PREFACE

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

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

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

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION

Arkansas State University is an equal opportunity institution and will not discriminate on the basis of race, color, religion, sex, national origin, age, handicap, or other unlawful factors in employment practices or admission and treatment of students.
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Chapter 1

Introduction

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

**Mission and Values**

**Teacher Education Outcomes at the Initial Preparation Level**

**Arkansas State University (ASU) Mission**
Arkansas State educates leaders, enhances intellectual growth and enriches lives.

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

**Mission of Educator Preparation Provider (EPP)**
Our mission is to prepare future educators by:

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

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

**Philosophy of Educator Preparation Provider (EPP)**

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

The Professional Education Unit of Arkansas State University is comprised of professionals reflecting a wide range of educational, philosophical, and professional backgrounds; the philosophy of the Educator
Preparation Provider reflects this breadth of experience and knowledge. The EPP’s philosophy, purpose, and goals a context for the diverse professional education preparation programs at Arkansas State University. In addition, the philosophy also fits within and reflects the University mission; Arkansas State educates leaders, enhances intellectual growth and enriches lives.

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

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

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

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

The goals of the Educator Preparation Provider are as follows:
- Professional Education candidates acquire professional and ethical knowledge and understanding;
• Professional Education candidates understand the complexity of the family and the community they serve;
• Professional Education candidates acquire knowledge and apply general and content pedagogy; Professional Education candidates are reflective practitioners and implement evidence-based decisions.

Arkansas Teaching Standards

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

The Learner and Learning

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

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

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

Content

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

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

Instructional Practice

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

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

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

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Areas of Study**

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

**Program for Elementary Teachers**

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

**Program for Special Education Teachers**

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

**Program for Middle Level Teachers**

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

**Programs for Secondary Teachers**

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

**Programs for K-12 Licensure**

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

**Program Review**

Teacher preparation programs are continually reviewed to ensure that prospective teachers prepared by Arkansas State University are well qualified as they assume the constantly changing role of the teacher. To ensure that the Arkansas State University teacher education programs remain current, insights from graduates, practicing professionals, learned societies, and research reported in professional literature are sought.
Chapter 2

Organizational Structure

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

A variety of committees exist at the departmental level; i.e., curriculum, library, promotion and tenure, and others. These committees are designed to attend to particular needs within the department. A variety of committees also exist at the college and university level; i.e., admissions and credits, grievance, diversity, technology, and promotion and tenure. Students are members of many of these committees. It is important that teacher education students know of and understand the committee structure which is designed to assist them (see pages 6-7). The structure is further designed to develop, initiate, administer, and change policies and procedures related to teacher education.

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

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

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

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

When seeking admission into the teacher education program, you should be aware of the committee structure established to accomplish admission and monitoring. Students are assigned an advisor, and with the assistance of the advisor, they should complete “The Application for Admission into Teacher Education” (see form on pages 24-25, Appendix B) at the appropriate time. Advisors will assist you in scheduling a department screening interview. Click on the Application for Admission needed for screening. If you meet all the requirements and attain the approval of the Department Screening Committee, applications are forwarded to the Professional Education Programs (PEP) Director for final review. Upon approval by the Director, official notice will be emailed to you.

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

Department Screening Committees

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

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

Governance Standing Committees

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

- 5 faculty members from the five area
  - 1 faculty member from Teacher Education (elected by Teacher Education faculty)
  - 1 faculty member from Health, Physical Education, and Sport Sciences (HPESS) (elected by HPESS faculty)
  - 1 faculty member from Educational Leadership, Curriculum and Special Education (elected by ELCSE faculty)
  - 1 faculty member from Secondary and K-12 Programs (elected by secondary and K-12 programs faculty)
  - 1 faculty member from Psychology and Counseling (elected by Psychology and Counseling faculty)
- 2 faculty member at large (elected by EPP faculty)
The standing committees and major responsibilities of each are:

**Initial Programs Assessment Committee**

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

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

**Advanced Programs Assessment Committee**

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

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

**Council on Professional Education (COPE)**

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

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

**Internship Appeals Committee**

The Internship Appeals Committee will serve as the oversight committee for a candidate requesting an appeal for an internship placement. Appeals regarding grade point average minimums and minimum cutoff scores on the Praxis CORE Test are not appealable. All other appeals regarding the policy and procedures in this handbook should go first to the Professional Education Programs Director.
Chapter 3

Admission and Retention Policies and Procedures

Admission

It is the candidates responsibility, with the assistance of your advisor, to initiate the application for admission into the teacher education program in accordance with the procedures established by your department screening committee (see form on pages 24-25, Appendix B). This committee will evaluate your records and determine your eligibility for admission into the teacher education program.

