materials for either board must be submitted to the office of the provost in electronic format. Items will not be submitted to ADHE for review until they have been approved by the Faculty Senate. Given that agenda items must be submitted no later than 120 days prior to the target AHECB meeting, Faculty Senate approval must be received at least four months in advance of that date. For programs requiring no off-campus approval, Faculty Senate approval will be

considered notification to the campus that the program change will be implemented effective with the academic year in which the change is included in the catalog or the proposed effective date, if different, unless other notification is provided by the provost. The Curriculum Approval Process is described in the Academic Policy 1622.20 (<https://provost.uark.edu/policies/162220.php>). The Workflow Steps for Program/Unit Changes are also provided on the registrar's website (<https://registrar.uark.edu/program-unitchanges/index.php>).

b. Provide official documentation, including signatures, showing approval was granted by all appropriate authorizing entities outlined in 3.a. If approval has not been granted, indicate when approval is expected.

4. Documentation of Revisions

a. Changes to the Curriculum

*i Provide a copy of the current program of study indicating the proposed revisions. If the program is embedded in a baccalaureate degree, including the current eight-semester degree plan indicating the proposed revisions. Include the number of hours required to complete the program.

First Year	Units	
	FALL	SPRING
ENGL 10103 Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1)	3	
MATH 11003 College Algebra or MATH 11103 Quantitative Reasoning or Higher Level Course (Satisfies General Education Outcome 2.1)	3	
PSYC 14003 OR PHIL 20003 OR COMM 12303, OR PHIL 21003 OR PHIL 22003 OR PHIL 31003 *Introduction to Psychology OR Introduction to Philosophy OR Media, Comm., & Citizen OR Intro to Ethics OR Logic OR Ethics and Professions (Satisfies General Education Outcome 3.1)	3	
CIED 10103 Introduction to Education	3	
SPCH 10003 Introduction to Oral Communication or COMM 23203 Interpersonal Communication (Satisfies General Education Outcomes 1.2 and 5.1)	3	
ENGL 10203 Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1)		3
HIST 200003 US History to 1877 or HIST 20103 US History 1877 to present		3
HIST 11103 World Civilizations 1 or HIST World Civilizations 2		3
GEOS 11103 Physical Geology/GEOS 11101 Physical Geology Lab (Satisfies General Education Outcome 3.4)		4
Any Fine Arts Core (Satisfies General Education Outcome 3.1)		3
Year Total:	15	16

Second Year	Units	
	FALL	SPRING
Application must be made for admission to Professional Education Courses for beginning of spring semester		
CIED 10003 Intro to Technology in Education	3	
MATH 22103 Survey of Mathematical Structures I	3	
GEOG 11103 Human Geography or ANTH 10203 Cultural Anthropology	3	
WLIT 11103 World Lit 1 or WLIT 11203 World Lit 2	3	
GEOS 11303 AND GEOS 1133L Earth Science & Lab OR PHYS 10304 Physics for Elem. Teachers, ASTR 20003/20001 Astronomy with Lab OR STEM 41004 Astronomy for Educators, OR ENSC 10003/10001 Environmental Science with Lab, OR CHEM 12103/12101 Fundamentals of Chemistry with Lab, OR PHYS 10243/10241 Physics and Human Affairs with Lab	4	
PLSC 20003 American National Government		3
HIST 33803 Arkansas and the Southwest		3
CIED 30303 Classroom Learning Theory		3
MATH 22203 Survey of Mathematical Structures II		3
BIOL 10103/101010 Principles of Biology with Lab or BIOL 10104 Biology for Majors		4
Year Total:	16	16

Third Year	Units	
	FALL	SPRING
ELECTIVE	3	
CIED 31103 Emergent Literacy	3	
CIED 31203 Primary Elementary Math Methods	3	
Elective	3	
CIED 30203 Survey of Exceptionalities	3	
CIED 34503 Developmental Literacy		3
STEM 40303 Introduction to STEM Education		3
STAT 23003 Principles of Statistics (or any 3-hour Statistics class)		3
Elective		3
CIED 41903 Intermediate Elementary Math Methods		3
Year Total:	15	15
Fourth Year	Units	
	FALL	SPRING
CIED 41803 Instruction and Assessment of Writing	3	
CIED 31303 Integrated Social Studies	3	

STEM 31403 Teaching Science in the Elementary Grades	3	
ENGL 30503 Technical Writing or ENGL 20003 Advanced Composition	3	
CIED 44003 Understanding Cultures in the Classroom	3	
CIED 45303 Reading Comprehension through Children's and Adolescent Lit		3
CIED 41503 Learning Centered Classroom Management		3
CIED 41203 Assessment and Instruction		3
CIED 44103 Acquiring a Second Language		3
Year Total:	15	12
Total for Degree		120
MAT (5th year)		
	FALL	SPRING
CIED 50703 Action Research in Elementary Education	3	
CIED 50303 Curriculum Design Concepts for Teachers	3	
CIED 50003 Elementary Education Seminar	3	
CIED 50803 Residency I	3	
CIED 59503 Second Language Assessment	3	
CIED 51603 Applied Practicum		3
CIED 51003 Advanced Elementary Education Seminar		3
CIED 50806 Advanced Residency II		6
CIED 59303 Second Language Methodologies		3
Year Total:	15	15
Degree		30

CIED Content Course Numbers	Changes (if any)
CIED 2943 Foundations of Language and Literacy	Removed and content embedded in other literacy courses to aid in increasing the number of hours for residency
CIED 44003 Understanding Cultures in the Classroom	No change and replaces CIED 4463 Culture and Learning
CIED 30203 Survey of Exceptionalities	Updated to include K-6 Special Education standards
CIED 30303 Classroom Learning Theory	Replaced CIED 30103 Development and Learning Theory in the K-6 classroom
CIED 30503 Emerging Adolescent	Removed and embedded in Classroom Learning Theory and all other content methods courses
CIED 31103 Emergent Literacy	No change
CIED 31203 Primary Math Methods in the Elementary Classroom	Revised to focus on K-3 Learners
ENGL 30503 Technical Writing or ENGL 20003 Advanced Composition	Technical Writing as added as an option

STEM 40303 Introduction to STEM	No change
CIED 41803 Instruction and Assessment of Writing	No change
CIED 34503 Developmental Literacy	No change
CIED 31303 Integrated Social Studies	No change
STEM 31403 Teaching Science	No change
CIED 41203 Assessment and Instruction	Updated content and changed the name of the course from Literacy Assessment to examine Assessment more broadly and emphasize how assessment data is used to inform Instruction - this course also replaces CIED 41303 Measurement and Research in the K-6 Classroom
CIED 41903 Intermediate Math Methods	New course – added a 2 nd Math Methods class to focus on Grades 4-6 Learners
CIED 44203 Teaching English as a Second Language	No change
CIED 45303 Reading Comprehension through Children’s and Adolescent Literature	No change
CIED 41503 Learning Centered Classroom Management	Name change and revised to reflect current research and practice
CIED 50703 Action Research in Elementary Education	Changed from spring semester to fall
CIED 50803 Residency I	Name change to residency
CIED 50003 Seminar	Updated
CIED 50303 Curriculum Design	Changed from a 2 hour course to a 3 hour class
CIED 51603 Applied Practicum	Changed from a 2 hour class to a 3 hour course and moved from fall to spring
CIED 420003 Advanced Elementary Education Seminar	New Course
CIED 50806 Advanced Residency II	-new course
TESOL Courses	
CIED 44003 Understanding Cultures in the Classroom	No change
CIED 44103 Acquiring a Second Language	No change
CIED 59503 Second Language Assessment	No change
CIED 59303 Second Language Methodologies	No change

*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.

*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.

See Appendices for both ii & iii matrices...

*iv Provide documentation outlining how the appropriate [TESS](#) or [LEADS](#) standards ([TESS for aspiring teachers](#), TESS for classroom teachers, TESS for Specialty Areas, or LEADS) are used in the program of study, if applicable.

Course Number	TESS Alignment
CIED 44003 Understanding Cultures in the Classroom	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 31103 Emergent Literacy	1 – Plan & Prep 3 – Instruction 4 – Prof Respon
CIED 31203 Primary Math Methods	1 – Plan & Prep 3 – Instruction 4 – Prof Respon
CIED 41503 Learning Centered Classroom Management	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
STEM 40303 Introduction to STEM	1 – Plan & Prep 3 – Instruction 4 – Prof Respon
CIED 41803 Instruction and Assessment of Writing	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 34503 Developmental Literacy	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 31303 Integrated Social Studies	1 – Plan & Prep 2 – Classrm Env 3 - Instruction 4 – Prof Respon
STEM 31403 Teaching Science	1 – Plan & Prep 2 – Classrm Environment 3 – Instruction 4 – Prof Respon
CIED 41903 Intermediate Math Methods	1 – Plan & Prep 3 – Instruction 4 – Prof Respon
CIED 30203 Survey of Exceptionalities	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 41203 Assessment and Instruction	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon

CIED 45303 Reading Comprehension through Children's and Adolescent Literature	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 50703 Action Research in Elementary Education	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 50803 Residency I	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 50003 Seminar	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 50303 Curriculum Design	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 51603 Applied Practicum	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 51003 Advanced Elementary Education Seminar	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 50806 Advanced Residency II	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon

The aspiring teacher rubric is used to assess candidate readiness across the four domains of teacher practice: (1) planning and preparation; (2) classroom environment; (3) instruction; (4) professional responsibilities. This assessment takes place at the end of the first and second semesters of residency. Teacher candidates self-assess their readiness. Mentor teachers and university supervisors assess their readiness. This creates three evaluations of the candidates' performance relevant to the aspiring teacher rubric.

v For programs approved in the past two years:

The revised residency courses have been included.

vi Indicate any changes to common assessments throughout the program, including any changes to when state-mandated assessments are required. Provide samples and scoring rubrics for any new or revised common assessments. (if there are no changes, just say this for this indicator)

No changes to common assessments

***b. Program Partnerships and One-Year Supervised Residency**

Candidates completing first-time licensure programs in May 2027 and thereafter must have completed a one-year supervised residency alongside an experienced mentor teacher in a school setting.

1. [One-Year Supervised Residency Handbook - DRAFT](#)
2. Plan for implementing a one-year supervised residency that details the timeline and proposed 8-semester degree plan and ensures the minimum requirements are met:
 - i. Our program engages candidates in substantial, quality participation in field experiences (such as observations and practicums) and supervised clinical practice (such as student teaching and internships), in the applicable licensure level and content area. This includes
 - A minimum of 18 hours a week in semester one, and a minimum of 24 hours a week in semester two with a minimum total of 270 hours for semester one and 360 hours for semester two for the yearlong internship.
 - Candidates in our programs will be placed in internship experiences that are in a variety of placements. These experiences will allow candidates to engage with students who may come from a wide range of linguistically, culturally, and academic experiences.
 - Settings adhere to requirements outlined in the current [DESE Rules Governing Educator Licensure](#)
 - ii. All clinical educators responsible for supervising candidates adhere to a high standard. They must hold a Master's degree or higher associated with the content area or licensure area being supported. Clinical educators are trained in coaching and observation and have attended training in using the Aspiring Teacher Rubric for coaching.
 - iii. Verification of training in the system of support, development, and appraisal of teacher performance (e.g., TESS) has taken place each year the clinical educator is supporting candidates. Candidates have also been trained in the **Aspiring Teacher Rubric** and how to reflect on their teaching using the observation tool.
 - iv. Candidates in each program are provided a combination of field experiences and supervised clinical practice across the entire grade level of the license being sought. The Director of Field Placement along with the program faculty ensure that candidates are placed in the settings needed to meet their grade band.

General Requirements for Traditional Programs:

- For a candidate to enter a school setting for their clinical placement, each candidate must have completed all [required background checks](#).
- Candidates must have at least ninety hours of course credit before the start of semester one of the residency. During residency, candidates may have a maximum of 15 credit hours for each semester of residency.
- A one-year supervised residency shall include a yearlong clinical placement for a minimum of 3 days (18 hours) per week in the first semester and 4 days (24 hours) per week in the second semester. Programs may also use a semester equivalent (270 hours in the first semester and 360 hours in the second semester) for licensure areas that do not follow a traditional weekly schedule. The residency must span two consecutive semesters; Fall to Spring or Spring to Fall.
- A one-year supervised residency shall take place in a public-school classroom, including public charter classrooms or an accredited private school classroom.

Requirements of the Traditional Educator Preparation Programs:

- i. A clinical supervisor from the institution is assigned candidates based on his or her content area expertise in alignment with experience and degree requirements. The clinical supervisor should be current with all training including DESE-recognized coaching and Aspiring Teacher Rubric Training. This training is completed within the educator preparation program or attended through a DESE-approved training. The clinical supervisor supports, coaches, and trains the candidates through, but is not limited to the following:
 - a. Candidates are formally observed and evaluated three times per semester (six for the year) by the clinical supervisor using the Aspiring Teacher rubric.
 - b. The clinical supervisor will share observation with the candidate at the end of each observation. This information will also be shared with the mentor teacher. A feedback plan will include goals for the next observation.
- ii. The program will ensure the district assigns one experienced mentor teacher who is supporting no more than two total pre-service educators.
 - a. Training: Mentors will be trained to support, evaluate, and coach the candidate. Each mentor will participate in mentor training each year he or she is supporting a teacher candidate.
- iii. Our EPP and K-12 districts meet for two formal partnership meetings, one in the fall and one in the spring. These University Partnership meetings include all

partners in Northwest Arkansas. Programs meet with school partners to discuss common assessment data. Partnership decisions are made based on data such as survey data from completers and employers as well as licensure pass rates. The University Teacher Education Board, which consists of school partner, faculty and student representatives, meets monthly to discuss program decisions.

iv. A copy of the MOU signed by districts can be find in Appendix _____. The MOU includes:

- a. Goals of partnership
- b. Responsibilities of the district
- c. Responsibilities of the EPP
- d. Joint responsibilities
- e. Timelines/Schedules for walk-throughs, meetings, and other communications

v. In addition to the requirements above, a candidate working as a Teacher of Record during a traditional internship within a requesting school district shall follow the requirements below:

a. For a candidate to enter a school setting for their clinical placement, each candidate must have completed all [required background checks](#).

b. Candidates must have an approved Aspiring Teacher Permit on file with DESE have met all first-time licensure requirements as referenced in [3-1.03.1 of the Licensure Rules](#), and received passing scores on all content area assessments required (including the stand-alone reading assessment for elementary education K-6 and special education K-12).

c. Candidates must have at least ninety hours of course credit before the start of semester one of using the Aspiring Teacher Permit.

d. The Aspiring teacher permit experience shall take place in a public-school classroom, including public charter classrooms with an experienced mentor teacher assigned by the district.

***c. Transition to DLT Format**

- i Submit a rationale for the transition.
- ii Submit a current program of study identifying the courses in the program that will be delivered totally or partially via distance learning technology.
- iii Describe the methods for instructor-to-student and student-to-student interaction in the distance learning courses/modules, including synchronous (e.g., videoconferencing and chat) and asynchronous (e.g., email and discussion boards) methods.
- iv. Describe the assessment processes used in the courses to determine students' achievement of intended outcomes
- v. Submit syllabi for DLT courses that reflect the revised methods for interaction and assessment processes.

Note: HLC policy requires an institution to seek HLC's prior approval if the institution plans to initiate or expand its distance education offerings. When initiation or expansion is anticipated beyond the terms of its current HLC stipulation, an institution must submit a substantive change request to HLC.

***d. Changes to Policies Overseeing Candidate Quality**

i **Describe any changes to entry requirements.** Students are defined as teacher candidates once they have been officially admitted into their teacher education program. This typically occurs during the sophomore year for undergraduate programs.

See transition plan below for students who will be admitted spring, 2025.

ii **Describe any changes to retention procedures,** such as mid-program benchmarks or transition points.

iii A candidate is a successful program completer once they have graduated from their program. All candidate must follow a degree plan as well as requirements such as grade point average. The licensure officer will recommend a candidate for Arkansas licensure once the degree has conferred and all licensure requirements are fulfilled (i.e. professional development and licensure testing).

***5. Transition Plan**

If the revision creates new or additional requirements for current program candidates, indicate how they will be accommodated in the revised program.

Because the admission to the program happens in the spring of 2025 before the revised program of study goes into effect Fall 2025, the current admission procedures will remain as they are currently. Beginning January 2026, the admissions process will involve eliminating the Praxis I core test requirement and replacing it with Praxis II Multiple Subjects test instead. This change will allow students to take the content exam at a time that is closer to when those content courses were taken and reduce costs for the degree by taking one less exam. Additionally, taking this required Praxis test for the K-6 licensure prior to entering the program provides some assurance students have the necessary content knowledge they will need to teach subject matter content.

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ENGL 10103 Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1)	3	
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PSYC 14003 OR PHIL 20003 OR COMM 12303, OR PHIL 21003 OR PHIL 22003 OR PHIL 31003 *Introduction to Psychology OR Introduction to Philosophy OR Media, Comm., & Citizen OR Intro to Ethics OR Logic OR Ethics and Professions (Satisfies General Education Outcome 3.1)	3	
CIED 10103 Introduction to Education	3	
SPCH 10003 Introduction to Oral Communication or COMM 23203 Interpersonal Communication (Satisfies General Education Outcomes 1.2 and 5.1)	3	
ENGL 10203 Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1)		3
HIST 200003 US History to 1877 or HIST 20103 US History 1877 to present		3
HIST 11103 World Civilizations 1 or HIST World Civilizations 2		3
GEOS 11103 Physical Geology/GEOS 11101 Physical Geology Lab (Satisfies General Education Outcome 3.4)		4
Any Fine Arts Core (Satisfies General Education Outcome 3.1)		3
Year Total:	15	16

Second Year	Units	
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Application must be made for admission to Professional Education Courses for beginning of spring semester		
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MATH 22103 Survey of Mathematical Structures I	3	
GEOG 11103 Human Geography or ANTH 10203 Cultural Anthropology	3	
WLIT 11103 World Lit 1 or WLIT 11203 World Lit 2	3	
GEOS 11303 AND GEOS 1133L Earth Science & Lab OR PHYS 10304 Physics for Elem. Teachers, ASTR 20003/20001 Astronomy with Lab OR STEM 41004 Astronomy for Educators, OR ENSC 10003/10001 Environmental Science with Lab, OR CHEM 12103/12101 Fundamentals of Chemistry with Lab, OR PHYS 10243/10241 Physics and Human Affairs with Lab	4	
PLSC 20003 American National Government		3
HIST 33803 Arkansas and the Southwest		3
CIED 30303 Classroom Learning Theory		3
MATH 22203 Survey of Mathematical Structures II		3
BIOL 10103/101010 Principles of Biology with Lab or BIOL 10104 Biology for Majors		4
Year Total:	16	16

Third Year	Units	
	FALL	SPRING
CIED 44003 Understanding Cultures in the Classroom	3	
CIED 31103 Emergent Literacy	3	
CIED 31203 Primary Elementary Math Methods	3	
CIED 44203 Teaching English as a Second Language	3	
CIED 30203 Survey of Exceptionalities	3	
CIED 34503 Developmental Literacy		3
STEM 40303 Introduction to STEM Education		3
STAT 23003 Principles of Statistics (or any 3-hour Statistics class)		3
Elective		3
CIED 41903 Intermediate Elementary Math Methods		3
Year Total:	15	15
Fourth Year	Units	
	FALL	SPRING
CIED 41803 Instruction and Assessment of Writing	3	
CIED 31303 Integrated Social Studies	3	
STEM 31403 Teaching Science in the Elementary Grades	3	

ENGL 30503 Technical Writing or ENGL 20003 Advanced Composition	3	
CIED 5803 Nature and Needs of the Gifted and Talented	3	
CIED 45303 Reading Comprehension through Children's and Adolescent Lit		3
CIED 41503 Learning Centered Classroom Management		3
CIED 41203 Assessment and Instruction		3
CIED 5813 Curriculum Development for the Gifted		3
Year Total:	15	12
		120
MAT (5th year)		Units
	FALL	SPRING
CIED 5823 Structured Practicum G/T	Summer	3
CIED 50703 Action Research in Elementary Education	3	
CIED 50303 Curriculum Design Concepts for Teachers	3	
CIED 50003 Elementary Education Seminar	3	
CIED 50803 Residency I	3	
CIED 61603 Social and Emotional Components of Giftedness	3	
CIED 51603 Applied Practicum		3
CIED 51003 Advanced Elementary Education Seminar		3
CIED 50806 Advanced Residency II		6
CIED 60703 Seminar in Developing Creativity		3
Year Total:	3	15
	Degree	33

CIED Content Course Numbers	Changes (if any)
CIED 2943 Foundations of Language and Literacy	Removed and content embedded in other literacy courses to aid in increasing the number of hours for residency
CIED 44003 Understanding Cultures in the Classroom	No change and replaces CIED 4463 Culture and Learning
CIED 30203 Survey of Exceptionalities	Updated to include K-6 Special Education standards
CIED 30303 Classroom Learning Theory	Replaced CIED 30103 Development and Learning Theory in the K-6 classroom
CIED 30503 Emerging Adolescent	Removed and embedded in Classroom Learning Theory and all other content methods courses
CIED 31103 Emergent Literacy	No change
CIED 31203 Primary Math Methods in the Elementary Classroom	Revised to focus on K-3 Learners
ENGL 30503 Technical Writing or ENGL 20003 Advanced Composition	Technical Writing as added as an option

STEM 40303 Introduction to STEM	No change
CIED 41803 Instruction and Assessment of Writing	No change
CIED 34503 Developmental Literacy	No change
CIED 31303 Integrated Social Studies	No change
STEM 31403 Teaching Science	No change
CIED 41203 Assessment and Instruction	Updated content and changed the name of the course from Literacy Assessment to examine Assessment more broadly and emphasize how assessment data is used to inform Instruction - this course also replaces CIED 41303 Measurement and Research in the K-6 Classroom
CIED 41903 Intermediate Math Methods	New course – added a 2 nd Math Methods class to focus on Grades 4-6 Learners
CIED 44203 Teaching English as a Second Language	No change
CIED 45303 Reading Comprehension through Children’s and Adolescent Literature	No change
CIED 41503 Learning Centered Classroom Management	Name change and revised to reflect current research and practice
CIED 50703 Action Research in Elementary Education	Changed from spring semester to fall
CIED 50803 Residency I	Name change to residency
CIED 50003 Seminar	Updated
CIED 50303 Curriculum Design	Changed from a 2 hour course to a 3 hour class
CIED 51603 Applied Practicum	Changed from a 2 hour class to a 3 hour course and moved from fall to spring
CIED 420003 Advanced Elementary Education Seminar	New Course
CIED 50806 Advanced Residency II	-new course
GT Courses	
CIED 58003 Nature and Needs of the Gifted and Talented	No change
CIED 58103 Curriculum Development for the Gifted	No change
CIED 61603 Social and Emotional Components of the Gifted	No change
CIED 60703 Seminar in Developing Creativity	No change
CIED 58203 Structured Practicum G/T	No change
CIED 64103 Differentiated Instruction for Academically Diverse Learners	Removed – so the GT endorsement would consist of 15 hours rather than 18 consistent with other universities in Arkansas

*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.

*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.

See Appendices for both ii & iii matrices...

*iv Provide documentation outlining how the appropriate [TESS](#) or [LEADS](#) standards ([TESS for aspiring teachers](#), TESS for classroom teachers, TESS for Specialty Areas, or LEADS) are used in the program of study, if applicable.

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CIED 30203 Survey of Exceptionalities	1 – Plan & Prep 2 – Classrm Env 3 – Instruction

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CIED 45303 Reading Comprehension through Children’s and Adolescent Literature	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 50703 Action Research in Elementary Education	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 50803 Residency I	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 50003 Seminar	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 50303 Curriculum Design	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
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The aspiring teacher rubric is used to assess candidate readiness across the four domains of teacher practice: (1) planning and preparation; (2) classroom environment; (3) instruction; (4) professional responsibilities. This assessment takes place at the end of the first and second semesters of residency. Teacher candidates self-assess their readiness. Mentor teachers and university supervisors assess their readiness. This creates three evaluations of the candidates’ performance relevant to the aspiring teacher rubric.

v For programs approved in the past two years:

The revised residency courses have been included.

vi Indicate any changes to common assessments throughout the program, including any changes to when state-mandated assessments are required. Provide samples and scoring rubrics for any new or revised common assessments. (if there are no changes, just say this for

this indicator)

No changes to common assessments

***b. Program Partnerships and One-Year Supervised Residency**

Candidates completing first-time licensure programs in May 2027 and thereafter must have completed a one-year supervised residency alongside an experienced mentor teacher in a school setting.

1. [One-Year Supervised Residency Handbook - DRAFT](#)
2. Plan for implementing a one-year supervised residency that details the timeline and proposed 8-semester degree plan and ensures the minimum requirements are met:
 - i. Our program engages candidates in substantial, quality participation in field experiences (such as observations and practicums) and supervised clinical practice (such as student teaching and internships), in the applicable licensure level and content area. This includes
 - A minimum of 18 hours a week in semester one, and a minimum of 24 hours a week in semester two with a minimum total of 270 hours for semester one and 360 hours for semester two for the yearlong internship.
 - Candidates in our programs will be placed in internship experiences that are in a variety of placements. These experiences will allow candidates to engage with students who may come from a wide range of linguistically, culturally, and academic experiences.
 - Settings adhere to requirements outlined in the current [DESE Rules Governing Educator Licensure](#)
 - ii. All clinical educators responsible for supervising candidates adhere to a high standard. They must hold a Master's degree or higher associated with the content area or licensure area being supported. Clinical educators are trained in coaching and observation and have attended training in using the Aspiring Teacher Rubric for coaching.
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 - iv. Candidates in each program are provided a combination of field experiences and supervised clinical practice across the entire grade level of the license being sought. The Director of Field Placement along with the program faculty ensure that candidates are placed in the settings needed to meet their grade band.

General Requirements for Traditional Programs:

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- Candidates must have at least ninety hours of course credit before the start of semester one of the residency. During residency, candidates may have a maximum of 15 credit hours for each semester of residency.
- A one-year supervised residency shall include a yearlong clinical placement for a minimum of 3 days (18 hours) per week in the first semester and 4 days (24 hours) per week in the second semester. Programs may also use a semester equivalent (270 hours in the first semester and 360 hours in the second semester) for licensure areas that do not follow a traditional weekly schedule. The residency must span two consecutive semesters; Fall to Spring or Spring to Fall.
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- a. Goals of partnership
- b. Responsibilities of the district
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- d. Joint responsibilities
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v. In addition to the requirements above, a candidate working as a Teacher of Record during a traditional internship within a requesting school district shall follow the requirements below:

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b. Candidates must have an approved Aspiring Teacher Permit on file with DESE have met all first-time licensure requirements as referenced in [3-1.03.1 of the Licensure Rules](#), and received passing scores on all content area assessments required (including the stand-alone reading assessment for elementary education K-6 and special education K-12).

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***c. Transition to DLT Format**

- i Submit a rationale for the transition.
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i **Describe any changes to entry requirements.** Students are defined as teacher candidates once they have been officially admitted into their teacher education program. This typically occurs during the sophomore year for undergraduate programs.

See transition plan below for students who will be admitted spring, 2025.

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***5. Transition Plan**

If the revision creates new or additional requirements for current program candidates, indicate how they will be accommodated in the revised program.

Because the admission to the program happens in the spring of 2025 before the revised program of study goes into effect Fall 2025, the current admission procedures will remain as they are currently. Beginning January 2026, the admissions process will involve eliminating the Praxis I core test requirement and replacing it with Praxis II Multiple Subjects test instead. This change will allow students to take the content exam at a time that is closer to when those content courses were taken and reduce costs for the degree by taking one less exam. Additionally, taking this required Praxis test for the K-6 licensure prior to entering the program provides some assurance students have the necessary content knowledge they will need to teach subject matter content.

Program Approval Protocol for:

*Programs that have been revised and officially approved by DESE in the last two years (2021-2022 or 2022-2023) are only required to include items marked with an *asterisk. However, for all other program revisions, it is mandatory to include all the items listed below.*

*1. Cover Sheet (See Attached)

***2. Rationale**

- a. Education programs at the University of Arkansas Fayetteville are revising programs to meet the requirements for the yearlong residency required by the Arkansas Department of Elementary and Secondary Education.

***3. Institutional Approval**

- a. Forms must be submitted through the University of Arkansas Program Management System. Following initial approval, the online form and associated documents will be submitted to the next approval level and proceed through the college approval process until the proposal reaches the office of the dean for college or school approval, or all participating deans, if more than one school or college is involved.

Proposals for all teacher education program changes proceed from the University Teacher Education Board (UTEB), to the college, which will forward the proposals to the University Course and Programs Committee for review. For actions to be reviewed by the University Course and Programs Committee in each month, the proposal must be at the University Course and Programs Committee level by the second Friday of that month. Actions involving curricula of undergraduate or professional programs must be reviewed by the University Course and Programs Committee and, for core courses, by the Core Curriculum Committee (CCC) prior to action by the Faculty Senate. Actions involving changes to graduate programs must be reviewed by the University Course and Programs Committee prior to action by the Graduate Council and Faculty Senate.

Certain program changes must be approved by or reported to the Board of Trustees and the Arkansas Higher Education Coordinating Board (see Board Policy 620.1 and the ADHE Criteria document identified on page one for further details). Among them are the initiation of new programs and substantive program changes including offering a program at an additional (off-campus) site. Many other changes must be reported (such as name changes and changes in organizational structure) and may be reviewed for action. All program change proposals are reviewed following campus approval to determine which are to be sent forward. All campus actions requiring action by either board or notification to either board will be handled by the provost, on behalf of the chancellor. Such actions will be reported by letter to the president for inclusion as agenda items for one or both boards. All materials for either board must be submitted to the office of the provost in electronic format. Items will not be submitted to ADHE for review until they have been approved by the Faculty Senate. Given that agenda items must be submitted no later than 120 days prior to the target AHECB meeting, Faculty Senate approval must be received at least four months in advance of that date. For programs requiring no off-campus approval, Faculty Senate approval will be

considered notification to the campus that the program change will be implemented effective with the academic year in which the change is included in the catalog or the proposed effective date, if different, unless other notification is provided by the provost. The Curriculum Approval Process is described in the Academic Policy 1622.20 (<https://provost.uark.edu/policies/162220.php>). The Workflow Steps for Program/Unit Changes are also provided on the registrar's website (<https://registrar.uark.edu/program-unitchanges/index.php>).

b. Provide official documentation, including signatures, showing approval was granted by all appropriate authorizing entities outlined in 3.a. If approval has not been granted, indicate when approval is expected.

4. Documentation of Revisions

a. Changes to the Curriculum

*i Provide a copy of the current program of study indicating the proposed revisions. If the program is embedded in a baccalaureate degree, including the current eight-semester degree plan indicating the proposed revisions. Include the number of hours required to complete the program.

First Year	Units	
	FALL	SPRING
ENGL 10103 Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1)	3	
MATH 11003 College Algebra or MATH 11103 Quantitative Reasoning or Higher Level Course (Satisfies General Education Outcome 2.1)	3	
PSYC 14003 OR PHIL 20003 OR COMM 12303, OR PHIL 21003 OR PHIL 22003 OR PHIL 31003 *Introduction to Psychology OR Introduction to Philosophy OR Media, Comm., & Citizen OR Intro to Ethics OR Logic OR Ethics and Professions (Satisfies General Education Outcome 3.1)	3	
CIED 10103 Introduction to Education	3	
SPCH 10003 Introduction to Oral Communication or COMM 23203 Interpersonal Communication (Satisfies General Education Outcomes 1.2 and 5.1)	3	
ENGL 10203 Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1)		3
HIST 200003 US History to 1877 or HIST 20103 US History 1877 to present		3
HIST 11103 World Civilizations 1 or HIST World Civilizations 2		3
GEOS 11103 Physical Geology/GEOS 11101 Physical Geology Lab (Satisfies General Education Outcome 3.4)		4
Any Fine Arts Core (Satisfies General Education Outcome 3.1)		3
Year Total:	15	16

Second Year	Units	
	FALL	SPRING
Application must be made for admission to Professional Education Courses for beginning of spring semester		
CIED 10003 Intro to Technology in Education	3	
MATH 22103 Survey of Mathematical Structures I	3	
GEOG 11103 Human Geography or ANTH 10203 Cultural Anthropology	3	
WLIT 11103 World Lit 1 or WLIT 11203 World Lit 2	3	
GEOS 11303 AND GEOS 1133L Earth Science & Lab OR PHYS 10304 Physics for Elem. Teachers, ASTR 20003/20001 Astronomy with Lab OR STEM 41004 Astronomy for Educators, OR ENSC 10003/10001 Environmental Science with Lab, OR CHEM 12103/12101 Fundamentals of Chemistry with Lab, OR PHYS 10243/10241 Physics and Human Affairs with Lab	4	
PLSC 20003 American National Government		3
HIST 33803 Arkansas and the Southwest		3
CIED 30303 Classroom Learning Theory		3
MATH 22203 Survey of Mathematical Structures II		3
BIOL 10103/101010 Principles of Biology with Lab or BIOL 10104 Biology for Majors		4
Year Total:	16	16

Third Year	Units	
	FALL	SPRING
CIED 44003 Understanding Cultures in the Classroom	3	
CIED 31103 Emergent Literacy	3	
CIED 31203 Primary Elementary Math Methods	3	
Elective	3	
CIED 30203 Survey of Exceptionalities	3	
CIED 34503 Developmental Literacy		3
STEM 40303 Introduction to STEM Education		3
STAT 23003 Principles of Statistics (or any 3-hour Statistics class)		3
CIED 41903 Intermediate Elementary Math Methods		3
ENGL 30503 Technical Writing or ENGL 20003 Advanced Composition		3
Year Total:	15	15
Fourth Year	Units	
	FALL	SPRING
CIED 41803 Instruction and Assessment of Writing	3	
CIED 31303 Integrated Social Studies	3	

STEM 31403 Teaching Science in the Elementary Grades	3	
CIED 44203 Teaching English as a Second Language	3	
CIED 45303 Reading Comprehension through Children's and Adolescent Lit		3
<u>CIED 41503</u> Learning Centered Classroom Management		3
CIED 41203 Assessment and Instruction		3
SPED 56803 Teaching Literacy Skills to Students with Disabilities		3
SPED 51703 Introduction to Dyslexia		3
Total	12	15
Year Total:		120
MAT (5th year)		Units
	FALL	SPRING
SPED 58603 Assessment and Programming	Summer	3
CIED 50703 Action Research in Elementary Education	3	
CIED 50303 Curriculum Design Concepts for Teachers	3	
CIED 50003 Elementary Education Seminar	3	
CIED 50803 Residency I	3	
SPED 54303 Curriculum Development and Instructional Planning	3	
SPED 55403 Practicum in Dyslexia	3	
CIED 51603 Applied Practicum		3
CIED 51003 Advanced Elementary Education Seminar		3
CIED 50806 Advanced Residency II		6
Year Total:	3	12
Degree		33

CIED Content Course Numbers	Changes (if any)
CIED 2943 Foundations of Language and Literacy	Removed and content embedded in other literacy courses to aid in increasing the number of hours for residency
CIED 44003 Understanding Cultures in the Classroom	No change and replaces CIED 4463 Culture and Learning
CIED 30203 Survey of Exceptionalities	Updated to include K-6 Special Education standards
CIED 30303 Classroom Learning Theory	Replaced CIED 30103 Development and Learning Theory in the K-6 classroom
CIED 30503 Emerging Adolescent	Removed and embedded in Classroom Learning Theory and all other content methods courses
CIED 31103 Emergent Literacy	No change
<u>CIED 31203 Primary Math Methods in the Elementary Classroom</u>	<u>Revised to focus on K-3 Learners</u>

ENGL 30503 Technical Writing or ENGL 20003 Advanced Composition	Technical Writing as added as an option
STEM 40303 Introduction to STEM	No change
CIED 41803 Instruction and Assessment of Writing	No change
CIED 34503 Developmental Literacy	No change
CIED 31303 Integrated Social Studies	No change
STEM 31403 Teaching Science	No change
CIED 41203 Assessment and Instruction	Updated content and changed the name of the course from Literacy Assessment to examine Assessment more broadly and emphasize how assessment data is used to inform Instruction - this course also replaces CIED 41303 Measurement and Research in the K-6 Classroom
CIED 41903 Intermediate Math Methods	New course – added a 2 nd Math Methods class to focus on Grades 4-6 Learners
CIED 44203 Teaching English as a Second Language	No change
CIED 45303 Reading Comprehension through Children’s and Adolescent Literature	No change
CIED 41503 Learning Centered Classroom Management	Name change and revised to reflect current research and practice
CIED 50703 Action Research in Elementary Education	Changed from spring semester to fall
CIED 50803 Residency I	Name change to residency
CIED 50003 Seminar	Updated
CIED 50303 Curriculum Design	Changed from a 2 hour course to a 3 hour class
CIED 51603 Applied Practicum	Changed from a 2 hour class to a 3 hour course and moved from fall to spring
CIED 420003 Advanced Elementary Education Seminar	New Course
CIED 50806 Advanced Residency II	-new course
READ (Dyslexia) Courses	
SPED 51703 Intro to Dyslexia	No change
SPED 58603 Assessment and Programming for Students with Disabilities – Dyslexia	No change
SPED 56803 Teaching Literacy Skills to Students with Disabilities	No change
SPED 54303 Curriculum Development and Instructional Planning	No change
SPED 55403 Practicum in Dyslexia	No change

*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.

*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.

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***5. Transition Plan**

If the revision creates new or additional requirements for current program candidates, indicate how they will be accommodated in the revised program.

Because the admission to the program happens in the spring of 2025 before the revised program of study goes into effect Fall 2025, the current admission procedures will remain as they are currently. Beginning January 2026, the admissions process will involve eliminating the Praxis I core test requirement and replacing it with Praxis II Multiple Subjects test instead. This change will allow students to take the content exam at a time that is closer to when those content courses were taken and reduce costs for the degree by taking one less exam. Additionally, taking this required Praxis test for the K-6 licensure prior to entering the program provides some assurance students have the necessary content knowledge they will need to teach subject matter content.

Program Approval Protocol for:

*Programs that have been revised and officially approved by DESE in the last two years (2021-2022 or 2022-2023) are only required to include items marked with an *asterisk. However, for all other program revisions, it is mandatory to include all the items listed below.*

*1. Cover Sheet (See Attached)

***2. Rationale**

- a. Education programs at the University of Arkansas Fayetteville are revising programs to meet the requirements for the yearlong residency required by the Arkansas Department of Elementary and Secondary Education.

***3. Institutional Approval**

- a. Forms must be submitted through the University of Arkansas Program Management System. Following initial approval, the online form and associated documents will be submitted to the next approval level and proceed through the college approval process until the proposal reaches the office of the dean for college or school approval, or all participating deans, if more than one school or college is involved.

Proposals for all teacher education program changes proceed from the University Teacher Education Board (UTEB), to the college, which will forward the proposals to the University Course and Programs Committee for review. For actions to be reviewed by the University Course and Programs Committee in each month, the proposal must be at the University Course and Programs Committee level by the second Friday of that month. Actions involving curricula of undergraduate or professional programs must be reviewed by the University Course and Programs Committee and, for core courses, by the Core Curriculum Committee (CCC) prior to action by the Faculty Senate. Actions involving changes to graduate programs must be reviewed by the University Course and Programs Committee prior to action by the Graduate Council and Faculty Senate.

Certain program changes must be approved by or reported to the Board of Trustees and the Arkansas Higher Education Coordinating Board (see Board Policy 620.1 and the ADHE Criteria document identified on page one for further details). Among them are the initiation of new programs and substantive program changes including offering a program at an additional (off-campus) site. Many other changes must be reported (such as name changes and changes in organizational structure) and may be reviewed for action. All program change proposals are reviewed following campus approval to determine which are to be sent forward. All campus actions requiring action by either board or notification to either board will be handled by the provost, on behalf of the chancellor. Such actions will be reported by letter to the president for inclusion as agenda items for one or both boards. All materials for either board must be submitted to the office of the provost in electronic format. Items will not be submitted to ADHE for review until they have been approved by the Faculty Senate. Given that agenda items must be submitted no later than 120 days prior to the target AHECB meeting, Faculty Senate approval must be received at least four months in advance of that date. For programs requiring no off-campus approval, Faculty Senate approval will be

considered notification to the campus that the program change will be implemented effective with the academic year in which the change is included in the catalog or the proposed effective date, if different, unless other notification is provided by the provost. The Curriculum Approval Process is described in the Academic Policy 1622.20 (<https://provost.uark.edu/policies/162220.php>). The Workflow Steps for Program/Unit Changes are also provided on the registrar's website (<https://registrar.uark.edu/program-unitchanges/index.php>).

b. Provide official documentation, including signatures, showing approval was granted by all appropriate authorizing entities outlined in 3.a. If approval has not been granted, indicate when approval is expected.

4. Documentation of Revisions

a. Changes to the Curriculum

*i Provide a copy of the current program of study indicating the proposed revisions. If the program is embedded in a baccalaureate degree, including the current eight-semester degree plan indicating the proposed revisions. Include the number of hours required to complete the program.

First Year	Units	
	FALL	SPRING
ENGL 10103 Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1)	3	
MATH 11003 College Algebra or MATH 11103 Quantitative Reasoning or Higher Level Course (Satisfies General Education Outcome 2.1)	3	
PSYC 14003 OR PHIL 20003 OR COMM 12303, OR PHIL 21003 OR PHIL 22003 OR PHIL 31003 *Introduction to Psychology OR Introduction to Philosophy OR Media, Comm., & Citizen OR Intro to Ethics OR Logic OR Ethics and Professions (Satisfies General Education Outcome 3.1)	3	
CIED 10103 Introduction to Education	3	
SPCH 10003 Introduction to Oral Communication or COMM 23203 Interpersonal Communication (Satisfies General Education Outcomes 1.2 and 5.1)	3	
ENGL 10203 Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1)		3
HIST 200003 US History to 1877 or HIST 20103 US History 1877 to present		3
HIST 11103 World Civilizations 1 or HIST World Civilizations 2		3
GEOS 11103 Physical Geology/GEOS 11101 Physical Geology Lab (Satisfies General Education Outcome 3.4)		4
Any Fine Arts Core (Satisfies General Education Outcome 3.1)		3
Year Total:	15	16

Second Year	Units	
	FALL	SPRING
Application must be made for admission to Professional Education Courses for beginning of spring semester		
CIED 10003 Intro to Technology in Education	3	
MATH 22103 Survey of Mathematical Structures I	3	
GEOG 11103 Human Geography or ANTH 10203 Cultural Anthropology	3	
WLIT 11103 World Lit 1 or WLIT 11203 World Lit 2	3	
GEOS 11303 AND GEOS 1133L Earth Science & Lab OR PHYS 10304 Physics for Elem. Teachers, ASTR 20003/20001 Astronomy with Lab OR STEM 41004 Astronomy for Educators, OR ENSC 10003/10001 Environmental Science with Lab, OR CHEM 12103/12101 Fundamentals of Chemistry with Lab, OR PHYS 10243/10241 Physics and Human Affairs with Lab	4	
PLSC 20003 American National Government		3
HIST 33803 Arkansas and the Southwest		3
CIED 30303 Classroom Learning Theory		3
MATH 22203 Survey of Mathematical Structures II		3
BIOL 10103/101010 Principles of Biology with Lab or BIOL 10104 Biology for Majors		4
Year Total:	16	16

Third Year	Units	
	FALL	SPRING
CIED 44003 Understanding Cultures in the Classroom	3	
CIED 31103 Emergent Literacy	3	
CIED 31203 Primary Elementary Math Methods	3	
Elective	3	
CIED 30203 Survey of Exceptionalities	3	
CIED 34503 Developmental Literacy		3
STEM 40303 Introduction to STEM Education		3
STAT 23003 Principles of Statistics (or any 3-hour Statistics class)		3
Elective		3
CIED 41903 Intermediate Elementary Math Methods		3
Year Total:	15	15
Fourth Year	Units	
	FALL	SPRING
CIED 41803 Instruction and Assessment of Writing	3	
CIED 31303 Integrated Social Studies	3	

STEM 31403 Teaching Science in the Elementary Grades	3		
ENGL 30503 Technical Writing or ENGL 20003 Advanced Composition	3		
CIED 44203 Teaching English as a Second Language	3		
CIED 45303 Reading Comprehension through Children's and Adolescent Lit			3
CIED 41503 Learning Centered Classroom Management			3
CIED 41203 Assessment and Instruction			3
STEM 40403 Creativity and Innovation in STEM			3
Year Total:	15		12
			120
MAT (5th year)			Units
	FALL		SPRING
CIED 50703 Action Research in Elementary Education	3		
CIED 50303 Curriculum Design Concepts for Teachers	3		
CIED 50003 Elementary Education Seminar	3		
CIED 50803 Residency I	3		
STEM 52103 Teaching Problem-based Science in the Elementary Grades	3		
CIED 51603 Applied Practicum			3
CIED 51003 Advanced Elementary Education Seminar			3
CIED 50806 Advanced Residency II			6
STEM 52003 Problem-based Mathematics			3
Year Total:	3	15	15
	Degree		30

CIED Content Course Numbers	Changes (if any)
CIED 2943 Foundations of Language and Literacy	Removed and content embedded in other literacy courses to aid in increasing the number of hours for residency
CIED 44003 Understanding Cultures in the Classroom	No change and replaces CIED 4463 Culture and Learning
CIED 30203 Survey of Exceptionalities	Updated to include K-6 Special Education standards
CIED 30303 Classroom Learning Theory	Replaced CIED 30103 Development and Learning Theory in the K-6 classroom
CIED 30503 Emerging Adolescent	Removed and embedded in Classroom Learning Theory and all other content methods courses
CIED 31103 Emergent Literacy	No change
CIED 31203 Primary Math Methods in the Elementary Classroom	Revised to focus on K-3 Learners
ENGL 30503 Technical Writing or ENGL 20003 Advanced	Technical Writing as added as an

Composition	option
STEM 40303 Introduction to STEM	No change
CIED 41803 Instruction and Assessment of Writing	No change
CIED 34503 Developmental Literacy	No change
CIED 31303 Integrated Social Studies	No change
STEM 31403 Teaching Science	No change
CIED 41203 Assessment and Instruction	Updated content and changed the name of the course from Literacy Assessment to examine Assessment more broadly and emphasize how assessment data is used to inform Instruction - this course also replaces CIED 41303 Measurement and Research in the K-6 Classroom
CIED 41903 Intermediate Math Methods	New course – added a 2 nd Math Methods class to focus on Grades 4-6 Learners
CIED 44203 Teaching English as a Second Language	No change
CIED 45303 Reading Comprehension through Children’s and Adolescent Literature	No change
CIED 41503 Learning Centered Classroom Management	Name change and revised to reflect current research and practice
CIED 50703 Action Research in Elementary Education	Changed from spring semester to fall
CIED 50803 Residency I	Name change to residency
CIED 50003 Seminar	Updated
CIED 50303 Curriculum Design	Changed from a 2 hour course to a 3 hour class
CIED 51603 Applied Practicum	Changed from a 2 hour class to a 3 hour course and moved from fall to spring
CIED 420003 Advanced Elementary Education Seminar	New Course
CIED 50806 Advanced Residency II	-new course
STEM Courses – Graduate Certificate	
STEM 40303 Introduction to STEM Education	No change
STEM 40403 Creativity and Innovation in STEM	No change
CIED 50303 Curriculum Design Concepts	No change – see above
STEM 52103 Teaching Problem-based Science in the Elementary Grades	No change
STEM 52003 Problem-based Mathematics	No change

*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.

*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.

See Appendices for both ii & iii matrices...

*iv Provide documentation outlining how the appropriate [TESS](#) or [LEADS](#) standards ([TESS for aspiring teachers](#), TESS for classroom teachers, TESS for Specialty Areas, or LEADS) are used in the program of study, if applicable.

Course Number	TESS Alignment
CIED 44003 Understanding Cultures in the Classroom	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 31103 Emergent Literacy	1 – Plan & Prep 3 – Instruction 4 – Prof Respon
CIED 31203 Primary Math Methods	1 – Plan & Prep 3 – Instruction 4 – Prof Respon
CIED 41503 Learning Centered Classroom Management	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
STEM 40303 Introduction to STEM	1 – Plan & Prep 3 – Instruction 4 – Prof Respon
CIED 41803 Instruction and Assessment of Writing	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 34503 Developmental Literacy	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 31303 Integrated Social Studies	1 – Plan & Prep 2 – Classrm Env 3 - Instruction 4 – Prof Respon
STEM 31403 Teaching Science	1 – Plan & Prep 2 – Classrm Environment 3 – Instruction 4 – Prof Respon
CIED 41903 Intermediate Math Methods	1 – Plan & Prep 3 – Instruction 4 – Prof Respon
CIED 30203 Survey of Exceptionalities	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 41203 Assessment and Instruction	1 – Plan & Prep 2 – Classrm Env

	3 – Instruction 4 – Prof Respon
CIED 45303 Reading Comprehension through Children’s and Adolescent Literature	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 50703 Action Research in Elementary Education	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 50803 Residency I	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 50003 Seminar	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 50303 Curriculum Design	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 51603 Applied Practicum	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 51003 Advanced Elementary Education Seminar	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 50806 Advanced Residency II	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon

The aspiring teacher rubric is used to assess candidate readiness across the four domains of teacher practice: (1) planning and preparation; (2) classroom environment; (3) instruction; (4) professional responsibilities. This assessment takes place at the end of the first and second semesters of residency. Teacher candidates self-assess their readiness. Mentor teachers and university supervisors assess their readiness. This creates three evaluations of the candidates’ performance relevant to the aspiring teacher rubric.

v For programs approved in the past two years:

The revised residency courses have been included.

vi Indicate any changes to common assessments throughout the program, including any changes to when state-mandated assessments are required. Provide samples and scoring rubrics for any new or revised common assessments. (if there are no changes, just say this for this indicator)

No changes to common assessments

***b. Program Partnerships and One-Year Supervised Residency**

Candidates completing first-time licensure programs in May 2027 and thereafter must have completed a one-year supervised residency alongside an experienced mentor teacher in a school setting.

1. [One-Year Supervised Residency Handbook - DRAFT](#)
2. Plan for implementing a one-year supervised residency that details the timeline and proposed 8-semester degree plan and ensures the minimum requirements are met:
 - i. Our program engages candidates in substantial, quality participation in field experiences (such as observations and practicums) and supervised clinical practice (such as student teaching and internships), in the applicable licensure level and content area. This includes
 - A minimum of 18 hours a week in semester one, and a minimum of 24 hours a week in semester two with a minimum total of 270 hours for semester one and 360 hours for semester two for the yearlong internship.
 - Candidates in our programs will be placed in internship experiences that are in a variety of placements. These experiences will allow candidates to engage with students who may come from a wide range of linguistically, culturally, and academic experiences.
 - Settings adhere to requirements outlined in the current [DESE Rules Governing Educator Licensure](#)
 - ii. All clinical educators responsible for supervising candidates adhere to a high standard. They must hold a Master's degree or higher associated with the content area or licensure area being supported. Clinical educators are trained in coaching and observation and have attended training in using the Aspiring Teacher Rubric for coaching.
 - iii. Verification of training in the system of support, development, and appraisal of teacher performance (e.g., TESS) has taken place each year the clinical educator is supporting candidates. Candidates have also been trained in the **Aspiring Teacher Rubric** and how to reflect on their teaching using the observation tool.
 - iv. Candidates in each program are provided a combination of field experiences and supervised clinical practice across the entire grade level of the license being sought. The Director of Field Placement along with the program faculty ensure that candidates are placed in the settings needed to meet their grade band.

General Requirements for Traditional Programs:

- For a candidate to enter a school setting for their clinical placement, each candidate must have completed all [required background checks](#).
- Candidates must have at least ninety hours of course credit before the start of semester one of the residency. During residency, candidates may have a maximum of 15 credit hours for each semester of residency.
- A one-year supervised residency shall include a yearlong clinical placement for a minimum of 3 days (18 hours) per week in the first semester and 4 days (24 hours) per week in the second semester. Programs may also use a semester equivalent (270 hours in the first semester and 360 hours in the second semester) for licensure areas that do not follow a traditional weekly schedule. The residency must span two consecutive semesters; Fall to Spring or Spring to Fall.
- A one-year supervised residency shall take place in a public-school classroom, including public charter classrooms or an accredited private school classroom.

Requirements of the Traditional Educator Preparation Programs:

- i. A clinical supervisor from the institution is assigned candidates based on his or her content area expertise in alignment with experience and degree requirements. The clinical supervisor should be current with all training including DESE-recognized coaching and Aspiring Teacher Rubric Training. This training is completed within the educator preparation program or attended through a DESE-approved training. The clinical supervisor supports, coaches, and trains the candidates through, but is not limited to the following:
 - a. Candidates are formally observed and evaluated three times per semester (six for the year) by the clinical supervisor using the Aspiring Teacher rubric.
 - b. The clinical supervisor will share observation with the candidate at the end of each observation. This information will also be shared with the mentor teacher. A feedback plan will include goals for the next observation.
- ii. The program will ensure the district assigns one experienced mentor teacher who is supporting no more than two total pre-service educators.
 - a. Training: Mentors will be trained to support, evaluate, and coach the candidate. Each mentor will participate in mentor training each year he or she is supporting a teacher candidate.
- iii. Our EPP and K-12 districts meet for two formal partnership meetings, one in the fall and one in the spring. These University Partnership meetings include all

partners in Northwest Arkansas. Programs meet with school partners to discuss common assessment data. Partnership decisions are made based on data such as survey data from completers and employers as well as licensure pass rates. The University Teacher Education Board, which consists of school partner, faculty and student representatives, meets monthly to discuss program decisions.

iv. A copy of the MOU signed by districts can be find in Appendix _____. The MOU includes:

- a. Goals of partnership
- b. Responsibilities of the district
- c. Responsibilities of the EPP
- d. Joint responsibilities
- e. Timelines/Schedules for walk-throughs, meetings, and other communications

v. In addition to the requirements above, a candidate working as a Teacher of Record during a traditional internship within a requesting school district shall follow the requirements below:

a. For a candidate to enter a school setting for their clinical placement, each candidate must have completed all [required background checks](#).

b. Candidates must have an approved Aspiring Teacher Permit on file with DESE have met all first-time licensure requirements as referenced in [3-1.03.1 of the Licensure Rules](#), and received passing scores on all content area assessments required (including the stand-alone reading assessment for elementary education K-6 and special education K-12).

c. Candidates must have at least ninety hours of course credit before the start of semester one of using the Aspiring Teacher Permit.

d. The Aspiring teacher permit experience shall take place in a public-school classroom, including public charter classrooms with an experienced mentor teacher assigned by the district.

***c. Transition to DLT Format**

- i Submit a rationale for the transition.
- ii Submit a current program of study identifying the courses in the program that will be delivered totally or partially via distance learning technology.
- iii Describe the methods for instructor-to-student and student-to-student interaction in the distance learning courses/modules, including synchronous (e.g., videoconferencing and chat) and asynchronous (e.g., email and discussion boards) methods.
- iv. Describe the assessment processes used in the courses to determine students' achievement of intended outcomes
- v. Submit syllabi for DLT courses that reflect the revised methods for interaction and assessment processes.

Note: HLC policy requires an institution to seek HLC's prior approval if the institution plans to initiate or expand its distance education offerings. When initiation or expansion is anticipated beyond the terms of its current HLC stipulation, an institution must submit a substantive change request to HLC.

***d. Changes to Policies Overseeing Candidate Quality**

i **Describe any changes to entry requirements.** Students are defined as teacher candidates once they have been officially admitted into their teacher education program. This typically occurs during the sophomore year for undergraduate programs.

See transition plan below for students who will be admitted spring, 2025.

ii **Describe any changes to retention procedures,** such as mid-program benchmarks or transition points.

iii A candidate is a successful program completer once they have graduated from their program. All candidate must follow a degree plan as well as requirements such as grade point average. The licensure officer will recommend a candidate for Arkansas licensure once the degree has conferred and all licensure requirements are fulfilled (i.e. professional development and licensure testing).

***5. Transition Plan**

If the revision creates new or additional requirements for current program candidates, indicate how they will be accommodated in the revised program.

Because the admission to the program happens in the spring of 2025 before the revised program of study goes into effect Fall 2025, the current admission procedures will remain as they are currently. Beginning January 2026, the admissions process will involve eliminating the Praxis I core test requirement and replacing it with Praxis II Multiple Subjects test instead. This change will allow students to take the content exam at a time that is closer to when those content courses were taken and reduce costs for the degree by taking one less exam. Additionally, taking this required Praxis test for the K-6 licensure prior to entering the program provides some assurance students have the necessary content knowledge they will need to teach subject matter content.

University of Arkansas
Course Alignment
Arkansas Teaching Standards 2023
ELEL/MAT K-6 Program

K-6	CIED 30203 Survey Excep	CIED 31103 Emer Lit	CIED 31203 Math P	CIED 34503 Dev Lit	STEM 40303 Intro STEM	CIED 41503 Lear Center CM	CIED 31303 Integ Social Studies	STEM 31403 Teach Sci	CIED 41803 Inst & Assess of Writ	CIED 4123 Assess & Instru	CIED 45303 Read Comp thru Lit	CIED 44203 Teach Eng as a 2 nd Lang	CIED 50703 Action Resear ch	CIED 51603 App Pract	CIED 50003 Sem	CIED 51003 Adv Sem	CIED 41703 Res I	CIED 42806 Adv. Res II	
The Learner and Learning																			
The Learner and Learning – Standard #1: Learner Development																			
#1		X		X		x	x	X		X	x		X	X	x	x			
The Learner and Learning – Standard #2: Learning Differences																			
#2		X		X		x	x	X	X	X	x		X	X	x	x			
The Learner and Learning – Standard #3: Learning Environments																			
#3		X		X	X	x	x	X			x		X	X	x	x			
Content																			
Content – Standard #4: Content Knowledge																			
#4		X		X	X		x	X	X	X	x		X	X	x	x			
Content – Standard #5: Application of Content																			
#5		X		X	X		x	X	X		x		X	X	x	x			
Instructional Practice																			
Instructional Practice – Standard #6: Assessment																			
#6		X		X	X		x	X	X	X			X	X	x	x			
Instructional Practice – Standard #7: Planning for Instruction																			

#7		X		X	X	x	x	X	X	X	x		X	X	x	x			
Instructional Practice – Standard #8: Instructional Strategies																			
#8		X		X	X		x	X	X	X	x		X	X	x	x			
Professional Responsibility																			
Professional Responsibility – Standard #9: Professional Learning and Ethical Practice																			
#9		X		X		x	x	X		X			X	X	x	x			
Professional Responsibility – Standard #10: Leadership and Collaboration																			
#10		X		X		x	x	X		X			X	X	x	x			

University of Arkansas
Curriculum Matrix
Competencies for Elementary Teachers, K-6 (2023)
MAT Program

K-6																			
	CIED 30203 Survey Excep	CIED 31103 Emer Lit	CIED 31203 Math Prim	CIED 34503 Dev Lit	CIED 41903 Inter Math Meth	STEM 40303 Intro STEM	CIED 41503 Lear Center CM	CIED 31303 Integ Social Studies	STEM 31403 Teach Sci	CIED 41803 Inst & Assess of Writ	CIED 4123 Assess & Instru	CIED 45303 Read Comp thru Lit	CIED 44203 Teach Eng as a 2 nd Lang	CIED 50703 Action Resear ch	CIED 51603 App Pract	CIED 50003 Sem	CIED 51003 Adv Sem	CIED 50803 Res I	CIED 50806 Adv. Res II
1.	Science of Reading																		
1.1		X		X															
1.2		X																	
2.	Concepts of Print																		
2.1		X																	
3.	Phonology																		
3.1		X																	
3.2		X																	
3.3		X																	
3.4		X																	
4.	Phonics and Word Study																		
4.1		X		X															
4.2		X		X															
4.3		X		X															
5.	Development of Reading Comprehension																		
5.1				X								X							
5.2				X								X							
6.	Reading Assessment/Instruction																		
6.1		X		X				X	X			X			X	X			

MAT

Updated and New Course Syllabi



College of Education and Health Professions
Department of Curriculum and Instruction
Special Education Program

Course Number: CIED 30203
Course Title: Survey of Exceptionalities

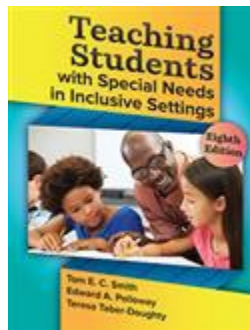
Catalog Description: A survey of the characteristics of students with exceptional needs. Reviews the definitions of exceptionalities, learning and behavior characteristics of individuals with exceptionalities and the legal basis for the education of persons with exceptionalities in both elementary and secondary schools.

Prerequisite: [CIED 10103](#), or [MUED 20102](#), or [AGED 11203](#), or [PSYC 20003](#).

Instructor: Mrs. Alex Fitzgerald (she/her)
Office hours – Virtual appointments available by request
Email – amorriso@uark.edu

Announcements: Please check the announcement page of the course regularly as I use the platform to provide course information.

Required Text: Smith, T., Polloway, E., & Taber-Doughty, T. (2020). Teaching students with special needs in inclusive settings (8th ed.). Pro-ED.



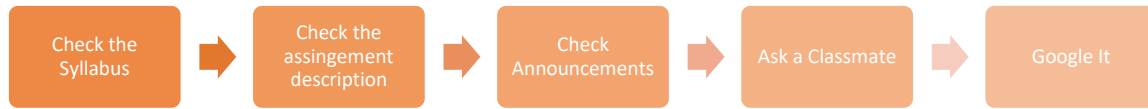
Online Learning:

- All elements of this course can be conducted **asynchronously**. You will have some assignments that require you to give feedback, comment, and interact with your classmates asynchronously. You will also have some opportunities to **engage in real-time with your classmates virtually**; however, if you are unable to attend these sessions alternative assignments are provided.
- Appropriate online classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect 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 as per the student handbook. In online classes, the posting of inappropriate communications or inappropriate materials will be considered disruptive behavior.

- c. All work must be **submitted digitally and in a typed format**. No scans of hand-written work will be accepted.

Instructor Support:

I am very excited that all of you are participating in this course, and my job is to facilitate your successful navigation through all course content and ultimately your learning of important skills. You are always welcome to contact me with any questions, concerns, or needed support. That being said, before emailing me with a question I request that you first:



Broad Learning Objectives

- Describe the different **categories of exceptionalities**
- Explain the **strengths and needs** of students across exceptionalities
- **Identify practices** to promote desired outcomes for students with exceptionalities
- Describe the **legal requirements** related to education of individuals with exceptionalities in elementary and secondary schools.
- Discuss the roles and responsibilities of the special education teacher, the general education teacher, and other professionals who may provide services to students with exceptionalities.

III. Course Objectives

Listed below are the course objectives and their alignment across the [CEC Standards of Initial Preparation](#) and the [High Leverage Practices](#).

- Explain the law and regulations governing the provisions of educational services to individuals with exceptionalities. (CEC Initial Preparation Standard 6; HLP 2, 5, 6)
- Determine role and responsibility in the development and implementation of educational programs for students with exceptionalities. (CEC Initial Preparation Standard 6; HLP 1, 2, 3, 4, 5, & 6))
- Describe the categories of exceptionalities. (CEC Initial Preparation Standard 1; HLP 4)
- Describe the learning and behavior characteristics of individuals with exceptionalities. (CEC Initial Preparation Standard 1; HLP 4)
- Explain examples of appropriate instructional and environmental interventions and/or modifications across exceptionalities. (CEC Initial Preparation Standard 2 & 5; HLP 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22)
- Identify barriers to providing educational services to individuals with exceptionalities of varying ages, cultures, and diverse backgrounds. (CEC Initial Preparation Standard 1, 4, & 5; HLP 1, 3, 4, 5, 6, 10, 11, 12, 13, 20)
- Describe appropriate use of technology for individuals with exceptionalities. (CEC Initial Preparation Standard 5; HLP 19)
- Examine personal beliefs and values related to the knowledge base in the education of individuals with exceptionalities. (CEC Initial Preparation Standard 6 & 7)
- Define the role and function of the Council on Exceptional Children (CEC) Code of Ethics in the education of students with exceptionalities and values related to the knowledge base in the education of individuals with exceptionalities. (CEC Initial Preparation Standard 6; HLP 1, 2, 3)

Lessons:

The table below will outline the topics, objectives, learning activities and assignments for each week.

Assignments are due each Monday at 8:00am

	Topic	Objectives	Learning Activities	Dates and Assignments
1	Introduction Activities	<ul style="list-style-type: none"> Describe educator responsibilities related to mandated reporting. Understanding the importance of the language we use in regards to people with disabilities. 	<ul style="list-style-type: none"> Read the Syllabus Review the 10- Hr. Volunteer Experience and Stakeholder Interview Complete the IRIS Module "What do you see?" Read "Identity-first vs. person-first language is an important distinction" Complete the mandated reporter training 	<p>1/16/24-1/22/24</p> <ul style="list-style-type: none"> Syllabus and Project Quiz (10 pts) Language Quiz (10 pts) Intro Post on VT (10 pts) Mandated Reported Training Certificate (10pts)
2	Evolution of Inclusion	<ul style="list-style-type: none"> Describe the history of special education services Discuss the meaning and importance of inclusion Identify the critical elements of inclusive contexts Identify the different environments in which students can receive services Identify teacher's role in provision of services 	<ul style="list-style-type: none"> Read Chapter 1 Watch Evolution of Inclusion Video Explore Inclusive Practices Website 	<p>1/22/24- 1/29/24</p> <ul style="list-style-type: none"> Group Discussion #1 (10pts) <ul style="list-style-type: none"> Original Post Due 1/26/24 by 8:00 am Responses Due 1/29/24
3	Individual Education Plan and Section 504	<ul style="list-style-type: none"> Describe services available to students with exceptionalities Discuss the steps of the IEP process Distinguish between Section 504 & IDEA 	<ul style="list-style-type: none"> Read Ch.3 Schedule Lesson 4 Collaboration Session with your group 	<p>1/29/24-2/5/24</p> <ul style="list-style-type: none"> 504/IEP Compare and Contrast Matrix (10pts)

				<ul style="list-style-type: none"> Complete Collaboration Session planning form (5 pts)
4	Students with Learning Disabilities	<ul style="list-style-type: none"> Describe the characteristics of students with learning disabilities (4, Explain examples of appropriate instructional and environmental interventions and/or modifications for students with learning disabilities 	<ul style="list-style-type: none"> Read Ch. 4 Complete Collaboration Session 	2/5/24-2/12/24 <ul style="list-style-type: none"> Collaboration Session Discussion Guide (50pts) Field Experience Survey (5 pts)
5	Students with Emotional/Behavioral Disorders	<ul style="list-style-type: none"> Describe the characteristics of students with emotional/behavioral disorders Explain examples of appropriate instructional and environmental interventions and/or modifications for students with emotional & behavioral disorders 	<ul style="list-style-type: none"> Read Ch. 5 Vanderbilt FBA Module Complete Behavior Intervention Case Study 	2/12/24-2/19/24 <ul style="list-style-type: none"> ABC Data Collection Assignment (10pts) Behavior Intervention Assignment (10pts)
6	Students with Intellectual Disability	<ul style="list-style-type: none"> Describe the characteristics of students with intellectual disabilities Explain examples of appropriate instructional and environmental interventions and/or modifications for students with intellectual disabilities 	<ul style="list-style-type: none"> Read Ch.6 Watch Rosa's Law Video Review Access Points Resource 	2/19/24-2/26/24 <ul style="list-style-type: none"> Group Discussion #2 (10pts) <ul style="list-style-type: none"> Original Post Due 2/23/24 by 8:00 am Responses Due 2/26/24
7	Students with AD(H)D	<ul style="list-style-type: none"> Describe the characteristics of students with attention deficit & hyperactivity disorder Explain examples of appropriate instructional and environmental interventions and/or modifications for students with attention deficit & hyperactivity disorder 	<ul style="list-style-type: none"> Read Chapter 7 Complete Classroom Management Self-Assessment 	2/26/24-3/4/24 <ul style="list-style-type: none"> Classroom Management Self-Assessment (10pts)
8	Students with Autism	<ul style="list-style-type: none"> Describe the characteristics of students with autism Explain examples of appropriate instructional and environmental interventions and/or modifications for students with autism 	<ul style="list-style-type: none"> Read Ch. 8 Complete AFIRM Autism Module 	3/4/24-3/11/24 <ul style="list-style-type: none"> AFIRM Autism Module Certificate (10pts)

				<ul style="list-style-type: none"> Complete Collaboration Session planning form (5 pts)
9	Students with Speech and Language Disorders	<ul style="list-style-type: none"> Describe the characteristics of students with speech and language disorders Explain examples of appropriate instructional and environmental interventions and/or modifications for students with speech & language disorders 	<ul style="list-style-type: none"> Read Ch. 9 Participate in Collaborative Session #2 	3/11/24-3/18/24 <ul style="list-style-type: none"> Collaborate Session Discussion Guide (50pts)
10	Students with Sensory Impairments	Describe the characteristics of students with sensory impairments Explain examples of appropriate instructional and environmental interventions and/or modifications for students with sensory impairments	<ul style="list-style-type: none"> Read Ch. 10 Group Discussion 	3/25/24-4/1/24 <ul style="list-style-type: none"> Group Discussion #3 (10pts) Interview Project Due (150 pts)
11	Students with Low Incidence Disabilities	<ul style="list-style-type: none"> Describe the characteristics of students with low incidence disabilities Explain examples of appropriate instructional and environmental interventions and/or modifications for students with low incidence disabilities 	<ul style="list-style-type: none"> Read Ch. 11 	4/1/24-4/8/24 <ul style="list-style-type: none"> Developing a 504 Assignment (10pts)
12	Students At Risk	<ul style="list-style-type: none"> Describe the characteristics of students at risk Explain examples of appropriate instructional and environmental interventions and/or modifications for students who are at risk 	<ul style="list-style-type: none"> Read Ch. 12 Watch Childhood Trauma Video 	4/8/24-4/15/24 <ul style="list-style-type: none"> Impact on Adverse Experiences Assignment (10pts) Complete Collaboration Session planning form (5 pts)
13	Students with Special Gifts and Talents	<ul style="list-style-type: none"> Describe the characteristics of students with special gifts and talents Explain examples of appropriate instructional and environmental interventions and/or modifications for students with special gifts and talents 	<ul style="list-style-type: none"> Read Ch. 13 Collaborative Session #3 	4/15/24-4/22/24 <ul style="list-style-type: none"> Collaborative Session Discussion Guide (50pts)
14	Teaching Students in Early Childhood Settings	<ul style="list-style-type: none"> Describe supports for learners in early childhood learning settings. Identify different elements of inclusive early childhood classroom environments 	<ul style="list-style-type: none"> Read Ch. 14 Iris Early Childhood Module 	4/22/24-4/29/24 <ul style="list-style-type: none"> Module Certificate (10 pts)

				<ul style="list-style-type: none"> • Reflection Journals (50pts) • Presentations Submitted to Blackboard (75pts) • Partner Presentations Planning Form (5pts)
15	Secondary Education and Transition Services	<ul style="list-style-type: none"> • Describe supports for learners in secondary education settings. • Identify different steps of the transition planning process • Describe the role of the teacher in securing transition-related services and supports 	<ul style="list-style-type: none"> • Read Ch. 15 • Complete Student-Centered Planning Module • Present your presentation to your partner. 	<p>4/29/24-5/6/24</p> <ul style="list-style-type: none"> • Module Certificate (10pts) • Complete partner presentation form (75 pts)

Assignment Description and Grading Scale

Introductory Assignments

1. Syllabus and Project Quiz -Points: 10

The purpose of this assignment is to ensure that you have thoroughly reviewed the requirements for this course.

2. Self-Introduction - Points: 10

The purpose of this assignment is to introduce yourself and learn more about your peers

3. First Person Language Quiz - Points: 10

The purpose of this assignment is to build your knowledge related to first person language and role as a mandated reporter

4. Mandated Reporter Training- Points 10

The purpose of this assignment is to build your knowledge related to your role in protecting children and youth as a mandated reporter.

Lesson Assignments

Total Points: 90 (10 points each)

Over the course of the semester, you will complete eight mini-assignments. These assignments are aligned with the content presented in the lessons and aim to extend your knowledge related to providing services or supports to individuals with exceptionalities. Please be sure to review the rubric for each assignment prior to submission.

Large Group Discussions

Total Points: 30 (10 points each)

Over the course of the semester, you will participate in three discussion groups. For each discussion, you will be assigned to a group and given a prompt or series of questions to respond to. To earn your points, you will post an original response to the prompt and comment on three peers' posts.

Collaborate Sessions

Total Points: 165 (5 pts for each planning survey and 50 points each collaboration session)

You will complete these sessions collaborating in a small group. Throughout the semester, there will be three collaborate sessions held. The purpose of these sessions is to review and discuss content presented across each lesson in order to build better understanding. Prior to attending the session, you will be expected to share your plan (date/time) for meeting. You will complete and submit collaborate session discussion guide at the conclusion of your session.

Projects

1. Interview with a Family of Child with Disability or Adult with Disability**- Points 150

For this assignment, you will be interviewing the family of an individual with a disability or an adult with a disability. This assignment is meant to expand your understanding of the experiences of individuals with disabilities, the supports currently in place, and the opportunities that remain.

2. Community-Based Field Experience**- Points 155

For this assignment, you will be volunteering for a minimum of 10 hours with an organization providing services to persons with disabilities. The purpose of this assignment is to expand your experiences with individuals with disabilities and the organizations that serve them. During this experience, you will be responsible for keeping a journal to reflect on your activities. Additionally, you will create a presentation to share the impact of your volunteer experience with your peers.

****Failure to complete the field experience assignments will result in failure of the course.**

Total Points: 630

Grading Scale

Letter	Points	Percent
A	Points: 567-630	90-100%
B	Points: 504-566	80-89%
C	Points: 441-503	70-79%
D	Points: 378-440	60-69%
F	Points 0-377	59.99% and Below

Technology & Communication

- 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.
- In this class our official mode of **communication is through uark.edu email and Blackboard Announcements**. 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



- **Blackboard Learn** is the Learning Management System (LMS) platform used to provide teacher education candidates with the materials and information needed to participate asynchronously in this online course.

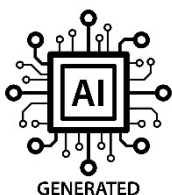
- Candidates can view the course via their smart phones, iPads, computers, etc using Blackboard Mobile
- Interactive Tools in Blackboard have been used to provide external links to content including YouTube Video content
- The [University of Arkansas Distant Education Library and the Mullins Library](#) provide candidates with peer-reviewed materials and books within the field of special education, education philosophy, and pedagogy.
- myCoursEval is used for end of course evaluations and are completed online to ensure complete confidentiality

Academic Honesty

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study 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’ at <http://honesty.uark.edu/policy/index.php>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

AI

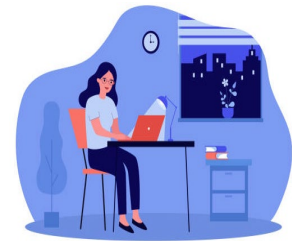
Students have permission to use generative artificial intelligence tools in any capacity to complete academic work in this course. Please be aware of the limitations of such tools and verify the accuracy of the content generated before submitting any work for credit. Additionally, you are expected to properly attribute any content generated by artificial intelligence tools using APA citations for written work and AI generated icon for other content. Please refer to the examples/guidance provided by this University of Arkansas Library Research Guide on AI and Academic Integrity for more information. The use of content generated by artificial intelligence, without proper citation, will be considered academic dishonesty and reported to the Office of Academic Initiatives and Integrity



Late Work

Students should make every effort to turn assignments in on the assigned due dates. However, there may be a variety of reasons that affect a student's ability to turn work in on-time.

Grace Period Policy: Assignments turned in after the due date, but before the instructor has graded that assignment for the class will not receive a deduction. (A student will know an assignment has been graded because they will have zero for the assignment. So, if you don't have a zero yet, the assignment has not been graded.) Assignments turned in after that assignments have been graded for the whole class and by **May 6th** will receive a **deduction of 20%**. No assignments will be accepted after **May 6th**.



Accommodations

- Students with disabilities requesting reasonable accommodations must first register with the Center for Academic Access (CEA). The CEA is located in the Arkansas Union, Room 104 and on the web at: <http://cea.uark.edu/>. The CEA will provide instructors with a list of approved accommodations.
- I recognize that the system for requesting accommodations is not perfect, and that often times you may not know you need an accommodation until a task comes up. Please notify me if additional reasonable accommodations are needed.
- I also recognize that the system for evaluating disabilities is costly and time consuming and that post-secondary options for support are more limited. If you have an undocumented disability and would benefit from reasonable accommodations please contact me and I will be happy to come up with a plan to address your needs.

Academic Appeals

Undergraduate students who wish to seek further review of an academic or non-academic decision or action by the University or a University employee (in an official capacity) that the student contends was in violation of written campus policies, or constitutes unfair or unequal application of such policies, should first seek to resolve such concerns through informal discussions. In particular, grievances regarding academic matters should generally begin with informal discussions with the student's instructor or with the faculty member supervising a course. If such informal discussions do not reach a satisfactory resolution, then the student may pursue a grievance following the steps [in this student grievances and appeals policy](#).

Classroom Behavior

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect 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 as per the student handbook. Review the Computing Code of Conduct because sending spam or inappropriate emails are part of classroom behavior if the class email list is used. Inappropriate behavior can result in possible removal from the class and /or disciplinary action as per the student handbook.

Emergency Procedures

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors



Violence / Active Shooter (CADD):

- CALL- 9-1-1
- AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- DENY- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Additional Weather Information:

Online classes are generally not affected by the weather, but faculty may not be available when weather is an issue. Therefore, an awareness of the campus policies may be helpful and is, therefore, included in the syllabus. In general, if the Fayetteville School District has closed the schools, faculty will be unavailable. For further information, please check www.uark.edu for information concerning campus offices. University closing announcements are also made on KAUF Radio, 91.3 as well as local radio and television stations. The University's inclement weather site is updated frequently on the University website.

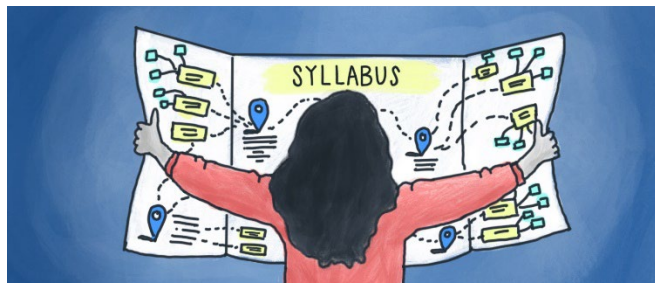


Students in special education classes should use discretion in making the decisions concerning their personal safety. Online classes are generally not impacted by the weather, but faculty may not be available when weather is an issue. Therefore, an awareness of the on campus "Inclement Weather Policy" may be helpful and is, therefore, included in the syllabus.

- See the inclement weather information at uark.edu. Call 479-575-7000 or the University switchboard at 575-2000 for recorded announcements about closings.
- Check voice email for announcements
- Listen to KUAF Radio, 91.3 F< or other local radio and television stations for announcements
- Contact your supervisor or instructor

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 via Blackboard Announcements.





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CIED 31203 Primary Mathematics Methods in the K-6 Classroom
University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction

Program Affiliation: Elementary/Childhood Education

Course Number and Title: CIED 31203 Primary Mathematics Methods in the K-6 Classroom

Course Description: An examination of the content of elementary mathematics courses with special emphasis given to methods of teaching the content as well as enrichment materials to K-3 learners.

Prerequisites: "C" or better in MATH 1203, MATH 2213, MATH 2223, and must have met Childhood Education requirement for GPA.

Instructor:

Office:

Phone:

E-Mail:

Office hours:

Class Time:

Class Location:

Conceptual Framework: The Conceptual Framework serves to establish a “shared vision for...efforts in preparing educators to work effectively in P – 12 schools.” The goal of the Educator Preparation Provider (EPP), preparing professional educators to be scholar-practitioners, is fully congruent with broader state and institutional mission goals. The scholar-practitioner reflects a professional who is **knowledgeable** about subject matter and pedagogy; **skillful** in teaching and managing classrooms and schools; caring and **supportive** of students, families, school staff and the community; and a **professional** who continues to learn and who embodies ethical behavior.

Instructional Technology: As with all teacher preparation coursework, candidates are expected to demonstrate technological competence in this course. This technological competence will be demonstrated through the use of the appropriate technological hardware and software. Scholar-practitioners will utilize computer technology that enhances the instructional process during the completion of this course

Goals: This course is designed to provide the candidate with an array of instructional strategies for teaching mathematics in the **K-Grade 3** elementary school classroom.

Course Competencies:

Upon completion of this course, candidates will:

- Diversity 1.1: Theoretical approaches to student learning and motivation
- Diversity 1.1: Impact of language, culture, and gender differences on learning
- Diversity 1.1: Environmental and societal influences on student development and achievement
- Students with Disabilities 3.1: Multiple means of representation – information and content is presented in different ways
- Students with Disabilities 3.2: Multiple means of action and expression – differentiation in the way students express their knowledge/learning
- Students with Disabilities 3.3: Multiple means of engagement – stimulates interest and motivation for learning
- Students with Disabilities 3.4: Learning objectives that are measurable and appropriately challenging
- Students with Disabilities 3.8: Instructional strategies/techniques that are appropriate, considering students’ ages and abilities
- Students with Disabilities 3.9: Instructional strategies for ensuring individual academic and behavioral success in one-to-one, small group, and large group settings
- Students with Disabilities 3.10: Instructional strategies that facilitate maintenance and generalization of concepts
- Students with Disabilities 3.11: Selection and implementation of research-based interventions for individual students
- Students with Disabilities 3.14: Preventative strategies and intervention strategies for at-risk learners
- Students with Disabilities 3.16: Evidence-based assessments that are effective and appropriate
- Students with Disabilities 3.17: Selecting and using assessments for various purposes
- Students with Disabilities 3.18: Interpreting assessment results
- Students with Disabilities 3.19: Understanding and using the results of assessments
- Music 2.5: Knows how to integrate the components of music with English/Language Arts, Mathematics, Social Studies, Science, and other content competencies as they evolve.

In addition, the candidates will:

- Demonstrate content and mathematics teaching methods for **K-Grade 3** in relevant content areas
- Understand Common Core State Standards for Mathematics and Mathematical Practices for elementary mathematics education in designing appropriate learning experiences
- Understand Arkansas Frameworks for Mathematics
- Describe how **K-Grade 3** children construct and develop mathematical knowledge and competencies at different levels of complexity including early number concepts, basic operations, place value, computation, early fraction concepts, measurement and data, geometry, **algebraic patterns and reasoning**, and other mathematical concepts as time permits
- Reflect upon your own readiness to teach **K-Grade 3** mathematics and establish personal goals to further your professional preparation
- Gain confidence in the ability to do mathematics with understanding
- Be a persistent and successful mathematical problem solver
- Reason and justify mathematically
- Communicate mathematically; helping others understand why a claim is true and listening and appraising other students' explanations
- Read mathematics for understanding
- Understand the role of language and precision in mathematics; defining mathematical terms
- Understand the importance of using manipulatives in mathematics teaching and gain skills in selecting and using appropriate manipulatives in mathematics teaching
- Understand the components of problem-centered learning and develop a problem-centered mathematics lesson that meets the diverse needs of students

In lesson plans, candidates will be able to:

- Identify technology applications to enhance teaching and learning
- Address the needs of English Language Learners
- Make accommodations for students with special needs
- Extend instruction for students who have demonstrated proficiency in relevant standards
- Utilize research-based instructional practices and/or use recommended strategies from professional organizations (NCTM, IRA, NCTE, NSTA, NCSS, etc.)

Mathematics Pedagogical Topics:

- **Developing Meaning for Operations**
- **Algebraic Thinking**
- **Fraction, Decimals, and Percent Concepts and Computation**
- **Ratios, Proportions, and Proportional Reasoning**
- **Data Analysis Concepts**
- **Geometry and Measurement**

Required Text:

Van de Walle, J. A., Karp, K. S., & Bay-Williams, J. M. (2013). *Elementary and middle school mathematics: Teaching developmentally, Tenth edition*. Upper Saddle River, NJ: Pearson Education, Inc. [e-text version is recommended]

Arkansas Division of Elementary & Secondary Education. (2023). *Grades K-8 Arkansas mathematics standards*. Little Rock, AR: Arkansas Department of Education. [2023 Revised K-8-ALGI-GEO Math Standards 3.2023_075943.pdf](https://www.arkansas.gov/2023_Revised_K-8-ALGI-GEO_Math_Standards_3.2023_075943.pdf) (arkansas.gov)

National Governors Association Center for Best Practices, Council of Chief State School Officers (NGA/CCSSO). (2010). *Common core state standards for mathematics (CCSS-M)*. Washington, D. C.: National Governors Association Center for Best Practices, Council of Chief State School Officers. <http://www.corestandards.org/Math/>

Required Resource: Blackboard

*Recommended Text:

Carpenter, T. P., Fennema, E., Franke, M. L., Levi, L., Empson, S. B. (2015). *Children's mathematics: Cognitively guided instruction* (2nd ed.). Portsmouth, NH: Heinemann

*Many mentors in the area will have this book. Check with them to see if they recommend that you buy this book.

Course Resources:

The following reference materials will also be used:

National Council of Teachers of Mathematics Publications including:

- Mathematics Teacher: Learning and Teaching PK-12
- Mathematics Teacher Educator
- Journal of Mathematics Teacher Education
- Journal for Research in Mathematics Education
- Student Explorations in Mathematics

Description of Assignments: A description for each assignment is given below each assignment. A list of due dates will be provided and are considered preliminary, as situations in practicum classrooms may warrant a change. Formats and further instructions (for projects) will either be provided in class or on Blackboard. **Assignments should be double-spaced, using a 12-point, Times New Roman font, with page numbers as either a left-handed header or bottom center footer, and a right-handed header containing your name and the date.**

1. **Class Participation/Professionalism**

You are now well into your studies for your chosen career in teacher education. Important in the concept of professionalism is your concern with becoming the best teacher you can become. Your attendance, promptness, attention, cooperation, and active participation are necessary to facilitate this process. If you are unable to attend class, it is your responsibility to notify your instructor and to find out from your classmates what you missed. Not only is active participation a necessity, it is also important that you listen to the ideas of others and respect their thoughts. Participation points will be given each class session based on attendance, active participation and professionalism.

2. **Response to the Readings**

“Response to the Readings” will be given throughout the semester on Blackboard. They will typically be unannounced and will be used to assess attention to the readings assigned for each class.

3. **Mathematics Autobiography**

Scoring rubric will be provided first week

Please provide a thoughtful and reflective mathematics autobiography. Your autobiography should answer the following questions: What has been your experience thus far with math? What types of teaching and learning worked best for you? worst? How do you think this has had an impact on you? What are your hopes and fears for this process of transforming yourself into a mathematics teacher? Math Autobiographies must be typed, edited, and due on ____.

4. **PDS Practicum Observation I, II, III**

Your practicum experience will require you to complete a **minimum of 12 observation hours of mathematics instruction in the classroom to which you have been assigned.** In some cases, you may need to make observation adjustments including times of day and/or classrooms to be able to observe mathematics instruction. Please keep me informed of any issues that are happening in the classroom. Most likely, these are issues that PDS coordinator will be able to assist in resolving, but please keep me informed so that you are able to get the most out of your experiences in the observation classroom. Through the time spent in the classroom, you will complete three specific observations:

<i>Observation 1: Classroom Setup and Grouping</i>
<i>Observation 2: Learning and Teaching Strategies</i>
<i>Observation 3: Classroom Discourse</i>

You will also be required to document the number of hours you spend in the classroom, as well as the topic that is being taught/discussed. **You should be observing mathematics lessons, as this is a mathematics methods course. IF this is not the case, please let me know ASAP so that we can make necessary provisions.**

5. **PDS Practicum Assignments - 1-1 Math Assessment Interview I (Student Solution Strategies)**

The purpose of this assignment is for you to get a feel for how students think and solve problems in different ways, how you can interact with students to help bring out their understandings, and how you can learn to be a good listener, letting their thoughts come out freely without the teacher (you) taking over and showing them how to do the work. After conducting your interview, you will write up information from the interview. This write up should be approximately 3-6 pages in length. The problems you will use for the interview will be given in class. A separate checklist that specifies the criteria for this assignment will be posted on Blackboard.

6. **PDS Practicum Assignments - K-Grade 3 Lesson Plan Problem Posing Format Problem Posing Lesson (will be modeled)**

For this lesson plan, you will pose a word problem to a small group (at least 5 students) or the whole class. The write-up will include each of the following components: The initial word problem and a follow-up problem (not posed) but what would be posed after analysis of student strategies, both anticipated and actual strategies to the initial word problem, which strategies were shared and why, and reflections on how students responded to the initial problem (struggles they had as well as successes). You also need to include mathematics standards that you see reflected in the student work. Attach samples of student work (with names deleted or pseudonyms written in).

7. **PDS Practicum Assignments - K-Grade 3 Lesson Plan Conventional Format Conventional Format (will be modeled)**

You will present and reflect on a conventional teaching lesson that you have designed in your practicum school. You (most likely, incorporating help from the classroom teacher) will choose a specific topic that addresses an Arkansas framework for your particular grade level and develop a lesson plan for that standard to be taught in your practicum classroom. **Note: You are encouraged to meet with your cooperating teacher and professor, if necessary, for help in developing your idea into a lesson plan.** The expectation is that the cooperating teacher will not write the lesson plan nor will the professor sit and grade the entire lesson plan, but rather they are available to help you with specific aspects. The reflections over your lessons are a time for you to think about the preparation of your lessons, as well as the execution of your lessons.

8. **Multimedia Project**

In thinking about lesson planning for mathematics instruction, we will split into groups to lead activities over the topic of discussion during most class sessions. Your group will write a lesson plan for an activity. You will then present your activity or part of your activity to the class, and provide the necessary materials including a handout, and lead the class discussion. You and your partner (s) will have a **maximum of 30 minutes** for your activity, including follow-up discussion, so plan accordingly.

- Arkansas Frameworks for Mathematics for a particular grade level.
- Necessary prior knowledge (including prior Arkansas Frameworks that address the topic);
- At least two potential problem areas for student understanding and how to clarify the problem areas;
- At least one children's book that can be used to help introduce or teach this topic;
- At least two activities that can be done to help students develop or practice skills in your topic area; and
- Explain how you will adapt to students at a given grade level.

As a professional courtesy to your instructor and classmates, you should let me know ahead of time that you will be absent so that accommodations can be made (group structure, etc.).

Note: In-class assignments, including participation in activities, and responses to the readings cannot be made up unless there are extenuating circumstances.

Statement of Academic Integrity: As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study 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 at <http://honesty.uark.edu/students/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Relationship to Knowledge Base: Calls for reform in the teaching and learning of mathematics have come from learned societies and professional organizations such as The National Council of Teachers of Mathematics, School Science and Mathematics Association, Research Council on Mathematics Learning, Psychology of Mathematics Education, and Mathematical Association of America. This course is grounded in the research-based standards-based reform effort. Central to this course is the idea of integration. This includes integration of theory and practice, integration of topics in mathematics, and integration across subject areas. General competencies for licensure and certification in Arkansas are also addressed. State competencies for licensure and certification for elementary education also inform course content, as well as the Common Core State Standards for Mathematics.

All candidates pursuing teacher/other school personnel degrees in the College of Education and Health Professions are expected to apply the principles of the conceptual framework for a scholar/practitioner. Therefore, objectives and learning activities in this course call upon candidates to be knowledgeable, skillful, caring, and inquiring.

Inclement Weather: We will follow the University of Arkansas' policy for inclement weather. Check your uark email, as I will send an email to inform you of the status of class.

Reasonable Accommodations: University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures).

Course Evaluation: Grades for students will be calculated based on completion of the following assignments and activities:

Sorted by the due date

Assignments	Points	Due Date
Class Participation/Professionalism	20	Ongoing
Response to the Readings/videos (8 worth 5 points each)	40	Ongoing
Math Autobiography	30	
<i>Observation 1: Classroom Setup and Grouping</i>	10	
<i>Observation 2: Learning and Teaching Strategies</i>	10	
<i>Observation 3: Classroom Discourse</i>	10	
<i>K-Grade 3 Lesson Plan Problem Posing Format and Reflection</i>	30	

<i>Observation 2: Teaching and Learning strategies</i>	<i>10</i>	
<i>1-1 Math Assessment Interview I</i>	<i>30</i>	
<i>K-Grade 3 Lesson Plan Conventional Format and Reflection</i>	<i>30</i>	
Multimedia Project	30	
Total Points Possible	250	

* No late assignment will be accepted. Contact me if you have trouble submitting assignments on time.

Grading Scale:

- A 225—250 points;**
- B 200—224 points;**
- C 175—199 points;**
- D 150—174 points;**
- F <150 points.**

“C” is required to Pass this course



UNIVERSITY OF ARKANSAS

College of Education and Health Professions
Department of Curriculum and Instruction

CIED 41303 Assessment and Instruction

Program Affiliation: Childhood and Elementary Education

Prerequisites: Admission to Childhood or Elementary Education

Co-requisites: Residency I or Residency II

Course Description: This course is designed to provide an introduction to educational assessment for instructional decision making. This course is a focused application of evidence-based instruction in a clinical setting. Candidates use formal and informal methods of assessing students, implement evidence-based instructional strategies, and monitor student learning.

Course Competencies:

Upon completion of this course, candidates will:

- A. comprehend the design, purpose and use of classroom assessments (TESS 1f, 3d, 4b) (InTASC 6, 7, 8).
- B. evaluate and select evidence-based assessments that are effective and appropriate for the content and specific needs of students in the classroom (TESS 1a, 1b, 1f) (InTASC 1, 2, 6).
- C. use an array of assessments that can be used to adjust and extend curriculum and instruction (TESS 1f, 3d) (InTASC 2, 6, 7, 8).
- D. recognize that instruction and assessment are integrally related (TESS 1f, 3d) (InTASC 6, 7, 8).
- E. use data and ongoing assessment to adjust instruction to meet students' learning needs CC ELA 6.1; InTASC 2, 4, 6, 7, 8; TESS 1a, e, 3c, 9c
- F. implement multiple approaches to instruction
CC ELA 6.2; InTASC 2, 4, 7, 8; TESS 1a, e, 3c, 9c
- G. know important terms related to measurement, research, and statistics (TESS 1f) (InTASC 10).
- H. understand standardized tests and their results (TESS 1f, 4d, 4f) (InTASC 6).
- I. Use data to present claims and findings, emphasizing primary points in a focused, coherent manner with pertinent descriptions, facts, details, and examples CC ELA 8.2; InTASC 2, 6
- J. create and interpret visual displays of quantitative data (TESS 1f, 4b) (InTASC 6).
- K. communicate assessment results (TESS 4c, 4d) (InTASC 6).
- L. work individually and in teams, to interpret and apply data from both standardized and classroom assessments (TESS 1f, 4b, 4d) (InTASC 6, 9, 10) (Professional).
- M. describe the implications differing philosophies have had on assessment techniques used presently and traditionally (TESS 1a, 4d, 4e) (InTASC 6).
- N. identify research methodologies and distinguish between qualitative and quantitative methods (TESS 4e) (InTASC 10).
- O. research to build and present knowledge (TESS 4e) (InTASC 10).
- P. distinguish between research and other types of literature on educational topics (TESS 1a, 4e) (InTASC 9, 10).

Interstate Teacher Assessment and Support Consortium (InTASC); Teacher Excellence and Support System (TESS)

Content:

Through discussions, class presentations, clinical experiences, and readings, candidates will explore the following ideas:

- A. Assessment
 1. Types of classroom assessment
 - i. Formative

- ii. Ongoing
 - iii. Progress monitoring
 - iv. Summative
 - 2. Alignment with standards and objectives
 - 3. How to administer, score, and interpret assessments
 - 4. Validity, reliability, and bias
 - 5. Needs of diverse learners
 - 6. Technology integration
 - 7. Providing modifications and accommodations
- B. Standardized Tests
- 1. Criterion referenced
 - 2. Norm referenced
- C. Descriptive Statistics
- 1. Mean, median, mode, and range
 - 2. Appropriate method used to make decisions about educational processes
- D. Instructional Decision-Making
- 1. Strategies for planning, organizing, managing, and differentiating instruction to support the learning of all students
 - 2. Instruction based on ongoing assessment
 - 3. Instructional strategies for student learning
 - 4. Large-group, small group, and individualized instruction
 - 5. Environment that promotes culture of learning
 - 6. Appropriate strategies and resources for individual students (e.g., English Language Learners, students who are not yet proficient, students with learning disabilities, gifted and talented students, students with multiple exceptionalities)
- E. Educational Research
- 1. Assessing the credibility and accuracy of sources
 - 2. Using evidence to support analysis, reflection, and research
- F. Professional Responsibilities and Ethics
- 1. Maintaining records
 - 2. Implementing and documenting
 - i. IEPs
 - ii. 504 Plans
 - iii. Other plans for individual students
 - 3. Grades
 - 4. Communication with parents

Required Texts:

Popham, W. J. (2019). Classroom assessment: What teachers need to know, 9th Ed. Boston: Pearson Education, Inc.

Hattie, J., Fisher, D., Frey, N., Almarode, J. T. (2024). The illustrated guide to visible learning: An introduction to what works best in schools. Corwin.

Description of Assignments:

1. Quizzes. (20 points)

There will be quizzes covering class notes and assigned readings. Retrieval practice helps you move learning into long-term memory.

2. Formative Assessments. (20 points)

Daily formative assessments will help you engage in course content and demonstrate your understanding. The results of formative assessments guide course instruction.

3. Assessment Portfolio. (60 points)

The purpose of this assignment is to familiarize you with a variety of assessment tools and items to measure student learning. By developing a collection of assessments, you will demonstrate knowledge and skill related to teacher-created assessments, methods of evaluating student learning, and alignment of assessment to content standards and KUDs. Assessments must be created with attention to validity and reliability. You will also practice implementing, scoring, and summarizing assessment information for instructional decision making.

4. Strategy presentation (20 points)

A teacher must be familiar with a variety of evidence-based instructional strategies and tools in order to best meet the individual needs of his/her students. This activity serves to introduce the class to evidence-based instructional strategies. Choose an evidence-based instructional strategy. **Research the strategy using any applicable (and credible) sources.** Prepare a 10-minute lesson that explains the background and then engage classmates in the strategy. Provide all necessary materials to adequately deliver the instruction. Do NOT simply report what the strategy entails but engage the class in application of the strategy. Make sure to use **the Gradual Release of Responsibility Model** as you walk the class through the strategy. Teach the strategy as if you were teaching it to a group of students. This is a roleplay assignment. Submit a lesson plan and reflection along with all materials. Be sure to include at least ONE credible source in addition to the course text.

Course Evaluation:

A. Strategy Presentation	20 points
B. Quizzes	20 points
C. Formative Assessments	20 points
D. Comprehensive Final Exam	80 points
E. Assessment Portfolio	60 points

Grading Scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	below 60

Assignments

Rubric for Instructional Strategy Presentation (20 points)

Component	Ineffective	Progressing	Effective	Highly Effective
<i>1a: Demonstrating knowledge of content and pedagogy (4 points)</i>	Plans and practice display little knowledge of the standards. No connections of prerequisite relationships between different aspects of the standards are made. Instructional practices are not specific to that discipline.	Plans and practice reflect some awareness of the standards. Builds on prior knowledge when introducing concepts. Some instructional practices are specific to the expected outcome.	Plans and practice reflect solid knowledge of the standards. Builds on prior knowledge, helping students examine the similarities and differences when introducing concepts. Instructional practices are aligned to the expected outcome.	Plans and practice reflect effective scaffolding of information. Actively builds on prior knowledge and common misconceptions when planning instruction.
<i>1d: Demonstrating knowledge of resources (1 point)</i>	Demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Does not seek such knowledge.	Demonstrates some familiarity with resources available through the school.	Is fully aware of the resources available through the school.	Seeks out resources beyond the school to enhance own knowledge, to use in teaching, and for students who need them.
<i>1e: Designing coherent instruction (3 points)</i>	The progression of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.	The progression of learning experiences demonstrates partial alignment with instructional outcomes. Some of the experiences are likely to engage students in grade-level learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and standards.	Applies knowledge of standards, students, and resources to design a series of learning experiences aligned to instructional outcomes. The lesson or unit has a clear structure and is likely to engage students in grade-level learning.	Coordinates knowledge of standards, students, and resources, to design a progression of learning experiences aligned to instructional outcomes. Instruction is differentiated where appropriate and engages all students in grade-level learning.
<i>2c: Managing classroom procedures (1 point)</i>	Does not use established classroom procedures. Much instructional time lost. Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are inefficient	Uses some established classroom procedures. Some instructional time is lost. Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are mostly efficient.	Uses established classroom procedures. Minimal instructional time is lost. Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are efficient.	Uses well-established classroom procedures. Students contribute to the establishment of some classroom routines and procedures. Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are highly efficient.
<i>2e: Organizing physical space (1 point)</i>	The physical environment is unsafe. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe to most students. Use of physical resources, including technology, is moderately effective. Modifies the physical arrangement to suit learning activities, with inconsistent success.	The classroom is safe and accessible to all students. Ensures that the physical arrangement is appropriate to the learning activities. Makes effective use of physical resources, including technology.	Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
<i>3a: Communicating with students (3 points)</i>	Expectations for learning are unclear or confusing to students. Directions are unclear or confusing to students. Procedures are unclear or confusing to students. Explanations of content are unclear or confusing to students. Use of language contains errors or is inappropriate for levels of development.	Expectations for learning are clarified after initial confusion. Directions are clarified after initial confusion. Procedures are clarified after initial confusion. Explanations of content are clarified after initial confusion. Use of language is correct but may not be completely appropriate for students' levels of development.	Expectations for learning are clear to students. Directions are clear to students. Procedures are clear to students. Explanations of content are clear to students. Communications are developmentally appropriate.	Oral and written communication is clear and expressive. Anticipates possible student misconceptions.

<p><i>3c: Engaging students in learning (3 points)</i></p>	<p>Activities and assignments are inappropriate for the instructional outcomes or students' levels of understanding, resulting in little intellectual engagement.</p> <p>Materials are inappropriate for the instructional outcomes or students' levels of understanding, resulting in little intellectual engagement.</p> <p>Groupings of students are inappropriate for the instructional outcomes or students' levels of understanding, resulting in little intellectual engagement.</p> <p>The lesson has no structure or is poorly paced.</p>	<p>Activities and assignments are partially appropriate to the instructional outcomes or students' levels of understanding, resulting in moderate intellectual engagement.</p> <p>Materials are partially appropriate to the instructional outcomes or students' levels of understanding, resulting in moderate intellectual engagement.</p> <p>Groupings of students are partially appropriate to the instructional outcomes or students' levels of understanding, resulting in moderate intellectual engagement.</p> <p>The lesson has a recognizable structure, but that structure is not fully maintained.</p>	<p>Activities and assignments are appropriate for the instructional outcomes and students' levels of understanding.</p> <p>Materials are appropriate for the instructional outcomes and students' levels of understanding.</p> <p>Groupings of students are appropriate for the instructional outcomes and students' levels of understanding.</p> <p>Most students are engaged in learning.</p> <p>The lesson's structure is coherent, with appropriate pace.</p>	<p>All students are engaged in learning and make material contributions to the activities, student groupings, and materials.</p> <p>The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.</p>
<p><i>4a: Reflecting on Teaching (4 points)</i></p>	<p>Does not accurately assess the effectiveness of the lesson.</p> <p>Has no ideas about how the lesson could be improved.</p>	<p>Provides a partially accurate and objective description of the lesson but does not cite specific evidence.</p> <p>Makes only general suggestions as to how the lesson might be improved.</p>	<p>Provides an accurate description of the lesson, citing specific evidence.</p> <p>Makes some specific suggestions as to how the lesson might be improved.</p>	<p>Suggests alternative strategies and predicts its success.</p>

Assessment Portfolio Assignment (60 points)

The purpose of this assignment is to familiarize teacher candidates with a variety of assessment tools and items to measure student learning. After analyzing a classroom set of data, candidates will identify an area of need and then develop a collection of assessments, to demonstrate knowledge and skill related to teacher-created assessments, methods of evaluating student learning, and alignment of assessment to content standards and KUDs. The assessment portfolio is worth a total of 90 points. The assessment portfolio will include the following course assignments:

The purpose of this assignment is to familiarize teacher candidates with a variety of assessment tools and items that measure student learning. By developing a collection of artifacts related to assessment, candidates will demonstrate knowledge and skill related to analysis of assessment results, alignment of assessment results to content standards and KUDs, creation of assessment items and related answer keys/rubrics. The assessment assignment includes: analysis and interpretation of assessment results, alignment of content standards with KUDs based on assessment results, development of a comprehensive assessment tool, and the creation of an answer key/rubric for that tool.

Standardized Assessment Interpretation (10 points)

- Report authentic data from real assessments with student results.
- Be sure to remove any identifying marks from the document to maintain confidentiality.
- Provide a description of the assessment tool/s.
- Provide both quantitative (describe with numbers) and qualitative (describe with words) interpretations of the data.
- DO NOT simply restate the information that can be found on the score report or from materials published by the testing company.
- Explain how the data support the identified dependent variable.

Standardized Assessment Interpretation Rubric

	Effective	Progressing	Ineffective
Assessment Results (3 points)	<ul style="list-style-type: none"> <input type="checkbox"/> An original standardized testing score report is provided. <input type="checkbox"/> A description of the assessment tool is provided that explains the context and purpose of the assessment. 	An original standardized testing score report is provided. A description of the assessment tool is provided.	Raw data are not provided or a description of the assessment tool is missing.
Assessment Interpretation (3 points)	<ul style="list-style-type: none"> <input type="checkbox"/> Both quantitative and qualitative data are used in interpretations of the data. <input type="checkbox"/> Descriptions create a comprehensive interpretation of the data with accurate use of statistical measurement terms and concepts. 	Both quantitative and qualitative data are used in interpretations of the data. Descriptions create an interpretation of the data with use of statistical measurement terms and concepts.	Data are simply restated from the score report without meaningful interpretation. Statistical measurement terms and concepts are missing or inaccurate. OR Interpretation is missing.
Evidence for Dependent Variable (3 points)	<ul style="list-style-type: none"> <input type="checkbox"/> Explanation contains specific information related to developmentally appropriate benchmarks aligned to curriculum standards. 	Explanation contains specific information related to developmentally appropriate benchmarks OR grade level curriculum.	Information is provided without explanation. Development and grade level curriculum are not addressed.
Professional Standards (1 point)	<ul style="list-style-type: none"> <input type="checkbox"/> No evidence of plagiarism. Professional language and mechanics are used throughout the assignment. 	No evidence of plagiarism. Few errors in professional language and mechanics.	Evidence of plagiarism jeopardizes both your course grade and your status in the program.

Content Standards and KUDs (10 points)

Identify the complete content standard being assessed. Include the KUDs.

State the KUDs in student-friendly language. KUDs should be:

- aligned to your standards
- aligned to Bloom's taxonomy
- specific
- measurable
- easily understood

Content Standards and KUDs Rubric

	Proficient	Basic	Unsatisfactory
Content Alignment 3 points	<ul style="list-style-type: none"> <input type="checkbox"/> KUDs are clearly aligned to the content standards and fully elaborated. <input type="checkbox"/> All parts of the content are addressed. 	KUDs are aligned to the content standards. All parts of the content are addressed, through either a KUD or explanation.	KUDs are not aligned to content standards. OR KUDs are aligned to methods, activities, or resources instead of content standards.
Identification of Content Standard and past/future learning (1 point)	<ul style="list-style-type: none"> <input type="checkbox"/> Clear and accurate explanation of how this standard fits into the discipline as a whole. <input type="checkbox"/> Prerequisite and future learning/skills are explained. 	Explanation of how this standard fits into the discipline as a whole is partially clear/accurate. Prerequisite and future learning/skills are somewhat explained.	Inaccurate or partial explanation of how this standard fits into the discipline as a whole. Prerequisite and future learning/skills are loosely explained.
Bloom's Taxonomy (1 point)	<ul style="list-style-type: none"> <input type="checkbox"/> Verbs in the KUDs align with the standards, and pre-requisite knowledge, understanding, and skill are aligned. 	Verbs in the KUDs align with standards, but scaffolding is incomplete.	Verbs in the KUDs do not align with the verbs in the standards.
Specific (1 point)	<ul style="list-style-type: none"> <input type="checkbox"/> Each KUD identifies specific knowledge, understanding, or skill that is fully elaborated. 	Each KUD identifies specific knowledge, understanding, or skill. Some elaboration is needed.	KUDs contain more than one element of knowledge, understanding, or skill.
Measurable (1 point)	<ul style="list-style-type: none"> <input type="checkbox"/> KUDs are measurable and include specific information about what the student will be able to do, e.g. how well, how many, to what degree. 	KUDs are measurable.	The KUD is not measurable as written. KUDs do not describe what the student will be able to do.
Easily Understood (2 points)	<ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary and syntax are appropriate for the grade level and target audience, and KUDs are easy to understand. 	KUDs are easy to understand.	Academic language is not elaborated. Vocabulary and/or syntax not appropriate for the grade level or target audience.
Professional Standards (1 point)	<ul style="list-style-type: none"> <input type="checkbox"/> Professional language and mechanics are used throughout the assignment. 	Few errors in professional language and mechanics.	Evidence of plagiarism.

Assessment Tools (3 @ 10 points each)

Create assessments that reflect knowledge of content standards and the correct construction of a variety of items used to measure knowledge, understandings, and skills.

- clear directions
- well-constructed selected and constructed response items
- binary choice items
- multiple choice items
- matching items
- short-answer items
- essay items

***At least one assessment must include a technology component**

Summative Assessment and Answer Key

- List the specific standard/s and KUDs you are assessing.
- **Be sure to include both selected response and constructed response items.**
- Include the ACTUAL test you have created and will use with students.
- Include the answer key you will use to evaluate the assessment you created.
- Provide an example of what you expect students to produce for constructed response items.
- Be sure to explain how you will assign points and a grade for the assessment.
- Administer the assessment and create a summary of the data that can be used for instructional decision making. Include recommendations for instruction using high-quality instructional materials.

Pre-assessment, Answer Key, and Description of Intended Use of Results

- List the specific standard/s and KUDs assessed.
- Include a description of the pre-assessment.
- Include the ACTUAL pre-assessment.
- Include the answer key or other evaluation criteria to be used to evaluate the pre-assessment.
- Be sure to include an example of what you expect students to produce or an example of student work as appropriate.
- Administer the assessment and create a summary of the data that can be used for instructional decision making. Include recommendations for instruction using high-quality instructional materials.

Formative Assessment with Anticipated Responses

- List the specific standard/s and KUDs assessed.
- Include the formative assessment.
- Include the answer key or other evaluation criteria to be used to evaluate the responses collected from the formative assessment. Be sure to include an example of what you expect students to produce or an example of student work as appropriate.
- Administer the assessment and create a summary of the data that can be used for instructional decision making. Include recommendations for instruction using high-quality instructional materials.

Assessing the Assessments

	Proficient	Basic	Unsatisfactory
Directions (1 point)	<input type="checkbox"/> Clear directions.	Unclear directions.	No directions.
Follows Item Writing Guidelines (3 points)	<input type="checkbox"/> No errors in item writing.	Errors in item writing are unlikely to affect the integrity of the results.	Errors in item writing provides unintentional clues or may change the construct being measured.
Content (2 points)	<input type="checkbox"/> All content reflects the Standards/KUDs, is accurate, and is appropriately covered with no gaps.	Content mostly reflects the Standards/KUDs, is mostly accurate, and is somewhat appropriately covered with some gaps.	Content does not completely reflects the Standards/KUDs, has some inaccuracies, and/or contains gaps.
Success Criteria (3 points)	<input type="checkbox"/> Success criteria are provided for all items that align to the standard and KUDs.	Success criteria are provided.	Success criteria are missing.
Professional Standards (1 point)	<input type="checkbox"/> Professional language and mechanics are used throughout the assignment.	Few errors in professional language and mechanics.	Evidence of plagiarism.

Reflection (10 points)

Respond to the following questions.

- Why do teachers need to know about assessment?
- How is assessment used in schools and classrooms?

CIED 41503 Learning Centered Classroom Management
University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction

Program Affiliation: Elementary/Childhood Education

Course Description: This course provides research-based classroom management frameworks that center learning and can be used in general education settings.

Prerequisites: CHEDBS or ELELBS major

Instructor:

Course Competencies:

Upon completion of this course, candidates will:

- Provide evidence of creating an environment of respect and rapport InTASC 3;
- Provide evidence for ability to identify research-based strategies for establishing a culture of learning and engagement. InTASC 2, 7
- Demonstrate skills procedures for managing student behavior, including positive reinforcement, and addressing the function of the behaviors not conducive to learning. InTASC 1, 7
- Design an environment that enhances learning and promotes productive behaviors for all learners. InTASC 1, 2, 3
- Demonstrate ability to locate and use resources for ongoing professional learning aligned with the needs of the learners, school, and system. InTASC 9

Competencies for Elementary K-6 Teachers: Foundations of Special Education and Professional Responsibilities

- 1.1 Knowledge of federal definitions related to special education
- 1.2 Knowledge of the federal requirements for pre-referral, referral, and identification
- 1.3 Knowledge of the federal safeguards of the rights of stakeholders
- 1.4 Knowledge of the components of a legally defensible individualized education program
- 1.5 Knowledge of major legislation related to special education
- 1.6 Knowledge of the roles and responsibilities of the special education teacher
- 1.7 Knowledge of the roles and responsibilities of the general education teacher in relation to special education
- 1.8 Knowledge of the roles and responsibilities of other professionals who deliver special education services
- 1.9 Ability to understand the strengths and limitations of various collaborative approaches
- 1.10 Ability to communicate with stakeholders Knowledge of potential bias issues that may impact teaching and interactions with students and their families

Suggested Texts:

Milner, H. R., Cunningham, H.B., Delale-O'Connor, L. & Kestenber, E.G. (2019).

“These Kids are out of Control”: Why We Must Reimagine

“Classroom Management” for Equity. Thousand Oaks, CA: Corwin Press.

Van Marter Souers, K. & Hall, P. (2019). Relationship, Responsibility, and

Regulation: Trauma-invested practices for fostering resilient learners. Alexandria,

VA: ASCD

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Field Experience: Teacher candidates will demonstrate application of knowledge and skills for managing supportive learning environments through the design and delivery of research based engagement strategies for lesson delivery in collaboration with faculty and mentor teachers.

Course Evaluation:

Grading Scale

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= below 59

“C” is required to **pass** this course

Summative Course Assessment:

Classroom Management Portfolio

Throughout the course, teacher candidates will discuss research-based educational learning theories, models of management, strategies for effective classroom management and engagement. At the completion of this course, candidates will understand how to establish and implement a management system that protects and enhances instructional time through management of students' expressed needs and the utilization of strategies for promoting self-discipline. This understanding will be demonstrated by developing a portfolio referencing course competencies. This portfolio will serve as a resource in

preparing the candidate for residency, interviewing for potential employment, and for reference as a novice in-service teacher.

**CIED 41503 Learner Centered Classroom Management
Artifact and Rationale Rubric**

Points earned per component (2A, 2B, 2C, 2D, 2E)	EXEMPLARY 18-17 Points All components include:	PROFICIENT 16-12 Points Most components include:	BASIC 11-0 Points Few components include:
<p>Domain 2 Artifacts and Rationales:</p> <p>Four artifacts for each component (18 pts possible for each component; 90 pts total)</p>	<p>A title for both the component and artifact and picture of the artifact from your classroom or from an idea you had from your textbooks, observations, resources, etc.</p> <p>Rationale/Explanation of why each artifact represents the component a narrative description including the following:</p> <ul style="list-style-type: none"> ● Explanation of how each artifact is an example of that particular component of domain 2 (a,b,c,d,e) ● Thorough use of the vocabulary we have been learning through the TESS criteria handouts, textbooks, and other resources. ● All artifacts include how the component relates/impacts another component in another domain in the Danielson TESS rubric ● All artifacts include how you used the artifact if you had the opportunity, the impact you/your students experienced regarding that component, or how you see this impacting students' learning in your future classroom. 	<p>A title for both the component and artifact and picture of the artifact from your classroom or from an idea you had from your textbooks, observations, resources, etc.</p> <p>Rationale/Explanation of why each artifact represents the component a narrative description including the following:</p> <ul style="list-style-type: none"> ● Explanation of how each artifact is an example of that particular component of domain 2 (a,b,c,d,e) ● Thorough use of the vocabulary we have been learning through the TESS criteria handouts, textbooks, and other resources. ● All artifacts include how the component relates/impacts another component/ domain in the Danielson rubric. ● All artifacts include how you used the artifact if you had the opportunity, the impact you/your students experienced regarding that component, or how you see this impacting students' learning in your future classroom. 	<p>A title for the component and picture of the artifact from your classroom or from an idea you had from your textbooks, observations, resources, etc.</p> <p>Rationale/Explanation of why each artifact represents the component a narrative description including the following:</p> <ul style="list-style-type: none"> ● Explanation of how each artifact is an example of that particular component of domain 2 (a,b,c,d,e) ● Thorough use of the vocabulary we have been learning through the TESS criteria handouts, textbooks, and other resources. ● All artifacts include how the component relates/impacts another component/ domain in the Danielson rubric ● All artifacts include how you used the artifact if you had the opportunity, the impact you/your students experienced regarding that component, or how you see this impacting students' learning in your future classroom.

	EXEMPLARY 10 Points	PROFICIENT 9 - 6 Points	BASIC 5 - 0 Points
RESOURCES & REFERENCE PAGE/SLIDES:	<ul style="list-style-type: none"> In-text citations are used in all rationales. An overall reference page/slide is included Sources of information (four or more) from professional books, text books, journal articles are included and cited and correct in APA 7th edition format <p><i>Do not reference Teachers Pay Teachers or Pinterest*</i></p>	<ul style="list-style-type: none"> In-text citations are used for most rationales. An overall reference page/slide is included. Sources of information (less than four) from professional books, text books, journal articles are included and cited mostly correct in APA 7th edition format <p><i>Do not reference Teachers Pay Teachers or Pinterest*</i></p>	<ul style="list-style-type: none"> In-text citations are used for a few of the rationales. An overall reference page/slide is partial/missing. Sources of information (less than four) are not all from professional books, text books, journal articles and/or not attempted in APA 7th edition format <p><i>Do not reference Teachers Pay Teachers or Pinterest*</i></p>

Scoring Template

Section A	EXEMPLARY 18-17 Points All components include:	PROFICIENT 16-12 Points Most components include:	BASIC 11-0 Points Few components include:
Domain 2a			
Domain 2b			
Domain 2c			
Domain 2d			
Domain 2e			
Section B	EXEMPLARY 10 Points	PROFICIENT 9 - 6 Points	BASIC 5 - 0 Points
RESOURCES & REFERENCE PAGE/SLIDES:			
Final Score = Section A + Section B			



UNIVERSITY OF
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CIED 41903 Intermediate Mathematics Methods in the K-6 Classroom
University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction

Program Affiliation: Elementary/Childhood Education

Course Number and Title: CIED 41903 Intermediate Mathematics Methods in the K-6 Classroom

Course Description: An examination of the content of elementary mathematics courses with special emphasis given to methods of teaching the content as well as enrichment materials to learners in Grades 4-6.

Prerequisites: “C” or better in MATH 1203, MATH 2213, MATH 2223, and CIED 31203 must have met Childhood Education requirement for GPA.

Instructor:

Office:

Phone:

E-Mail:

Office hours:

Class Time:

Class Location:

Conceptual Framework: The Conceptual Framework serves to establish a “shared vision for...efforts in preparing educators to work effectively in P – 12 schools.” The goal of the Educator Preparation Provider (EPP), preparing professional educators to be scholar-practitioners, is fully congruent with broader state and institutional mission goals. The scholar-practitioner reflects a professional who is **knowledgeable** about subject matter and pedagogy; **skillful** in teaching and managing classrooms and schools; caring and **supportive** of students, families, school staff and the community; and a **professional** who continues to learn and who embodies ethical behavior.

Instructional Technology: As with all teacher preparation coursework, candidates are expected to demonstrate technological competence in this course. This technological competence will be demonstrated through the use of the appropriate technological hardware and software. Scholar-practitioners will utilize computer technology that enhances the instructional process during the completion of this course

Goals: This course is designed to provide the candidate with an array of instructional strategies for teaching mathematics in the **Grades 4-6** elementary school classroom.

Course Competencies:

Upon completion of this course, candidates will:

- Diversity 1.1: Theoretical approaches to student learning and motivation
- Diversity 1.1: Impact of language, culture, and gender differences on learning
- Diversity 1.1: Environmental and societal influences on student development and achievement
- Students with Disabilities 3.1: Multiple means of representation – information and content is presented in different ways
- Students with Disabilities 3.2: Multiple means of action and expression – differentiation in the way students express their knowledge/learning
- Students with Disabilities 3.3: Multiple means of engagement – stimulates interest and motivation for learning
- Students with Disabilities 3.4: Learning objectives that are measurable and appropriately challenging
- Students with Disabilities 3.8: Instructional strategies/techniques that are appropriate, considering students’ ages and abilities
- Students with Disabilities 3.9: Instructional strategies for ensuring individual academic and behavioral success in one-to-one, small group, and large group settings
- Students with Disabilities 3.10: Instructional strategies that facilitate maintenance and generalization of concepts
- Students with Disabilities 3.11: Selection and implementation of research-based interventions for individual students
- Students with Disabilities 3.14: Preventative strategies and intervention strategies for at-risk learners
- Students with Disabilities 3.16: Evidence-based assessments that are effective and appropriate
- Students with Disabilities 3.17: Selecting and using assessments for various purposes
- Students with Disabilities 3.18: Interpreting assessment results
- Students with Disabilities 3.19: Understanding and using the results of assessments
- Music 2.5: Knows how to integrate the components of music with English/Language Arts, Mathematics, Social Studies, Science, and other content competencies as they evolve.

In addition, the candidates will:

- Demonstrate content and mathematics teaching methods for **Grades 4-6** in relevant content areas
- Understand Common Core State Standards for Mathematics and Mathematical Practices for elementary mathematics education in designing appropriate learning experiences
- Understand Arkansas Frameworks for Mathematics
- Describe how **Grades 4-6** children construct and develop mathematical knowledge and competencies at different levels of complexity including early number concepts, basic operations, place value, computation, early fraction concepts, measurement and data, geometry, **algebraic reasoning**, and other mathematical concepts as time permits
- Reflect upon your own readiness to teach **Grades 4-6** mathematics and establish personal goals to further your professional preparation
- Gain confidence in the ability to do mathematics with understanding
- Be a persistent and successful mathematical problem solver
- Reason and justify mathematically
- Communicate mathematically; helping others understand why a claim is true and listening and appraising other students' explanations
- Read mathematics for understanding
- Understand the role of language and precision in mathematics; defining mathematical terms
- Understand the importance of using manipulatives in mathematics teaching and gain skills in selecting and using appropriate manipulatives in mathematics teaching
- Understand the components of problem-centered learning and develop a problem-centered mathematics lesson that meets the diverse needs of students

In lesson plans, candidates will be able to:

- Identify technology applications to enhance teaching and learning
- Address the needs of English Language Learners
- Make accommodations for students with special needs
- Extend instruction for students who have demonstrated proficiency in relevant standards
- Utilize research-based instructional practices and/or use recommended strategies from professional organizations (NCTM, IRA, NCTE, NSTA, NCSS, etc.)

Mathematics Pedagogical Topics:

- **Developing Meaning for Operations**
- **Algebraic Thinking**
- **Fraction, Decimals, and Percent Concepts and Computation**
- **Ratios, Proportions, and Proportional Reasoning**
- **Data Analysis Concepts**
- **Geometry and Measurement**

Required Text:

Van de Walle, J. A., Karp, K. S., & Bay-Williams, J. M. (2013). *Elementary and middle school mathematics: Teaching developmentally, Tenth edition*. Upper Saddle River, NJ: Pearson Education, Inc. [e-text version is recommended]

Arkansas Division of Elementary & Secondary Education. (2023). *Grades K-8 Arkansas mathematics standards*. Little Rock, AR: Arkansas Department of Education. [2023 Revised K-8-ALGI-GEO Math Standards 3.2023_075943.pdf](https://arkansas.gov/2023_Revised_K-8-ALGI-GEO_Math_Standards_3.2023_075943.pdf) (arkansas.gov)

National Governors Association Center for Best Practices, Council of Chief State School Officers (NGA/CCSSO). (2010). *Common core state standards for mathematics (CCSS-M)*. Washington, D. C.: National Governors Association Center for Best Practices, Council of Chief State School Officers. <http://www.corestandards.org/Math/>

Required Resource: Blackboard

*Recommended Text:

Carpenter, T. P., Fennema, E., Franke, M. L., Levi, L., Empson, S. B. (2015). *Children's mathematics: Cognitively guided instruction* (2nd ed.). Portsmouth, NH: Heinemann

*Many mentors in the area will have this book. Check with them to see if they recommend that you buy this book.

Course Resources:

The following reference materials will also be used:

National Council of Teachers of Mathematics Publications including:

- Mathematics Teacher: Learning and Teaching PK-12
- Mathematics Teacher Educator
- Journal of Mathematics Teacher Education
- Journal for Research in Mathematics Education
- Student Explorations in Mathematics

Description of Assignments: A description for each assignment is given below each assignment. A list of due dates will be provided and are considered preliminary, as situations in practicum classrooms may warrant a change. Formats and further instructions (for projects) will either be provided in class or on Blackboard. **Assignments should be double-spaced, using a 12-point, Times New Roman font, with page numbers as either a left-handed header or bottom center footer, and a right-handed header containing your name and the date.**

1. Class Participation/Professionalism

You are now well into your studies for your chosen career in teacher education. Important in the concept of professionalism is your concern with becoming the best teacher you can become. Your attendance, promptness, attention, cooperation, and active participation are necessary to facilitate this process. If you are unable to attend class, it is your responsibility to notify your instructor and to find out from your classmates what you missed. Not only is active participation a necessity, it is also important that you listen to the ideas of others and respect their thoughts. Participation points will be given each class session based on attendance, active participation and professionalism.

2. Response to the Readings

“Response to the Readings” will be given throughout the semester on Blackboard. They will typically be unannounced and will be used to assess attention to the readings assigned for each class.

3. Article Critique

You will choose a current (within the last 3 years) article from journals published by the National Council of Teachers of Mathematics. This assignment is more than a summary. You will be expected to briefly summarize the article (no more than 1 page) and critique the information provided in the article and its presentation. **You will need to support your critique with outside references not limited to just the text for this course.**

Follow APA guidelines for this assignment.

4. **PDS Observation I, II, III**

Your practicum experience will require you to complete a **minimum of 12 observation hours** of mathematics instruction in the classroom to which you have been assigned. In some cases, you may need to make observation adjustments including times of day and/or classrooms to be able to observe mathematics instruction. Please keep me informed of any issues that are happening in the classroom. Most likely, these are issues that PDS coordinator will be able to assist in resolving, but please keep me informed so that you are able to get the most out of your experiences in the observation classroom. Through the time spent in the classroom, you will complete three specific observations:

<i>Observation 1: Math Curriculum and Technology</i>
<i>Observation 2: Learning and Teaching Strategies</i>
<i>Observation 3: Classroom Discourse</i>

You will also be required to document the number of hours you spend in the classroom, as well as the topic that is being taught/discussed. **You should be observing mathematics lessons, as this is a mathematics methods course. IF this is not the case, please let me know ASAP so that we can make necessary provisions.**

5. **PDS Practicum Assignments - 1-1 Math Assessment Interview II (Teacher Questioning)**

The purpose of this assignment is for you to get a feel for how students think and solve problems in different ways, how you can interact with students to help bring out their understandings, and how you can learn to be a good listener, letting their thoughts come out freely without the teacher (you) taking over and showing them how to do the work. After conducting your interview, you will write up information from the interview. This write up should be approximately 3-6 pages in length. The problems you will use for the interview will be given in class. A separate checklist that specifies the criteria for this assignment will be posted on Blackboard.

6. **PDS Practicum Assignments - Grades 4-6 Lesson Plan Problem Posing Format (will be modeled)**

For this lesson plan, you will pose a word problem to a small group (at least 5 students) or the whole class. The write-up will include each of the following components: The initial word problem and a follow-up problem (not posed) but what would be posed after analysis of student strategies, both anticipated and actual strategies to the initial word problem, which strategies were shared and why, and reflections on how students responded to the initial problem (struggles they had as well as successes). You also need to include mathematics standards that you see reflected in the student work. Attach samples of student work (with names deleted or pseudonyms written in).

7. **PDS Practicum Assignments - **Grades 4-6 Lesson Plan Conventional Format** (will be modeled in class)**

You will present and reflect on a conventional teaching lesson that you have designed in your practicum school. You (most likely, incorporating help from the classroom teacher) will choose a specific topic that addresses an Arkansas framework for your particular grade level and develop a lesson plan for that standard to be taught in your practicum classroom. **Note: You are encouraged to meet with your cooperating teacher and professor, if necessary, for help in developing your idea into a lesson plan.** The expectation is that the cooperating teacher will not write the lesson plan nor will the professor sit and grade the entire lesson plan, but rather they are available to help you with specific aspects. The reflections over your lessons are a time for you to think about the preparation of your lessons, as well as the execution of your lessons.

8. **Multimedia Project**

In thinking about lesson planning for mathematics instruction, we will split into groups to lead activities over the topic of discussion during most class sessions. Your group will write a lesson plan for an activity. You will then present your activity or part of your activity to the class, and provide the necessary materials including a handout, and lead the class discussion. You and your partner (s) will have a **maximum of 30 minutes** for your activity, including follow-up discussion, so plan accordingly.

- Arkansas Frameworks for Mathematics for a particular grade level.
- Necessary prior knowledge (including prior Arkansas Frameworks that address the topic);
- At least two potential problem areas for student understanding and how to clarify the problem areas;
- At least one children's book that can be used to help introduce or teach this topic;
- At least two activities that can be done to help students develop or practice skills in your topic area; and
- Explain how you will adapt to students at a given grade level.

As a professional courtesy to your instructor and classmates, you should let me know ahead of time that you will be absent so that accommodations can be made (group structure, etc.).

Note: In-class assignments, including participation in activities, and responses to the readings cannot be made up unless there are extenuating circumstances.

Statement of Academic Integrity: As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study 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 at <http://honesty.uark.edu/students/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Relationship to Knowledge Base: Calls for reform in the teaching and learning of mathematics have come from learned societies and professional organizations such as The National Council of Teachers of Mathematics, School Science and Mathematics Association, Research Council on Mathematics Learning, Psychology of Mathematics Education, and Mathematical Association of America. This course is grounded in the research-based standards-based reform effort. Central to this course is the idea of integration. This includes integration of theory and practice, integration of topics in mathematics, and integration across subject areas. General competencies for licensure and certification in Arkansas are also addressed. State competencies for licensure and certification for elementary education also inform course content, as well as the Common Core State Standards for Mathematics.

All candidates pursuing teacher/other school personnel degrees in the College of Education and Health Professions are expected to apply the principles of the conceptual framework for a scholar/practitioner. Therefore, objectives and learning activities in this course call upon candidates to be knowledgeable, skillful, caring, and inquiring.

Inclement Weather: We will follow the University of Arkansas' policy for inclement weather. Check your uark email, as I will send an email to inform you of the status of class.

Reasonable Accommodations: University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures).

Course Evaluation: Grades for students will be calculated based on completion of the following assignments and activities:

Sorted by the due date

Assignments	Points	Due Date
Class Participation/Professionalism	20	Ongoing
Response to the Readings/videos (8 worth 5 points each)	40	Ongoing
Article Critique	30	
<i>Observation 1: Math Curriculum and Technology</i>	<i>10</i>	
<i>Observation 2: Learning and Teaching Strategies</i>	<i>10</i>	
<i>Observation 3: Classroom Discourse</i>	<i>10</i>	
<i>Grades 4-6 Lesson Plan Problem Posing Format and Reflection</i>	<i>30</i>	

<i>Observation 2: Teaching and Learning strategies</i>	<i>10</i>	
<i>1-1 Math Assessment Interview II</i>	<i>30</i>	
<i>Grades 4-6 Lesson Plan Conventional Format and Reflection</i>	<i>30</i>	
Multimedia Project	30	
Total Points Possible	250	

* No late assignment will be accepted. Contact me if you have trouble submitting assignments on time.

Grading Scale:

- A 225—250 points;**
- B 200—224 points;**
- C 175—199 points;**
- D 150—174 points;**
- F <150 points.**

“C” is required to Pass this course



UNIVERSITY OF ARKANSAS

College of Education and Health Professions
Curriculum and Instruction

Syllabus for CIED 50803 Fall 2025

Course Title: Teacher Residency I – CIED 50803

Program Affiliation: Childhood Education, Master of Arts in Teaching
K-6 Licensure Degree Program

Prerequisites: Admission to the MAT Program

Professor:

Course Description: Student teaching experience in a local partnership school where teacher candidates will learn, practice, and master instructional strategies under the supervision of qualified mentor teachers and university faculty members.

Relationship to Conceptual Framework: This course is related to the scholar-practitioner model as an INTEGRATIVE STUDIES course in the INITIAL TEACHER PREPARATION program. The fall Teacher Residency is an essential component of the Master of Arts in Teaching program as preparation for Teacher Candidates (TCs) to move forward to the second teacher residency in the spring. TCs will be assigned a mentor teacher whom they will observe, assist, co-plan, co-teach, and teach with for approximately 24 hours per week. Course meetings, assignments, pre-licensure professional development, and classroom teaching experiences are designed to support students as they develop their knowledge base and skills as a teacher.

<https://cied.uark.edu/accreditation/conceptual-framework.php>

Purpose: The purpose of Teacher Residency I is to support teacher candidates in their school-based field experience and to cultivate within them a scholarly and practitioner-based lens through which they may begin to develop competency as an effective classroom teacher, K-6.

Foundation: Teacher Residency I is aligned with the *Arkansas Teaching Standards*, the *Competencies for Elementary Teachers, Grades K-6*, and *The Arkansas Teacher Excellence and Support System (TESS)*. These resources are used to identify competencies for teacher candidates and teacher preparation programs in Arkansas.

https://dese.ade.arkansas.gov/Files/20201105140006_Arkansas_Teaching_Standards_2012.pdf

https://dese.ade.arkansas.gov/Files/13_Elementary_K6_Teacher_Compencies_final_2023_EEF.pdf

<https://dese.ade.arkansas.gov/Offices/educator-effectiveness/educator-support--development/teacher-excellence-and-support-system-tess>

Rationale: The initial experience in Teacher Residency I is designed to introduce the Teacher Candidate (TC) to the multiple facets of the practicing teacher, K-6, and the measurement of their development toward competency. Progress is monitored throughout the semester by

observations of planning & preparation, instruction, reflection, and professional disposition. Tools for measurement of progress are adapted from the *Aspiring Teacher Rubric*, the *Educator Disposition Assessment*, the *Code of Ethics*, and the *University of Arkansas Graduate School Honor Code*.

<https://dese.ade.arkansas.gov/Offices/educator-effectiveness/educator-support--development/tess-rubric-descriptors>

https://www.etsu.edu/coe/educatorpreparation/documents/educator_disposition_assessment.pdf

www.uark.edu/depts/gradinfo/dean/handbook/regulations.html

Teacher Residency I (Fall)

Teacher candidates complete a year-long residency within a public elementary or middle school and are placed in multiple grade levels to gain wide experience. Candidates are enrolled in Teacher Residency I in the fall semester and must perform satisfactorily to move on to Teacher Residency II in the spring semester.

Teaching Roles and Responsibilities

During the fall residency, Candidates will gradually move from observation to co-teaching and then assume planning and teaching responsibilities mutually agreed upon between the University liaison and the mentor teacher.

Candidates are expected to take on other functions designated by the mentor teacher. This could include responsibilities such as:

- Observation of teaching
- Working with students in small groups
- Participating in Professional Learning Community and Faculty Meetings
- Assisting with lesson preparation and grading
- Attending extracurricular school events

• Responsibilities Related to Teaching

Professionalism. For the aspiring teacher, professionalism is a vital component of Teacher Residency I. Prompt and professional written or oral communication is expected. Candidates are expected to check and respond to emails regularly for correspondence from the Mentor Teacher, the University Liaison, or other instructors. Candidates are expected to be punctual and prepared. Professional dress is expected.

Confidentiality. In a professional educational setting such as the Teacher Residency, candidates will become knowledgeable about personal information. It is expected that information will be held confidentially and professionally.

Attendance. Commitment to the aspiring teacher role means the Candidate should be in attendance every day, with absences only occurring due to illness or emergencies. In the case of such an absence, it is expected that candidates will communicate with the Mentor Teacher, the school principal, and the University Liaison with as much advance notice as possible. Similarly, as an aspiring professional, it is expected that the Teacher Candidate will attend meetings and events related to their placement school and the University.

In case of inclement weather, candidates will follow the schedule of the school placement. Regarding obligations to the University, classes or meetings will be held unless canceled by the University of Arkansas. If classes have not been canceled and the candidate feels it is too dangerous to come to class because of the weather, it is their responsibility to make up missed assignments and be prepared for the next class meeting.

If absences at the partnership school or MAT classes become excessive and/or unwarranted, advancement to the spring residency may be jeopardized.

- **Timeliness with Assignments.** Tasks and assignments are expected to be completed on time to Teacher Mentors, Liaisons, and Instructors. Candidates will use **Blackboard or email** unless otherwise noted. Blackboard serves as the home base regarding access to information, assignments, and due dates.

Evaluation for Teacher Residency I: Evaluation for Teacher Residency I will be determined through observations and documented performance as indicated on the *Aspiring Teacher Rubric* completed by Mentor Teachers and the University Liaison. These are used as evidence to determine progress and teaching effectiveness in the classroom before moving on to Teacher Residency II. Other course assignments are included and are calculated for the overall grade. Candidates must meet the required number of hours of clinical experience to successfully complete Teacher Residency I.

- **CHED Lesson Plan Format.** The *CHED Lesson Plan* template is used to write lesson plans that candidates are responsible for teaching. A copy of the lesson plan will be provided to the observer for review before teaching, and a copy of the plan will be made available at each formal observation. Lesson plans are not required for impromptu teaching situations.
- **Self-Reflection.** Self-reflection is critical to professional growth. All self-reflection templates are aligned with the *TESS* domains. These reflections provide an avenue for self-appraisal of engagement and involvement in the teaching and learning process. The primary methods used for self-reflection are a co-teaching log and written reflections. Following each period of solo teaching, the intern will be asked to complete an additional self-check of their proficiency in independent teaching.
- **Formative Observations.** Formal and informal observations will be conducted using written and oral feedback on lesson plans, teaching, classroom management, and professionalism/dispositions. Frequent evaluation by Mentor Teachers and the Liaison will help define strengths and growth goals and will assist the teacher candidate in developing the skills and strategies for improvement. Multiple forms/formats aligned with *TESS* may be used to provide feedback.
- **End-of-Placement Evaluation.** Mentor Teachers will review weekly feedback and formative observations to complete an *End-of-Placement Evaluation* using the four *TESS*

domains as a guide for proficiency. These documents are reviewed as a prerequisite for moving forward.

- ***Educator Disposition Assessment (EDA)***. The *Educator Disposition Assessment* is an assessment tool designed to provide feedback to teacher candidates and interns as evidence of professional dispositions considered essential to effective teaching. The *EDA* may be completed periodically throughout the year.
- ***Professional Growth Plan (PGP)***. Completion of the *Professional Growth Plan (PGP)* is designed to improve candidates' instruction and professional efficacy. The *PGP* supports professional growth by identifying goals, strategies, resources, support, and intended results that are of value to a growing professional. The *PGP* is unique to the individual candidate and is based on self-reflection and feedback from the Mentor Teacher and the University Liaison.
- ***Summative Evaluation***. Candidates will receive a formal *Summative Evaluation* completed by the University Liaison at the end of the fall semester.

A. Professional Growth Plan	10 pts.
B. Solo Teaching Self-check & Reflection	20 pts.
C. End of Placement (Mentor Teacher)	20 pts.
E. Parent-Teacher Conference Reflection	20 pts.
F. Mid-point Self-assessment & Disposition Review	20 pts.
G. Lesson Plans (12 @ 5 pts.)	60 pts.
H. Reflections (12 @ 5 pts.)	60 pts.
I. IDEAS training modules (6 @ 5 pts.)	30 pts.
Total	240 pts.

*Grading Scale:

90 - 100	A
80 - 89	B
70 - 79	C

*Students must make a C or better to continue in Residency II.

University Defined Policies

Students with Accommodations. If a candidate requires accommodations due to physical or other restrictive conditions, please contact the [Center for Educational Access](#). The University of Arkansas Academic Police Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. Students must verify eligibility through the Center for Educational Access (479) 575-3104 or visit <http://cea.uark.edu> for more information on registration procedures.

Academic Honesty. "As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study 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 at <http://honesty.uark.edu/> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

It is expected that original student work should be submitted for evaluation.

Additional Protocols

- ***Conflict in the Residency Placement.*** Faculty work diligently to pair teacher candidates with mentors with whom they are complementary. Commonly, both mentors and interns cultivate professional relationships that extend well beyond the MAT program. However, there are times when conflict may arise between a candidate and a mentor. Candidates should use the following protocol to resolve these issues.
 - Most tensions emerge from miscommunication, often related to expectations. Most of these issues can be resolved by simply communicating openly and honestly. Doing so creates space to work through the issue and renegotiate boundaries. It also provides the candidate with valuable experience in working through disagreements.
 - If the problem is not resolved, the University Liaison may be asked to facilitate a discussion to resolve the problem.
 - If the problem is still untenable, contact the Program Coordinator, Dr. Marcia Imbeau by email at imbeau@uark.edu

- ***Notification of Concern (NOC).*** The Teacher Candidate Support System at the University of Arkansas seeks to support candidates as they progress through their programs. The *Notification of Concern (NOC)* is an electronic process has been developed to identify, assist, and monitor teaching candidates who exhibit issues that could prevent them from being successful professionals. The goals of the *NOC* are early identification of the candidate’s difficulty, support for the candidate to address issues, clarification of the procedures to be followed if issues are not corrected, and to provide systematic documentation and follow-up to support faculty, department heads, and advisors in addressing such issues. The *NOC* is reserved for situations that, if not corrected or addressed, could be a significant barrier to the Candidate’s success in the teaching profession. The *NOC* is focused on helping the candidate by identifying challenges and creating an action plan designed to support the candidate in correcting the issues.

Other Resources

Success in a professional career depends heavily on health and well-being. Stress is a common aspect of our lives and is often compounded by unexpected life changes outside the classroom. There are several services on campus to assist students.

- ***Center for Learning and Student Success Class+.*** Tutors are available to work with students to refine and strengthen academic skills necessary for success. The Student Success Center is located in the Cordia Harrington Center for Excellence (CORD), located next to Peabody Hall. Appointments may be scheduled by email at success@uark.edu, call 479.575.3174, or drop in. For more information about the

services offered through the Student Success Center, use this link:

<https://success.uark.edu/about-us/index.php>

- *Writing Center.* Writing tutors are available to help you learn revision strategies for developing your academic and professional writing skills. You may work with writing tutors in person or upload your paper for online feedback. Schedule a free online or in-person appointment. The Writing Studio is in room 209 of the Cordia Harrington Center for Excellence (CORD), located next to Peabody Hall. To make an appointment call 479.575.3174 or email uawrite@uark.edu. For general information about the many services offered use this link: <https://success.uark.edu/academic-initiatives/writing-studio.php>
- *Counseling and Psychological Services (CAPS).* Counseling and Psychological Services (CAPS) staff works with the University community to help solve problems, deepen self-understanding, grow personally, develop more satisfying relationships with friends and family, and help with other mental health issues. Services are provided by licensed psychologists, counselors, and social workers. Call 479-575-5276 to make an appointment, or visit their website. 24-hour emergency service available. <https://catalog.uark.edu/generalinfo/studentaffairs/>
- *Research Librarians.* Ask a Librarian! Text: 479-385-0803, Call: 479-575-6645, Visit their website or email refer@uark.edu or live chat! The education librarian is Megan York, 479-575-5313/ mayork@uark.edu
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by phone at 479-575-4451 or by walk ins. The Center is open M-F, 8-5. Each person must do their part and is expected to comply with university guidelines to reduce virus spread to the campus community. Please review at <https://health.uark.edu/coronavirus/>

- **Blackboard Learning System (learn.uark.edu)**

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Sunday: 4 pm-11 pm

Course Resources

- University Libraries
- Public Libraries
- Learning Resource Center
- Internet sources
- Partnership School Mentor and Collaborative Teachers
- Partnership School Instructional Facilitator
- Colleagues
- Professors
- Principals and other school district administrators



Syllabus for CIED 50806
Spring 2026

Welcome Back!

With the effort and perseverance you have demonstrated in the fall residency, you are now ready for Teacher Residency II. The Teacher Residency is an essential component of the Master of Arts in Teaching (MAT) degree. The experience presents the opportunity for Teacher Candidates to understand, develop, and implement various pedagogical concepts and theories to support student learning in the classroom. This semester you will observe, participate, and collaborate in the conceptualizing, planning, and instructional aspects of teaching.

We will continue to support and challenge you this semester during this journey. Watching candidates grow and join a school community at the end of this experience is truly amazing! There will continue to be challenges this semester – challenges present opportunities to grow.

Course Title: Teacher Residency II – CIED 50806

Program Affiliation: Childhood Education, Master of Arts in Teaching
K-6 Licensure Degree Program

Prerequisites: Successful completion of Teacher Residency I

Course Description: Building on the knowledge, understanding, and skills learned during the fall semester of teacher candidates' clinical residency experience in a local partnership school, aspiring teachers will continue to be supported by highly qualified mentor teachers and university faculty. Candidates during this course will focus on elevating their teaching skills to positively impact K-6 students' learning in preparation for their own classroom.

Relationship to Conceptual Framework: This course is related to the scholar-practitioner model as an INTEGRATIVE STUDIES course in the INITIAL K-6 TEACHER PREPARATION program.

It is a continuation and extension of Teacher Residency I. University of Arkansas graduates are prepared to become knowledgeable, skillful, supportive, and professional scholar-practitioners in diverse educational settings who can balance the needs and aspirations of each learner with the expectations of an increasingly complex and technological society. Scholar-practitioners are teachers, administrators, counselors, and other school professionals who value theory and research, understand that theory and practice are complementary and mutually reinforcing, and are committed to the enhancement of teaching, learning, and professional practice.

Link to Conceptual Framework: <https://cied.uark.edu/accreditation/conceptual-framework.php>

Class Delivery: Your internship will continue as a clinical-based residency experience, and will continue to be aligned with the schedule of the partner school. University guidelines will be followed for the UA

Reading Day in preparation for final examinations. Any final exams or summative conferences will be scheduled on the designated day and time aligned with the U of A finals schedule.

Course Goals, Competencies, and Content

Purpose of the course: Teacher Residency II provides the teacher candidate the opportunity to gain extensive, in-depth practice in the complexities of teaching in a classroom setting. Candidates will take on the role of the scholar-practitioner as they assess, teach, and reflect to refine their teaching practice. The goal of the Residency II experience is to provide teacher candidates with the experiences, information, and coaching that will enable them to be effective teachers who are learner-ready for their first year of teaching and to serve as leaders in their schools and communities. More specifically, teaching Teacher Candidates will:

- Develop evidence-based high-quality instruction.
- Strengthen teacher self-empowerment and teaching self-efficacy.
- Attain readiness for licensure and prepare for teacher employment.
- Develop professional practices to improve teaching and learning
 - Develop teacher accountability practices.
 - Consistently reflect on teaching practices.
 - Actively seek to make professional contributions.

Teacher Residency II (Spring)

Teacher Candidates complete a year-long residency within a public elementary or middle school and are placed in Multiple grade levels to gain wide experience. This course is the second course in the Teacher Residency and candidates must complete this course satisfactorily for consideration as a successful program completer.

Expected Competencies in Teacher Residency II: Upon successful completion of this course, teacher candidates will have developed the knowledge, skills, abilities, and behaviors that contribute to effectiveness as a future teacher. Candidates will have the opportunity to develop the following competencies:

- A. Establish a mutually respectful classroom environment utilizing classroom management techniques that foster self-control and self-discipline. (TESS 2a, 2d), (InTASC 3), (Skillful, Knowledgeable, Supportive, Professional)
- B. Demonstrate knowledge of subject matter by designing learning experiences that are developmentally appropriate for all learners. (TESS 1a, 1b, 1e, (InTASC 1, 2, 4, 5, 7, 8), (Knowledgeable)
- C. Make accommodations for students with special needs. (TESS 1b, 1d, 3a, 3c, 3e, (InTASC 1, 2, 7, 8, 9), (Skillful)
- D. Extend instruction for students who have demonstrated proficiency in relevant standards and content. (TESS 1b, 1d, 3c, 3e)(InTASC 1, 2, 6, 7, 8, 9)(Skillful)
- E. Address the needs of English language learners. (TESS 1b, 1d, 3a, 3c, 3e), (InTASC 1, 2, 7, 8, 9), (Skillful)
- F. Identify technology applications to enhance teaching and learning. (TESS 1d, 2e, 3c), (InTASC 7, 8), (Knowledgeable)

- G. Use problem-solving strategies for planning and implementing effective classroom practices. (TESS 4a, 4e), (InTASC 6, 7, 8, 9), (Skillful)
- H. Utilize research-based instructional practices and/or use recommended strategies from professional organizations (NCTM, IRA, NCTE, NSTA, NCSS, etc.). (TESS 4d, 4e), (InTASC 4, 5, 7, 8, 9), (Skillful, Professional)
- I. Assess the class as a whole and as individuals to identify student perceptions, provide guidance, and offer continuous feedback on progress toward outcomes/expectations. (TESS 1f, 3d, 4b, 4c), (InTASC 6), (Skillful)
- J. Use multiple assessments and sources of data to accurately measure the impact of instruction on student performance. (TESS 1f, 3d, 4a, 4b) (InTASC 6, 9) (Skillful)
- K. Engage a range of students, including those who are below grade level, English language learners, and advanced students, in learning experiences that stimulate creative/critical thinking. (TESS 3c), (InTASC 5, 7, 8, 9), (Skillful)
- L. Articulate a professional development plan to improve performance and follow through with the plan. (TESS 4e, 4f), (InTASC 9, 10), (Professional)
- M. Communicate, cooperate and collaborate with others to enhance instructional opportunities for children. (TESS 4c, 4d, 4e), (InTASC 9,10), (Professional)
- N. Demonstrate tolerance and sensitivity to varied perspectives. (TESS 2a, 3a, 4c, 4f), (InTASC 10), (Supportive, Professional)
- O. Demonstrate ethics in daily practice. (TESS 4f), (InTASC 9), (Professional)
- P. Use national, state, or local standards for learning and follow these guidelines in practice. (Skillful, Professional) (TESS 1a, 1c, 4f), (InTASC 4, 5)
- Q. Reflect on his/her practice to improve performance and students' learning. (TESS 4a), (InTASC 9), (Professional)
- R. Document participation in school and district projects and activities. (TESS 4d, 4e), (InTASC), (Professional 9, 10)
- S. Complete all aspects of the Aspiring Teacher Rubric at a proficient level. (TESS 4a, 4e, 4f), (InTASC 9), (Knowledgeable, Skillful, Professional)

Experiences During Teacher Residency II: Teacher Candidates will build upon the foundational skills they practice in Residency I. Their understanding of the teacher-educator role will deepen as they begin to develop their teaching style. In-depth experiences in Teacher Residency II are designed to prepare Teacher Candidates to be learner-ready for their own classroom. Common experiences are as follows:

- A. Observing teachers in their various roles as they work with students, meet with parents, confer with support staff and administrators, and collaborate with colleagues
- B. Practicing various teaching methods (including technology) in relevant curricular areas
- C. Developing and implementing appropriate lesson plans in relevant curricular areas for optimal teaching and learning experiences
- D. Developing an awareness of one's preferred teaching style and philosophy
- E. Practicing various documentation and assessment tools that inform instructional practices for students
- F. Demonstrating classroom management principles that promote the prevention of inappropriate behaviors and strategies for promoting self-discipline in a culture for learning
- G. Recognizing and understanding diverse needs, both individual and group, especially in terms of inclusive education related to cultural, academic, and behavioral differences

- H. Demonstrating professional characteristics, including punctuality, confidentiality, flexibility, cooperation, enthusiasm, and responsibility
- I. Demonstrating professional dispositions that will cultivate the candidate as a responsive teacher who participates in decision-making and problem-solving that will guide them in becoming a highly effective teacher
- J. Demonstrating effective oral and written communication skills
- K. Teaching with full responsibility and effectiveness for a minimum of five full consecutive days in a “solo teaching” experience
- L. Practicing reflective teaching by communicating weekly with the mentor teacher and University Liaison through in-person and online dialogue

Arkansas Teacher Excellence and Support System (TESS). Using the recommendations of the *Arkansas Teacher Excellence and Support System (TESS)* and Charlotte Danielson (2013) in *A Framework for Teaching*, the following content comprises the residency experience. As candidates progress through Residency II, levels of performance will be recorded as (1) Ineffective; (2) Progressing; (3) Effective; and (4) Highly Effective. The Mentor Teacher and the University Liaison will support the candidate as they gain the skills for becoming a highly effective classroom teacher.

Domain 1: Planning and Preparation

- a. Demonstrating knowledge of content and pedagogy
- b. Demonstrating knowledge of students
- c. Setting instructional outcomes
- d. Demonstrating knowledge of resources
- e. Designing coherent instruction
- f. Designing student assessment

Domain 2: The Classroom Environment

- a. Creating an environment of respect and rapport
- b. Establishing a culture for learning
- c. Managing classroom procedures
- d. Managing student behavior
- e. Organizing physical space

Domain 3: Instruction

- a. Communicating with students
- b. Using questioning and discussion techniques
- c. Engaging students in learning
- d. Using assessment in instruction
- e. Demonstrating flexibility and responsiveness

Domain 4: Professional Responsibilities

- a. Reflecting on teaching in terms of accuracy and use in further teaching
- b. Maintaining accurate records
- c. Communicating with families
- d. Participating in the professional community
- e. Growing and developing and professionally
- f. Showing professionalism

As a graduate of the Educator Preparation Program at the University of Arkansas, candidates are expected to develop into a scholar-practitioner who advocates for the learning of all children in diverse settings. Proficiencies reflect the knowledge, skills, and dispositions identified by specialized professional associations (SPAs), CAEP, INTASC, AEI, and criteria found in the *Teacher Excellence & Support System* designed by the *Arkansas Department of Education*. The outcomes of the *University of Arkansas EPP* focus on the preparation of the teacher candidate as a professional educator who will exemplify the role of a scholar-practitioner. The ultimate goal is that candidates will assume leadership roles in education that will enable them to enhance the quality of life of citizens in Arkansas, the nation, and the world.

U.S. Department of Education. (2013), *For each and every child—a strategy for education equity and excellence*, p. 12.

Expectations for the Spring Teacher Residency II: Teacher Candidates will adhere to the policies and guidelines of the MAT program. The following list of expectations is not inclusive.

Teacher candidates will:

- reflect on observations and implementations to consider for future teaching practice.
- Exhibit an appreciation of and value for cultural and academic diversity
- Collaborate effectively with stakeholders
- Demonstrate self-regulated learner behaviors/takes initiative
- Exhibit social and emotional intelligence to promote personal and educational goals/stability
- ask for and act on feedback from the Mentor Teacher and University Liaison.
- assist mentor teachers in performing certain duties, such as recess, bus/parent pickup sponsoring special field trips or other projects, and participating in team projects.
- attend student intervention meetings and parent conferences.
- participate in parent conferences.
- be present and punctual, keeping the same teaching schedule as their mentor.
- dress professionally and demonstrate proficiency in oral and written communication.
- be punctual for all appointments, classes, and meetings.
- attend all meetings required by the program of study.

Professionalism. Professionalism continues to be a vital component of Teacher Residency II. Prompt and professional written or oral communication is expected. Candidates are expected to check and respond to emails regularly for correspondence from the Mentor Teacher, the University Liaison, or other instructors. Candidates are expected to be punctual and prepared. Professional dress is expected.

Confidentiality. In a professional educational setting such as the Teacher Residency, candidates will become knowledgeable about personal information. It is expected that information will be held confidentially and professionally.

Attendance. Commitment to the role of an aspiring teacher means the Candidate should be

in attendance every day, with absences only occurring due to illness or emergencies. In the case of such an absence, it is expected that candidates will communicate with the Mentor Teacher, the school principal, and the University Liaison with as much advance notice as possible. Similarly, as an aspiring professional, it is expected that the Teacher Candidate will attend meetings and events related to their placement school and the University.

In case of inclement weather, candidates will follow the schedule of the partner school. Regarding obligations to the University, classes or meetings will be held unless canceled by the University of Arkansas. If classes have not been canceled and the candidate feels it is too dangerous to come to class because of the weather, it is their responsibility to make up missed assignments and be prepared for the next class meeting.

Evaluation for Teacher Residency II: Evaluation for Teacher Residency II will be determined through observations and documented performance as indicated on the *Aspiring Teacher Rubric* completed by Mentor Teachers and the University Liaison. These are used as evidence to determine progress and teaching effectiveness in the classroom before consideration of completion and before taking on the role of a full-time classroom teacher. Other course assignments are included and are calculated for the overall grade. Candidates must complete Teacher Residency II before consideration as a program completer.

- **CHED Lesson Plan Format.** The *CHED Lesson Plan* template is used to write lesson plans that candidates are responsible for teaching. A copy of the lesson plan will be provided to the observer for review before teaching, and a copy of the plan will be made available at each formal observation. Lesson plans are not required for impromptu teaching situations. It is expected that Teacher Candidates will take more responsibility for planning and teaching in Teacher Residency II.
- **Self-Reflection.** Self-reflection is critical to professional growth. All self-reflection templates are aligned with the *TESS* domains. These reflections provide an avenue for self-appraisal of engagement and involvement in the teaching and learning process. The primary methods used for self-reflection are written reflections. Following each period of solo teaching, the Candidate will be asked to complete an additional self-check of their proficiency in independent teaching.
- **Formative Observations.** Formal and informal observations will be conducted using written and oral feedback on lesson plans, teaching, classroom management, and professionalism/dispositions. Frequent evaluation by Mentor Teachers and the Liaison will help define strengths and growth goals and will assist the teacher candidate in taking action to improve performance. Multiple forms/formats aligned with *TESS* may be used to provide feedback.
- **End-of-Placement Evaluation.** Mentor Teachers will review weekly feedback and formative observations to complete an *End-of-Placement Evaluation* using the four *TESS* domains as a guide for proficiency. These documents are reviewed as a prerequisite for moving forward.
- **Educator Disposition Assessment (EDA).** The *Educator Disposition Assessment* is an assessment tool designed to provide feedback to Teacher Candidates as evidence of professional dispositions considered essential to effective teaching. The *EDA* may be completed periodically throughout the semester.
- **Professional Growth Plan (PGP).** Completion of the *Professional Growth Plan (PGP)* is designed to improve candidates' instruction and professional efficacy. The *PGP* supports professional growth by identifying goals, strategies, resources, support, and intended

results that are of value to a growing professional. The *PGP* is unique to the individual candidate and is based on self-reflection and feedback from the Mentor Teacher and the University Liaison.

- **Summative Evaluation.** Candidates will receive a formal *Summative Evaluation* completed by the Mentor Teacher during the spring semester.

A. Exit Self-assessment, Disposition Review, and Professional Growth Plan	40 pts.
B. Solo Teaching Self-check & Reflection	20 pts.
C. End of Placement (Mentor Teacher)	10 pts.
E. Parent-Teacher Conference Reflection	20 pts.
F. Attendance at UA Career Seminar	10 pts.
G. Lesson Plans (12 @ 5 pts.)	60 pts.
H. Reflections (12 @ 5 pts.)	60 pts.
Total	220 pts.

*Grading Scale:

90 - 100 A

80 - 89 B

70 - 79 C

**Students must make a C or better for consideration as a successful program completer.*

University Defined Policies

Students with Accommodations. If a candidate requires accommodations due to physical or other restrictive conditions, please contact the [Center for Educational Access](#). The University of Arkansas Academic Police Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. Students must verify eligibility through the Center for Educational Access (479) 575-3104 or visit <http://cea.uark.edu> for more information on registration procedures.

Academic Honesty. “As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study 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 at <http://honesty.uark.edu/> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

It is expected that original student work should be submitted for evaluation.

Professional Teaching Dispositions: Teaching is a profession that requires potential candidates to be individuals of integrity. Prospective teachers must be able to demonstrate that they are professionals who can make mature decisions for themselves and for the

students whom they will teach. Teachers are responsible for the education, safety, and well-being of anyone in their charge. The College of Education and Health Professions prepares future teachers who show professionalism and the ability to act responsibly inside and outside the classroom. Candidates must be able to serve as representatives of the College and the University and must demonstrate the personal and professional dispositions of the teaching profession. Dispositions will be assessed by the Mentor Teacher, the University Liaison, and through self-assessment periodically throughout the Residency.

Dispositions are defined as “the habits of professional action and moral commitments that underlie an educator’s performance (*InTASC Model Core Teaching Standards*, p. 6). Effective and caring teachers possess a number of professional dispositions to guide their practices, decisions, and behaviors. Teacher Candidates are expected to demonstrate professional dispositions that align with the Conceptual Framework of the College of Education & Health Professions and the expectations of the Childhood Education Program.

Unprofessional behaviors on the part of teacher candidates that demonstrate conduct and patterns of behavior inconsistent with the personal and professional dispositions expected in the teaching profession shall be counseled, mentored, and supported to attain the dispositions necessary for a teaching career; however, if growth is not demonstrated this could result in sufficient grounds for:

- (1) denial of admission to or enrollment in and/or
- (2) dismissal or removal from the professional education program, courses, clinical experiences, or residency that lead to teacher licensure.

Displays or patterns of behaviors may be established by any credible means including persistent concerns of the Mentor Teacher, University Liaison, or other Professors as student behaviors are observed in courses and field experiences. Candidates who exhibit inappropriate behaviors may be referred for a conference with the Department Chair, Program Coordinator and other relevant faculty/academic staff. The purpose of this conference is to formally identify the unprofessional behaviors, recommend corrective action(s), and determine the candidate’s suitability for continuing in the teacher preparation program.

In accordance with state and national standards, teacher candidates are assessed on their knowledge, disposition, and performance. Dispositions are separate from scholarship or achievement criteria. The following dispositions should be considered when growing professionally as a highly effective teacher (*The Educator Disposition Assessment (EDA)*, 2016): https://teacher-education.uark.edu/resources/pdf/support/EDA_Rubric_5-9-2018.pdf

Additional Protocols

- ***Conflict in the Residency Placement.*** Faculty work diligently to pair teacher candidates with mentors with whom they are complementary. Commonly, both mentors and interns cultivate professional relationships that extend well beyond the MAT program. However, there are times when conflict may arise between a candidate and a mentor. Candidates should use the following protocol to resolve these issues.
 - Most tensions emerge from miscommunication, often related to expectations. Most of these issues can be resolved by simply communicating openly and honestly. Doing so creates space to work through the issue and renegotiate boundaries. It also provides the candidate with valuable experience in working through disagreements.

- If the problem is not resolved, the University Liaison may be asked to facilitate a discussion to resolve the problem.
- If the problem is still untenable, contact the Program Coordinator, Dr. Marcia Imbeau by email at imbeau@uark.edu

- **Notification of Concern (NOC).** The Teacher Candidate Support System at the University of Arkansas seeks to support candidates as they progress through their programs. The *Notification of Concern (NOC)* is an electronic process that has been developed to identify, assist, and monitor teaching candidates who exhibit issues that could prevent them from being successful professionals. The goals of the *NOC* are early identification of the candidate's difficulty, support for the candidate to address issues, clarification of the procedures to be followed if issues are not corrected, and to provide systematic documentation and follow-up to support faculty, department heads, and advisors in addressing such issues. The *NOC* is reserved for situations that, if not corrected or addressed, could be a significant barrier to the Candidate's success in the teaching profession. The *NOC* is focused on helping the candidate by identifying challenges and creating an action plan designed to support the candidate in correcting the issues.

Other Resources

Success in a professional career depends heavily on health and well-being. Stress is a common aspect of our lives and is often compounded by unexpected life changes outside the classroom. There are several services on campus to assist students.

- *Center for Learning and Student Success Class+*. Tutors are available to work with students to refine and strengthen the academic skills necessary for success. The Student Success Center is located in the Cordia Harrington Center for Excellence (CORD), located next to Peabody Hall. Appointments may be scheduled by email at success@uark.edu, call 479.575.3174, or drop in. For more information about the services offered through the Student Success Center, use this link: <https://success.uark.edu/about-us/index.php>
- *Writing Center*. Writing tutors are available to help you learn revision strategies for developing your academic and professional writing skills. You may work with writing tutors in person or upload your paper for online feedback. Schedule a free online or in-person appointment. The Writing Studio is in room 209 of the Cordia Harrington Center for Excellence (CORD), located next to Peabody Hall. To make an appointment call 479.575.3174 or email uawrite@uark.edu. For general information about the many services offered use this link: <https://success.uark.edu/academic-initiatives/writing-studio.php>
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- *Research Librarians.* Ask a Librarian! Text: 479-385-0803, Call: 479-575-6645, Visit their website or email refer@uark.edu or live chat! The education librarian is Megan York, 479-575-5313/ mayork@uark.edu
- *Full Circle Pantry.* The Jane B. Gearhart Full Circle Food Pantry is available as a free grocery assistance center for all U of A students, staff, and faculty. Full Circle is located on the backside of Walton Residence Hall and is open Mondays from 11a-3p, Wednesdays from 3p-5p, and Thursdays from 10a-2p. If you need assistance outside of these hours, please email pantry@uark.edu to set up an alternate time. For more information visit fullcircle.uark.edu or email pantry2@uark.edu
- *Diversity and Inclusion.* The Multicultural Center (MC) is committed to helping students explore their commonalities and embracing their differences. The University of Arkansas is one community made up of people from diverse backgrounds that should be explored, understood, and appreciated. The MC provides many different [programs and initiatives](#) that meet this goal. For more information, email the MC at uamc@uark.edu or call 479-575-8405
- *UA CARES.* By providing referrals, resources, and other information to students in need we seek to empower students to take advantage of the offices and services that exist on the University of Arkansas campus and in the local community in a manner that allows them to achieve their full potential. If you or someone you know may benefit from this service please report a concern through the online reporting system (available 24 hours), or via phone or email (checked during business hours with the exception of holidays or inclement weather). For non-immediate threats call the University of Arkansas Police Department at 479-575-2222. UA CARES can also be of assistance with technology needs and wi-fi assistance.
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Course Resources

Professional Standards CAEP for EPPs

<http://caepnet.org/~media/Files/caep/standards/caep-standards-one-pager-061716.pdf?la=en>

CAEP K-6 Elementary Teacher Standards

<http://caepnet.org/standards/k-6-elementary-teacher-standards-draft>

InTASC Standards

<https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

Arkansas Department of Education Competencies for K-6 programs

<https://dese.ade.arkansas.gov/Offices/educator-effectiveness/educator-preparation-programs-in-arkansas/arkansas-educator-competencies>

Arkansas Department of Education Code of Ethics for Educators

<https://dese.ade.arkansas.gov/Offices/educator-effectiveness/plsb-professional-ethicsdiscipline/code-of-ethics-for-arkansas-educators>

Arkansas Teaching Standards

<https://dese.ade.arkansas.gov/Offices/educator-effectiveness/educator-preparation-programs-in-arkansas/arkansas-educator-competencies-and-standards>

Arkansas Department of Education, Teacher Excellence and Support System (TESS)

<https://dese.ade.arkansas.gov/Offices/educator-effectiveness/educator-support--development/teacher-excellence-and-support-system-tess>

Charlotte Danielson's Framework for Teaching (FFT) *2013 Framework for Teaching (FFT)*

Domains 1-4 <https://www.danielsongroup.org/framework/>

University of Arkansas, College of Education and Health Professions *Conceptual*

Framework-Mission & Objectives <https://cied.uark.edu/conceptual-framework.php>

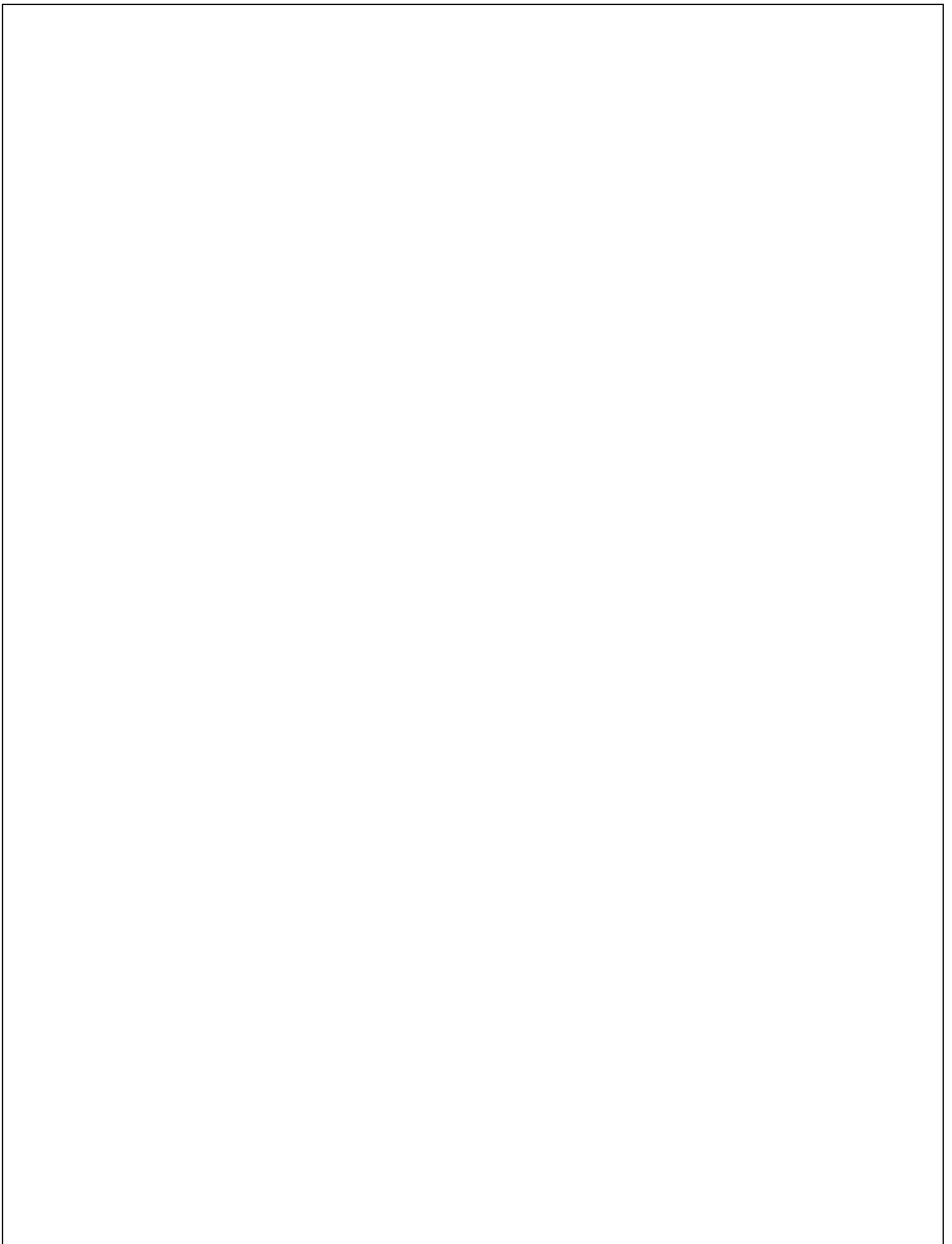
COEHP CHED/ELEL Handbook for K-6 Teacher Preparation Program

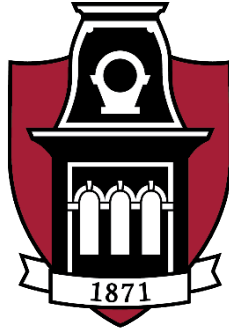
https://cied.uark.edu/programs/childhood-elementary-ed/_resources/pdf/ched_elel-handbook-fall18.pdf

Other Resources

- University Libraries
- Public Libraries
- Learning Resource Center

- Internet sources
- Partnership School Mentor and Collaborative Teachers
- Partnership School Instructional Facilitator
- Colleagues
- Professors
- Principals and other school district administrators





UNIVERSITY OF ARKANSAS®

Agreement

for Educator Preparation Programs' Observation, Practicum, and Full-Time Internship Placements between the

University of Arkansas

And School District Name

Effective October 2023

AGREEMENT

Board of Trustees of the University of Arkansas, acting for and on behalf of the University of Arkansas, Fayetteville -- Educator Preparation Programs (“University”), and Springdale Public Schools (“District”) agree to a collaboration in field experience for pre-service teacher candidates. Placements in this district may include student teacher candidates of all grade levels and subject areas, full-time internship experiences, practicum assignments with varying degrees of student interaction, and general course observations.

Term of Agreement

This agreement shall be in effect for a period of one year, beginning July 1 of the calendar year executed through June 30 of the following year. The parties shall discuss any desired changes to the Agreement that UA or District may propose. This Agreement shall automatically renew unless one party notifies the other of the intent not to renew by April 30. Further, either party may terminate this Agreement at any time, provided that the parties will use their best efforts to allow any students to complete existing placements, subject to all other terms and conditions of this Agreement.

Full-Time Internship Placements

1. The University will:

- a. Provide district with the following information no less than ten (10) days before the internship begins:
 - i. Name and contact information of the student(s)
 - ii. Dates and hours of the assignment(s)
 - iii. Each student’s academic class designation
 - iv. Philosophy, purpose, and learning objectives
- b. Ensure all interns have completed any and all background checks required by District prior to beginning the internship.
- c. Prepare and make available to interns and placements sites a handbook which includes all policies and procedures of the internship program(s).
- d. Name a contact person who is responsible for carrying out the requirements of this agreement [with respect to interns from each degree program].
- e. Maintain communication with district, administration, and mentor teachers as appropriate, including providing a primary contact for any concerns or issues regarding placements.
- f. Provide training to mentor teachers prior to the beginning of the school year.
- g. Provide each intern a set number of observations by a University-appointed supervisor as agreed upon by the University and District.
- h. Ensure written feedback is provided to the intern by the University-appointed supervisor after any and all observations.

2. District will:

- a. Provide a list of potential mentor teachers to the University when requested.
- b. Provide each intern with an orientation to the school and its policies and procedures upon arrival.
- c. Provide classroom space, staffing, materials and necessary access to facilities for the completion of the intern’s educational experiences.

- d. Provide each intern with a mentor teacher who holds appropriate credentials and has accepted the responsibility of serving as a mentor.
- e. Name a contact person who is responsible for carrying out the requirements of this agreement.
- f. Return this MOU to the Director of Field Placement, Peabody 109, University of Arkansas, Fayetteville, AR 72701.

3. Shared Expectations of UA and District Regarding Full-Time Internships:

- a. Mentor teachers will provide continuing verbal and written feedback to interns.
- b. Mentor teachers will allow a minimum of one student-designed unit to be implemented during the rotation.

Practicum and Observation Placements

1. The University will:

- a. Contact the designated placement coordinator prior to the beginning of each semester to request practicum/observation placements in their district or at their school. .
- b. Require all students to successfully complete a background check through the Arkansas Department of Education prior to beginning Practicums.
- c. Require students to request placements through the Office of Teacher Education instead of contacting schools individually.

2. District will:

- a. Permit pre-service teacher candidates to conduct observations/practicums in their schools.
- b. Provide a list of potential host teachers for observations/practicums when contacted.

3. Shared Expectations of UA and District Regarding Practicums and Observations:

- a. Host teachers are willing to have pre-service teacher candidates observe their classroom.
- b. Host teachers will provide verbal and/or written feedback when requested.
- c. Pre-service teacher candidates can complete observations required for specific course assignments as long as they do not disturb the educational environment in the classroom or school.

Shared Expectations for All Student Placements

- 1. UA and District agree to work together to make changes, when possible, when the initial match is not satisfactory to the mentor or the intern, however, such modifications are intended to be limited.
- 2. UA and District shall notify each other and discuss concerns with any placement that may arise; when possible, they will seek to develop mutually acceptable solutions that will allow participating students to continue and complete placements. However, both UA and District reserve the right to terminate a placement at any time if deemed necessary in the best interest of UA, District or the participating student, including, but not limited to, where the student's achievement, competence, progress, or adjustment, does not warrant continuation in the placement, or the student's behavior fails to conform with the applicable policies of UA or District.

3. Students in placements are not employees of either party and are not entitled to workers compensation coverage.

Aspiring Teacher Permit Applicants

1. The University will:

- a. Provide a University instructional supervisor who will serve as the official liaison to the designated building and ensure that the requirements of the internship are met for graduation.

2. The University instructional supervisor will:

- a. Clarify the internship procedures and expectations to the intern and the mentor teacher.
- b. Establish and maintain correspondence and regular visits with designated building.
- c. Visit the designated building at least twice.
- d. Time the visits to designated building to provide the greatest feedback.
- e. Solicit regular feedback from the mentor teacher and the intern regarding the success of the internship.
- f. Keep records of weekly and final evaluations and lesson plans for the internship.
- g. Be responsible for filing paperwork with the University upon completion of the internship.

3. Springdale Public Schools will:

- a. Provide a mentor teacher/lead teacher who meets the mentorship and training qualifications for the Aspiring Teacher Permit.
- b. Recommend Aspiring Teacher Permit Applicant for employment as the teacher of record in the appropriate licensure area.
- c. Provide regular support and mentorship to the Aspiring Teacher Permit Applicant.
- d. Provide the Aspiring Teacher Permit Applicant the opportunity to observe teaching practices and teach at both the 6th – 8th and 9th – 12th grade levels.
- e. Provide the Aspiring Teacher Permit Applicant the opportunity to co-teach with the mentor teacher/lead teacher.
- f. Communicate regularly with the University instructional supervisor regarding the progress and success of the Aspiring Teacher Permit Applicant.
- g. Allow the University instructional supervisor to complete the required number of observations required by the University.
- h. Immediately communicate with the University instructional supervisor of any issues that arise.
- i. Recognize that the Aspiring Teacher Candidate Applicant is being hired as the teacher of record in the designated building and is not an employee of the University, and all obligations of employment including employment supervision, compensation, tax compliance, and liability related to employment shall the sole responsibility of Springdale Public Schools.

4. The mentor teacher/lead teacher will:

- a. Complete all training required to serve in the lead teacher role as outlined by the requirements of the Aspiring Teacher Permit.
- b. Review the internship manual and other paperwork from the University.
- c. Create a regular meeting schedule with the Aspiring Teacher Permit Applicant and the University instructional supervisor.
- d. Share knowledge about the classroom environment to assist the Aspiring Teacher Permit Applicant in preparing the appropriate teaching strategies.
- e. Communicate daily progress and suggestions for improvement to the Aspiring Teacher Permit Applicant.
- f. Complete weekly performance ratings and forward them to the University instructional supervisor.
- g. Explain teaching methods and why they are used.
- h. Immediately communicate any problems or concerns to the University instructional supervisor.
- i. Complete final formative and summative evaluation of the Aspiring Teacher Permit Applicant and discuss the evaluations prior to sending them to the University instructional supervisor.
- j. Forward the formative and summative evaluations to the University instructional supervisor immediately following the final day of the internship.

Mentor Teacher Compensation

1. The University will:

- a. When applicable to a given program, collect a fee from UA student interns with the express purpose of the district using the fee money to provide stipends to mentor teachers mentoring those interns, and for the district to cover costs directly associated with the internship program (administrative overhead, tax withholdings, intern name tags, intern professional development, supplies, etc.)
- b. Send a list of mentor teachers detailing the amount owed to them based on mentoring activities conducted during the academic year, as well as the amount to be used for purposes directly related to the internship program. This will be sent to the district office by June 1 at the conclusion of each school year.
- c. Send a check accompanying the list of mentor teachers to cover the cost of directly compensating mentor teachers, as well as costs directly related to the internship program.

2. District will:

- a. Deposit the check and disburse to mentor teachers in the amounts indicated on the provided list, less any required tax withholdings.
- b. Use the remaining amounts for purposes directly related to the internship program (see examples above).
- c. Account for and remit any tax withholdings as required by law.

Substitute Teaching

1. A teacher candidate shall only be used as a substitute teacher if that candidate has demonstrated the ability to successfully assume full teaching responsibilities, as determined by both the mentor and the university faculty liaison/supervisor.

2. A teacher candidate shall be authorized to substitute only for his/her currently assigned mentor teacher. Any exception to this must be pre-approved by the University Office of Teacher Education and the District.
3. The teacher candidate shall not serve as a long-term substitute during the internship period, unless pre-approved by the student's academic program and the University Office of Teacher Education.
4. While substituting, the teacher candidate is not serving in an internship capacity. Hours spent substitute teaching do not count toward the state-required 420 internship hours. The school district, and/or the district's contractor, shall assume full responsibility for directing the work of the teacher candidate(s), consistent with district policies and arrangements concerning substitute teachers.
5. When employed as a substitute teacher, the teacher candidate shall be paid at the appropriate substitute teacher rate.

Sexual Harassment

District agrees to promptly address any reports of sexual harassment, sexual assault, domestic violence, dating violence or stalking committed by or against Students or University Faculty. District shall promptly notify University of any such reports and shall cooperate with any review of such matters conducted by the University.

Additional obligations of District:

District shall provide or obtain emergency treatment in the event of accident or illness to students while at a placement site participating in a placement under this Agreement, such care to be provided at students' expense.

General Provisions

1. The parties acknowledge that student educational records are protected by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232, 34 CFR Part 99, and that generally student permission must be obtained before releasing student-specific data to anyone other than the University.
2. This Agreement shall be executed by authorized representatives of UA and District. This Agreement may be executed in one or more counterparts, each of which shall be an original. This Agreement may be executed by facsimile or e-mail attachment.
3. The relationship of UA and District is that of independent contractors, and nothing in this Agreement should be construed to create any agency, joint venture, or partnership relationship between them.
4. In the event of litigation against either party connection with a student placement, the parties agree to cooperate in the investigation of such claims and provide such information as required in the defense of any claims.
5. University and District agree that District is not responsible for any Workers' Compensation

or disability claim filed by a student or by a University faculty member. Students are not employees of University or District and are not covered by Workers' Compensation. Supervising faculty from the University are employees of UA and are covered accordingly under Workers' Compensation.

6. The parties agree to comply with all applicable federal, state, local, and university laws, ordinances and rules, and specifically agree not to unlawfully discriminate against any individual on the basis of race, color, religion, sex, age, disability, sexual orientation, gender identity, veteran's status, national origin or any other basis protected under Federal or state law.
7. This Agreement is solely between UA and District and shall not create any rights in any third party.
8. This Agreement shall be governed by the laws of the State of Arkansas.

IN WITNESS WHEREOF, this Agreement is hereby agreed to as the date last signed by authorized representatives of District and University.

UNIVERSITY:

DISTRICT:

Acknowledged by:

Approved and Accepted by:

BOARD OF TRUSTEES OF THE
UNIVERSITY OF ARKANSAS ACTING
FOR AND ON BEHALF OF THE
UNIVERSITY OF ARKANSAS,
FAYETTEVILLE

by _____
(Signature)

by _____
(Signature)

JL Jennings

(Printed Name)

(Printed Name)

Director of Field Placement

(Title)

(Title)

(Date)

(Date)

by _____
Associate Dean for Administration
College of Education and Health Professions
University of Arkansas

(Date)

Approved by:

by _____
Provost and Executive Vice Chancellor for
Academic Affairs
University of Arkansas

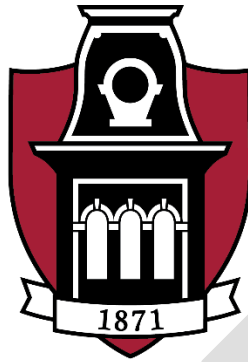
(Date)

Please name the contact person responsible for carrying out this agreement for the District:

Name: _____

Position: _____

Phone: _____ Email: _____



UNIVERSITY OF
ARKANSAS®

Residency Handbook

UAF Educator Preparation Provider

2024-2025

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SECTION I: Missions, Values, & Goals



University of Arkansas

The University's mission and vision are to establish a foundation from which to advance the University in all aspects, from student success to research, including its mission as a land-grant and flagship institution.

The three institutional goals for the University of Arkansas are:

- Student Success through a) academic success and intellectual engagement, b) career readiness, c) affordability, and d) wellness and belonging.
- Research Excellence: The University relentlessly pursues its land-grant mission by promoting scientific inquiry, knowledge creation, and creative works that integrate and coordinate education, research, and service activities.
- Enhancing the University's Status as an Employer of Choice by fostering a work environment where everyone feels a sense of belonging, works toward a meaningful purpose, and has the data, resources, connection, and foundation of support to be most effective, grow and advance their careers, and thrive in their personal and professional lives.



U of A as an Educator Preparation Provider

The philosophy of the EPP is based on a set of beliefs which guide faculty in program development:

- Educational strategies recognize that teaching and learning are dynamic and developmental processes.
- The curriculum reflects contemporary knowledge bases.
- Diversity in practices, faculty, and students is a hallmark of exemplary educational programs.
- Exemplary programs are responsive to changes in educational systems.
- Professional standards and ethical principles direct practice.
- Best practices guide and serve as models for the faculty and students.
- Continuous assessment is essential to an effective professional education program.
- Technology should be used when appropriate to support learning.

The preceding philosophy provides the foundation for the goals for the EPP. These goal statements reflect the importance of a commitment to organize knowledgebases and philosophies; to conduct inquiry and research; to operationalize this framework in course development and student interactions; to guide faculty development; and to assess the outcomes of the unit. Learn more: [Razorback Educator Development Hub](#).

The goals are:

- To conduct courses that reflect the understanding of teaching and learning as dynamic processes.
- To attract and retain diverse faculty and students.
- To incorporate a variety of teaching methods and models into the curriculum.
- To design the curriculum based on developmental perspectives.
- To offer a curriculum that incorporates contemporary findings about educational systems.
- To recruit and retain faculty who are knowledgeable about their fields and regular contributors to the knowledge base.
- To explicate professional standards and principles for each program of the unit.
- To identify and model best practices in each program.
- To utilize technology as a curriculum tool.
- To provide a variety of learning experiences that will ensure residents develop an appreciation for diverse populations and educational settings including multilingual and exceptional learners.

Graduates from the University of Arkansas are expected to be scholar-practitioners who advocate for the learning of all children in diverse settings. Proficiencies reflect the knowledge, skills, and dispositions identified by Arkansas Educator Competencies, Council for the Accreditation of Educator Preparation (CAEP), InTASC Model Core Teaching Standards, and criteria found in the [Aspiring Teacher Rubric](#) designed by the Arkansas Department of Elementary and Secondary Education based on the Danielson framework. The [accreditation measures](#) of the Educator Preparation Program (EPP) is to offer effective, academically-rigorous preparatory programs for future educators as scholar-practitioners who advocate for the learning

of all children. Professional educators are prepared for teaching, administration, counseling, and other school professions. The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring and supportive of students, families, school staff and the community; and a professional who continues to learn and who embodies ethical behavior.

- **Knowledgeable:** Professional educators must possess general knowledge, content knowledge, pedagogical knowledge, and professional knowledge to be effective. They must know how to access, use, and generate knowledge. To be current, they must be inquiring and up to date on new knowledge in their content, pedagogy, and school systems.
- **Skillful:** This includes the pedagogy required to be an effective teacher, school/district administrator, or other school professional. Aspects of a skillful teacher are planning, implementing, and modeling best practices including best technology practices.
- **Caring:** Creating a caring learning environment for all students and communicating that the educator is there to support student learning is another vital aspect of our graduates. This includes being caring, supportive, and responsive to the diverse backgrounds our students bring to the classroom and school. The ability to communicate and collaborate with groups of colleagues and others who contribute to the student's education, such as families and communities is also essential.
- **Professional:** As scholars, candidates are expected to continue to inquire and seek to improve their practice. Candidates also participate in professional communities. This involves staying current with educational research and working with appropriate professional organizations to better the professions. The professional candidates demonstrate ethical behavior in all aspects of their multi-faceted career.



Mutually Beneficial Partnerships

Partnerships are formed with a mutually beneficial agreement among various partners in which all participating members engage in and contribute to goals for the preparation of education professionals. This may include examples such as pipeline initiatives, [Professional Development Schools](#), and partner networks, as supported by [CAEP Standard 2](#). Each partnering district and the UAF EPP require that all students belong and are engaged through active learning in a safe environment where instructional time is protected.

Mission

The University of Arkansas Fayetteville, EPP in partnership with public schools collaboratively create and maintain intensive clinical-based degree programs which produce highly qualified educators capable of enhancing the learning of all youth.

Beliefs

- PK-12 students should be taught by highly qualified teachers.
- Everyone is both a teacher and a learner.
- The teacher education programs must be beneficial to all participants.
- The teacher education programs must reflect a diversity of people, perspectives, ideas, and experiences.
- The teacher education programs must operate at the intersection of research and practice.
- Learning occurs in meaningful contexts through ongoing observations, and meaningful, reflective feedback.
- Communication is the key to successful collaboration.
- Flexibility is the key to innovation.

Teacher Education Program Statement on Meeting the Needs of All Learners

Committed to the development of effective educators skilled in maximizing the learning of all students, Teacher Education faculty and staff celebrate and accept differences as an educational norm. Differences, whether it be academic, linguistic, or cultural, are valued as an educational tool informing practices and policies needed to meet the multifaceted needs of all children. Pedagogically, differences are intentionally and purposefully conceptualized as integral to the learning process. Acknowledging the predominance of some cultures and the marginalization of others, equity and inclusion of varied cultural realities are emphasized with special emphasis of those historically and socially marginalized/disenfranchised.

SECTION II: Resident Expectations and Requirements

All University of Arkansas Teacher Education Programs have the goal of preparing teacher candidates for today's classrooms. Expectations and Requirements allow all stakeholders to maintain the same high-quality standards expected of the teacher education program and of the profession.

Terminology

In the U of A teacher EPP, some common terms are:

- **Clinical Placement:** An observation, practicum, or internship placement within a school setting.
- **Co-teaching:** Multiple teachers, including interns, working together to plan, implement, and assess student learning. This definition includes the more *instructional model* of co-teaching (Council for Exceptional Children, 2023), as well as a *coaching model* (Teacher Quality Enhancement Center, 2010)
- **Educator Preparation Provider (EPP)** – UAF entity that is primarily responsible for coordinating all programs for the initial and advanced preparation of educators and other professional school personnel.
- **Intern:** Teacher candidates in the residency model completing a yearlong internship during their final year of initial educator preparation. They are also referred to as a **resident**.
- **Mentor Teacher:** Highly qualified PK-12 classroom teacher who has met the required standards and will support and coach residents in their classroom for a yearlong experiences.
- **Mentor Teacher Meetings:** Meetings facilitated by the University Liaison and/or University faculty to train the mentor teachers on TESS, co-teaching, and coaching strategies, including reviewing resident data and discussing the next steps for residents' success.
- **Partnership Meetings:** Bi-annual partnership meetings, facilitated by the Razorback Educator Development Hub (R.E.D. Hub), where school/district administrators and university staff review and analyze data, address issues or concerns, and identify areas for improvement. These meetings facilitate decisions around mentor and site selection, training and support for mentors and residents, and changes to coursework to better align with classroom practice.
- **Partnership Team:** Licensed school mentors and school/district administrators from each partner school and a liaison from the University of Arkansas
- **Pre-Conference, Observation, and Post-Conference Cycle (POP Cycle):** Performance assessment used in UAF Initial Programs to assess a resident's impact on student learning. A POP Cycle consists of (a) a pre-conference to review the resident's lesson; (b) observation and scripting (if video) of the lesson by both the resident and University Liaison to gather evidence for evaluation; and (c) a post-conference meeting between the resident and University Liaison to review evidence, coach and assign ratings. A POP Cycle post-conference should take place within 48 hours of the observation. University Liaisons will submit the assessment information in the appropriate data collection system. Candidates will participate in six POP Cycles (three each semester)
- **Residents:** Teacher candidates in the residency model completing a yearlong internship during their final year of initial educator preparation. They are also referred

- to as an *intern*.
- **Residency 1 & 2:** The two semesters of field experiences taken during the final year in a resident's program of study. The days/hours are consistent with Department of Elementary and Secondary Education requirements and the approved program of study. A Memorandum of Understanding (MOU) with each district outlines if substitute days will be included in the residency experience.
- **Seminar:** Bi-weekly/weekly class taught by the University Liaison to provide just-in-time professional development to residents based on refinements and reinforcements identified in informal visits and POP Cycle data. These can be virtual or face-to-face.
- **Teacher Candidate:** A student who has been admitted into a teacher education program.
- **Teacher Excellence Support System (TESS):** UAF Initial Programs adopted the [Aspiring Teacher Rubric](#) evaluation system as the rubric to support teacher candidates' development. Teacher candidates and residents will be observed and evaluated on the components of the Aspiring Teacher Rubric.
- **University Liaison:** A University faculty or supervisor who acts as an intermediary between the University and partnership school.

Expectations and Requirements

Goals for Residents

- Exit the program as effective, skilled, independent educators who are day-one ready through intensive support and highly qualified mentor teachers.
- Provide PK-12 learners access to high-quality instruction by implementing effective co-teaching practices.
- Demonstrate professional behaviors and attitudes consistent with the belief that all students can learn and convey a positive image of the education profession.

Resident Time Commitment

Residency is a serious commitment that must be carefully integrated into one's daily schedule. Residency is an adjustment to family life, work schedules, and leisurely habits. Residents will participate throughout the school day, including before and after school meetings and attending any activities required of their mentor teacher. Residents will be present and on time every day. All residents must complete all background check requirements. Please see your program expectations for weekly schedules.

Residency Placement

Residents have placements in their licensure and content area with an expert mentor teacher. UAF and district partners co-constructed a Mentor Teacher Job Description that all mentors must meet to be assigned a resident. Residents will work with the mentor to co-plan, co-teach, and co-assess student learning as they work towards teaching independently. Residents prepare materials, meet with colleagues and parents, complete residency requirements, and assist the mentor teacher. In addition, residents will spend significant time reflecting on their learning, pedagogical strategies, and student learning outcomes. If a resident is hired in a district with substitute day expectations, those residents will be provided information and training from their district prior to the start of residency.

Resident Support

University Liaisons are a central source of support for residents during their residency experience. A University Liaison is assigned to a designated group of residents to supervise, coach, and support and does most of their work as liaisons within residents' school campuses. This arrangement enables the University Liaison to recognize strengths and weaknesses of each individual resident related to instructional competency and professionalism, provide intensive classroom support and instructional modeling, and assist the residents in developing and excelling.

The University Liaison will also be the primary point of contact for UAF EPP communication and a point of contact for the mentor teacher. To the extent possible, all communication should flow through the University Liaison.

Resident Attendance Expectations

Residents are expected to attend all events but are not limited to those listed. If a resident is unsure of their schedule, they should contact their University Liaison.

- Residents must attend all faculty meetings, special training meetings (attended by the mentor teacher), all other events normally attended by the district faculty (Open House Night, PTA meetings, Curriculum Night, Science Fair, school carnival, etc.) as well as actively assist on field trips and field days.
- For internship requirements, residents typically follow the same academic calendar of the school district in which they are placed and will observe only those holidays scheduled by the district unless otherwise notified by their program (i.e. Residents follow the university calendar at the end of each of the university semesters).
- The University Liaison should be notified anytime there is a change in plans due to early dismissal, assembly programs, PTA meetings, unscheduled holidays, or any unforeseen event. University Liaisons stop by unannounced and should always know where the resident will be.

Resident Absence Policy

It is expected that residents will be present and on time to their classroom or assigned duties except in cases of serious illness or other serious circumstances.

In the case of an illness or required absence, the following policy applies:

1. In the event of a planned absence, the resident should notify their University Liaison, mentor teacher, and school/district administrator at least one week prior to the absence date.
2. In the event of an unplanned absence (e.g., illness), the resident should notify their University Liaison, mentor teacher, and school/district administrator immediately.
3. Residents in Residency I who miss more than three days (18 hours) are required to meet with their University Liaison, schedule make-up days at the end of the semester and document their plan on the Notification of Concern form.
4. Residents in Residency II experience who miss more than five days (24 hours) are required to meet with their University Liaison, schedule make-up days at the end of the semester and document their plan on the Notification of Concern Form.
5. Late arrival or early departure will count as one-half day absent.
6. Continuation of absences (any additional) following the meeting with their University Liaison will result in the removal of the resident from their placement and a review of their continuation in the residency.

Teacher Education Philosophy on Lesson Planning

The UAF EPP requires in-depth lesson planning, and the use of High-Quality Instructional Materials (HQIM). Planning is vital to the resident's work as a teacher. Lesson planning at this advanced program stage requires residents to utilize the knowledge, skills, and dispositions from previous coursework. Residents have been introduced to several planning formats throughout the program for comparison and contrast.

In addition, residents will receive additional instruction during their first residency experience about effective lesson design. University Liaisons will share specific details on observations during Seminars (e.g, meeting content and technology standards and differentiating planned instruction to address the needs of English-language Learners, students with special abilities, and gifted and talented students). Residents will be expected to submit lesson plans for any lesson that they are teaching.

Mentor teachers and University Liaisons will evaluate the resident's lesson plan using the Aspiring Teacher Rubric. Residents must complete and submit written lesson plans for every formally observed lesson (POP Cycle) taught during both semesters of residency.

University Liaisons should inform residents that they must use their program's approved Lesson Plan Template for POP Cycles. Please refer to specific program requirements.

SECTION III: Partnership Team: Composition, Roles, & Responsibilities

Each partnership school team consists of licensed school mentors and school/district administrators from partner schools, and a liaison from the Educator Preparation Provider of the University of Arkansas. Roles and responsibilities of the partnership team are delineated in the [UA-District Agreement](#) and summarized below.



Partnership Team

- Determine procedures for calling meetings of the team members.
- Plan and implement coursework and clinical experiences.
- Monitor and support the progress of interns.
- Assist interns in planning observations and teaching experiences.
- Support interns in conducting specific requirements set up by the University, such as projects required as part of their coursework.
- Provide evaluative data regarding progress of interns.
- Discuss issues related to the teacher education programs.
- Make recommendations about the teacher education programs to the cohort partner schools, University faculty liaisons and appropriate departments.



Public School Mentors

Mentors must be approved cooperatively by the partnership school/district administrator(s) and the University of Arkansas program liaison.

Qualifications

- Minimum 3 years of classroom teaching experience with an average of 3 (effective) on last year's TESS evaluation
- Instructional leadership experience
- Valid teaching license in the certification area in which they are mentoring

- Track record of positive impact on student achievement outcomes
- Participated in recognized coaching training

Responsibilities

- Mentor a resident for the stated time (e.g. one semester, one year)
- Co-plan, co-teach, debrief, problem solve, and coach resident daily
- Attend required mentor teacher trainings
- Complete monthly Mentor Progress Reports
- Support the resident in three POP Cycle evaluations per semester
- Include resident in Professional Learning Communities and school-based professional development
- Participate in mentor training each year

Planning & Preparation

- Establish and maintain a schedule consistent planning time with resident
- Establish independent planning responsibilities with the resident and support/scaffold them in their understanding of core content areas
- Lead, model, and coach resident to:
 - plan backward to align all lessons, activities, and assessments
 - design instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students)
 - design assessments that accurately assess student progress

Classroom Environment

- Lead, model, and coach resident to:
 - establish a culture of respect, enthusiasm, and rapport
 - identify and address individual students' social, emotional, and behavioral learning needs and barriers
 - hold students accountable for high expectations of behavior and engagement

Instruction

- Lead, model, and coach residents to:
 - be flexible and innovative with student-centered instructional approaches
 - incorporate co-teaching models, including stations, on a regular and consistent basis
 - incorporate questioning and discussion in teaching
 - incorporate small-group and individual instruction to personalize and tailor instruction to individual needs
 - monitor and analyze student assessment data to inform enriched instruction
 - communicate with students, provide authentic, timely feedback, and keep them informed of their progress

Professional Responsibilities

- Engage in informal check-ins with University Liaison to share progress updates and align support for resident
- Provide feedback, developmental advice, and assignments to develop resident's effectiveness
- Solicit and receive feedback to improve professional skills
- Provide a safe space for residents to practice, implement, and refine instructional strategies and classroom culture.



University Liaison

The University Liaison is the liaison between UAF, the resident, the mentor teacher, and the school district. The University Liaison carries a shared responsibility with the mentor teacher for the resident's induction into the role of a successful teacher and will serve as a coach who provides specific feedback to support resident development.

Coaching Criteria

- Instructional leadership experience
- Demonstrated ability to provide specific and actionable feedback
- Evidence of coaching skills and willingness to participate in additional coaching training
- Skilled in curriculum planning and high-quality instructional materials
- Knowledgeable of collaborative team meetings to drive student learning
- Track record of positive impact on student achievement outcomes
- Trained in the use of the Aspiring Teacher Rubric

University Liaison Expectations

- Provide professional development (e.g. seminars) for residents guided by data (e.g. observations and mentor teachers)
- Conduct six POP Cycles per resident per year (three per semester) that can be in person or virtual
- Conduct informal visits (face to face or virtual) visits, such as a classroom walkthrough to provide ongoing feedback, coaching, and support
- Support resident in the development of pedagogical knowledge, dispositions, and co-teaching
- Continuously update records and maintain documentation for each resident as defined by the UAF EPP expectations
- Complete required assessment submissions for each resident

Mentor Teacher Professional Development

- Conduct a minimum of three mentor teacher meetings per semester (face-to-face or virtual)
- Document the mentor teachers' participation
- Develop goals for the mentor teacher meetings to include opportunities to collaborate with other mentors to grow in supporting residents

Partnership Meetings

- Participate in bi-annual partnership meetings with the administration in their district(s)
- Contribute to meeting agendas to review resident data, student achievement data, manage concerns, discuss the progress of individual residents, and plan for the current and upcoming semester.

Submission of Professional Alerts and Create Professional Growth Plans

- Submit professional alerts when candidates are not meeting expectations and/or milestone requirements.
- Meet with the resident and mentor teacher to discuss the Notification of Concern (NOC) and/or Professional Development Plan.
- Follow the NOC process as outlined in the Teacher Candidate Support System.

Monitoring Attendance in Residency

- University Liaisons are responsible for monitoring resident attendance at the field placement

through tracking attendance, feedback from the mentor teacher, informal visits, and POP Cycle data.

Co-Teaching Expectations and Models

Co-Teaching Expectations

The residency experience is a collaborative process between a resident and the school community. It is informative to see if a resident can function independently, but the strongest preparation for a resident is not only time spent alone but with modeling by an experienced mentor teacher. Mentor teachers will engage in coaching and support the resident.

Residents will become increasingly more involved in planning and implementing instruction and become more confident to teach independently. When the resident is actively teaching, the mentor teacher is most instructive when they continue to observe, give advice, provide feedback, and look for co-teaching and co-planning opportunities. In addition to co-teaching the same lesson, this is an ideal time for the mentor teacher to parallel teach, work with centers or workstations, or pull small groups or individual students for additional remediation or enrichment. Whether it is called “team” teaching, “partner” teaching, or “co-teaching,” the most academic success for students and the most benefit for the mentor teacher and resident is when both members in the teaching partnership are active.

Co-Teaching Models

Co-Teaching Model	Description of the Co-Teaching Model
One Teach, One Assist	One teacher has primary instructional responsibility. At the same time, the other assists students with their work, monitors behaviors, or corrects assignments.
One Teach, One Observe/Assess	One of the advantages of co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction. They can agree on a system for gathering the data.
Team Teaching	Both teachers are responsible for planning, and they share the instruction of all students. The lessons are taught by both teachers who actively engage in conversation, not lecture, to encourage student discussion. Both teachers are actively involved in the management of the lesson and discipline.
Station Teaching	Both teachers divide the instructional content, and each takes responsibility for planning and teaching part of it. In station teaching, the classroom is divided into various teaching centers. The mentor teacher and resident are at particular stations; the other stations are run independently by the students or a teacher’s aide.
Alternative Teaching	In alternative teaching, one teacher manages most of the class while the other teacher works with a small group inside or outside of the classroom. The small group does not have to integrate with the current lesson.

**Parallel
Teaching**

In parallel teaching, the teacher and resident plan jointly but split the classroom in half to teach the same information simultaneously.

Co-Teaching Progression

The UAF EPP has adopted a co-teaching model. Residents are required to be actively engaged in as many of the elements of the classroom as possible from the very beginning. Residents should assume greater responsibilities throughout their residency.

It is important to note that the mentor teacher—the teaching professional—maintains the authoring in pacing. When beginning residency, some co-teaching strategies are more appropriate than others. The mentor teacher decides when to use which strategies. Once both co-teachers are comfortable working with each other, the co-teachers are encouraged to vary the strategies and roles, as appropriate (Carpenter, 2010, Montana State).

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UAF Required Common Assessments

The UAF Initial EPP has an adopted set of assessments required for all candidates to complete their program of study. Candidates progress through the expected Milestones from admission (Milestone 1) to exit (Milestone 3). During residency, candidates will be progressing through Milestones 2 and 3. The assessment expectations are listed below. Please note all candidates must meet the expectations as outlined in the assessment to proceed. Candidates will have a Notification of Concern submitted if assessment expectations are not met.

POP Cycle

Residents are formally observed and evaluated three times per semester (six for the year) by the University Liaisons using the TESS Aspiring Teacher Rubric to ensure residents are making a positive impact on student learning. If concerns arise, University Liaisons should consult the R.E.D. Hub and submit an NOC.

The University Liaison will ensure the following:

- Residents receive the appropriate number of POP Cycle Assessments during the semester
- Three formal POP Cycles per semester of at least 30-45 minutes in duration
- All timelines of the POP Cycle are met

It is expected that the University Liaison will provide the resident with clear evidence, including specific examples from observed practice to document areas of reinforcement and refinement with specific and focused action steps aligned to the TESS: Aspiring Teacher Rubric.

University Liaisons will provide residents with follow-up support after the Post-Conference by conducting informal observations, on the spot coaching, demonstrating lessons, and modeling teaching strategies in seminars and coursework.

Steps for the POP Cycle

1. **Schedule the Pre-conference:** Schedule a time with the resident for a Pre-Conference review of the lesson and the time for observing the specific lesson
2. **Pre-Conference:** Resident submits lesson plan to the mentor teacher and University Liaison 48 hours in advance of the pre-conference. Both the mentor teacher and University Liaison should review the lesson plan and provide the resident with suggestions, strategies for improvement, and questions designed to improve the lesson. University Liaisons will use the pre-conference questions to prompt residents and to ensure they are ready to deliver their lessons.
3. **Observation:** The University Liaison will observe the resident's lesson and script, gather evidence, and score the lesson based on the Aspiring Teacher TESS indicators. If recorded, the resident will watch their recorded lesson and score themselves prior to the post-conference.
4. **Schedule the Post-conference:** The University Liaison will schedule a Post-Conference with

the resident to review evidence and identify areas for reinforcement and refinement.

5. **Post-Conference:** The University Liaison will meet with the resident within 48 hours of the observation to conduct a Post-Conference using the Post-Conference Discussion Guide and TESS Ratings. Residents are provided with detailed feedback on areas for reinforcement and areas for refinement based on evidence and tied to specific TESS: Aspiring Teacher Rubric indicators. These indicators will help the candidate grow in ability to positively impact student learning.

Informal Visits

In addition to the three POP Cycles per semester, the University Liaisons will conduct informal visits, such as a classroom walkthrough to provide ongoing feedback, coaching, and support. At each visit, the University Liaison will document their visits in the appropriate location.

Professional Dispositions

During the residency semesters, University Liaisons will support residents in developing characteristics of a professional educator. Although these characteristics are many, the University Liaisons will focus explicitly on the Professional Dispositions included in the Educator Disposition Assessment. Residents are expected to exhibit professionalism in all interactions. University Liaisons will complete an assessment of resident performance and look for residents to represent the values of the program and University (see section I), and conduct themselves with high levels of professionalism and emotional intelligence, as outlined by the domains in the [Educator Disposition Assessment](#).

Residents will also complete self-assessments of Professional Expectations during residency. Mentor teachers assess their resident's professional expectations (please see program expectations for more information). Residents who need professional support will develop a Professional Development Plan based on the outlined expectations in the Teacher Candidate Support System.

Surveys

The UAF Initial EPP requires surveys to be completed at the end of the residency to inform future coursework, faculty evaluations, mentor teacher selection, and district partnerships. Surveys will go out via the Accreditation Coordinator and Director of Field Placement and University Liaisons will be informed of the dissemination of all surveys. Below are the required surveys to be completed during the residents' final term.

- Candidate Evaluation of Program Preparation (Exit Survey)
- Candidate Evaluation of Mentor Teacher
- Candidate Evaluation of University Liaison
- University Liaison Evaluation of Mentor Teacher
- Mentor Teacher Evaluation of University Liaison and Resident

SECTION IV: Ethics & Professionalism

Code of Ethics for Arkansas Educators

The Code of Ethics for Arkansas Educators defines minimum standards of ethical conduct for all educators. The State Board of Education approved the standards on September 1, 2008. The ADE Rules Governing the Code of Ethics for Arkansas Educators further define these standards and provides a process for investigating alleged violations. University of Arkansas teacher candidates have agreed to adhere to the Code of Ethics for Arkansas educators and will be held to the same ethical standards as a licensed teacher. In the event of an ethics complaint the candidate will be subject to the same policies and procedures as a licensed teacher. This includes investigation and, if necessary, disciplinary actions taken by the [Professional Licensing and Standards Board](#).

Standard 1

An educator maintains a professional relationship with each student, both in and outside the classroom.

Standard 2

An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position.

Standard 3

An educator honestly fulfills reporting obligations associated with professional practices.

Standard 4

An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship.

Standard 5

An educator maintains integrity regarding the acceptance of any gratuity, gift, compensation, or favor that might impair or appear to influence professional decisions or actions and shall refrain from using the educator's position for personal gain.

Standard 6

An educator keeps in confidence secure standardized test materials and results and maintains integrity regarding test administration procedures.

Standard 7

An educator maintains the confidentiality of information about students and colleagues obtained in the course of the educator's professional services that is protected under state law or regulations, federal law or regulations, or the written policies of the educator's school district, unless disclosure serves a professional purpose as allowed or required by law or regulations.

Standard 8

An educator refrains from using, possessing and/or being under the influence of alcohol or unauthorized drugs/substances and/or possessing items prohibited by law, or possessing or using tobacco or tobacco-related products while on school premises or at school-sponsored activities involving students.

Professional Expectations

Professional Dress

Professional dress and grooming are expected for all interns. Each resident will confer with the partnership team regarding appropriate dress for the cohort setting in alignment with partnership school district policies upon the discretion of the school/district administrator and University Liaison.

Confidentiality

Professionalism requires a high level of mature judgment concerning confidential matters. Student records and information relating to parents, school, staff, and administrative personnel are professional concerns and protected by law. Confidential matters relating to either school activities, teachers, pupil academics or behaviors are **NOT** to be discussed with persons outside of the professional experience. Some examples of confidential matters might include, but not be limited to, students' IQ scores, individual achievement test scores, psychological test information, or any other test results used to determine eligibility for special programs; names of students on free or reduced lunch; family information gained from parent/teacher conferences or from student records; medical information; student conduct, behavior and/or discipline issues (Ex. 504, IEP.) In addition to student/parent confidentiality by the intern, mentor teachers, and University faculty are also expected to maintain confidentiality regarding interns.

Health and Safety

Out of concern for self and others, interns should NOT go to school if they have a fever or show other signs of any contagion. Interns should follow University guidelines or those of the district, whichever is more restrictive. Violations of campus safety policies will be considered conduct violations. Detailed information about such violations is located at the Office of Student Standard and Conduct website: <https://ethics.uark.edu/>.

Relationships with Families

Interns are expected to establish meaningful relationships with parents and families. Interns will attend all parent-teacher conferences which do not conflict with regularly scheduled University classes or Seminar. In addition, interns are expected to communicate with families respectfully and consistently through methods outlined by the school and/or mentor teacher.

SECTION V: Teaching in the Absence of Certified Personnel

There are established guidelines for teaching in the absence of certified personnel that must be followed. Residents may be allowed to assume individual responsibility for supervising students only if the following conditions are met.



Residents **may** substitute teach if:

- The resident has already demonstrated the ability to successfully assume full teaching responsibilities, including instruction and classroom management, as determined by the mentor and University Liaison. Amendment (adopted 12/08/2016)
- A member of the partnership team (or another designated contact person) is available for the resident to call on if necessary.
- It is for the mentor teacher in his/her current placement. *Any exception to this must be **pre-approved by program faculty in consultation with RED Hub and the School District.*** Amendment (adopted 12/08/2016)



Residents **may not**:

- Cover other personnel's absences within the building.
- Supervise children on the playground without a certified teacher present.
- Administer medication or be allowed to perform medical procedures, such as catheterization or trachea cleaning.
- Administer any form of corporal punishment.
- Be absent from class or seminar, even while substitute teaching.
- Be paid to substitute teach on days dedicated as seminars or events through the RED Hub. *Substitute teaching is a separation from residency and University responsibility.*
- Be paid as a substitute if the mentor remains in the building. *Only mentor absences outside of the assigned building allows residents to be paid for substitute teaching.*
- Serve as a long-term substitute during the internship period, unless pre-approved by the student's academic program and the University of Arkansas RED Hub in accordance with ADE DESE guidelines. Amendment (adopted 12/08/2016)
- Count hours spent substitute teaching as progress toward the **state-required residency hours.** The school district, and/or the district's contractor, shall assume full responsibility for directing the work of the teacher candidate(s), consistent with district policies and arrangements concerning substitute teachers.* Amendment (adopted 12/08/2016)



Additionally:

- The resident shall be paid at the appropriate substitute teacher rate when employed as a substitute. Amendment (adopted 12/08/2016)
- Mentor teachers may not be away for extended periods for **professional or personal reasons** unless residents are officially contracted by the district. Absence of official designation as paid substitute results in an absence of liability coverage.

Resident Contract

Acknowledgment of Full Understanding. I hereby confirm that I have received, read, and understand the UAF Resident Handbook. I understand that it is my responsibility to comply with the policies contained within as a condition of my participation in the Residency. I understand that failure to comply with the policies may result in disciplinary action, which may include removal from my residency placement or removal from the UAF EPP.

Resident Name (Print): _____

Resident Signature: _____

Date of Acknowledgement: _____