Checkpoint 1: Admission into the Teacher Education Program

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

Admission Requirements

1. Attain minimum passing scores on the CORE Academic Skills for Educators Exams OR ACT OR SAT.

<table>
<thead>
<tr>
<th>Undergraduate Programs</th>
<th>Praxis CORE</th>
<th>ACT before 09/16</th>
<th>ACT beginning 09/16</th>
<th>SAT before 03/16</th>
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<td>English/Writing</td>
<td></td>
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<td></td>
<td>22</td>
</tr>
</tbody>
</table>

2. Attain minimum overall GPA of 2.70 beginning August 24, 2015 (Program of Study students must have a minimum of 3.0 overall in courses for Program of Study.)
3. Complete specific courses with a grade of “C” or better in each
4. Complete minimum of 30 semester hours
5. Complete an evaluation of Career Decision Awareness (This process may take 2 to 4 weeks to complete. For more information see page 29, Appendix B)
6. Submit a completed application form (see pages 24-25; retrieve form on web page
7. Submit a two-page typewritten philosophy of education
8. Obtain a signed Clarification of Teacher Education Admissions/Retention Standards (see page 26, Appendix B)
9. Appear individually for a personal interview before the Department Screening Committee
10. Verify no conviction of a felony or crimes listed on page 27 and 28
11. Verify that student has received a copy of the Mission & Values, Teacher Education Outcomes and Arkansas Teaching Standards

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

Retention

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

Checkpoint 2: Pre-Teacher Intern Check
Candidates must meet the following requirements one year prior to the capstone internship semester to continue in the program.

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

Checkpoint 3: Intent for Capstone Teaching Internship Check
Candidates must meet the following requirements one semester prior to the capstone internship semester to continue in the program.

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

Checkpoint 4: Capstone Internship Check
Candidates must meet the following minimum performance requirements to be validated for the internship.

1. Formal admittance into the teacher education program
2. Senior standing–a minimum of 90 semester hours
3. Pre-Teacher Intern Check Form filed with the Office of Professional Education Programs
4. Completion of professional education courses for secondary and K-12 education majors and professional education/major courses for elementary education (K-6), special education (K-12) and middle level (4-8) majors with the exception of the capstone teaching internship semester (students must have a ‘C’ or better in the Professional Education Courses (including Exceptional Child in the Regular Classroom and Educational Psychology; Adaptive PE for PE/Health majors).
5. Attainment of a minimum grade point average of 2.70 in all course work and a minimum grade point average of 2.70 in the major area (a minimum of 3.0 in all course work is required for Program of Study (POS) students and a minimum grade point average of 3.0 in the major area; Masters of Art in Teaching (MAT) candidates must maintain a minimum 3.0 grade point average for the master’s degree). Some departments may require a 2.75 GPA in the major area. Please check with your advisor.
6. Meet prescribed department requirements
7. Completion of the Intent for Capstone Teaching Internship application form eight weeks before the end of the semester or one week before the pre-registration date of the semester preceding capstone teaching internship.
8. Attend the orientation sessions for the capstone teaching internship
9. Verification of clearance of disqualifying offenses listed on pages 27-28
10. Verification of clearance of the Child Maltreatment background check on page 53

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

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

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

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

**Checkpoint 5: Exit Assessment Check**
Candidates must meet the following minimum performance requirements to graduate from the teacher education program.

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

**Pre-Teacher Intern Check Procedure**

**Mandatory Forms**
Candidates must complete and file a “Pre-Teacher Intern Check Form” (see form on pages 33-36, Appendix D) with their advisor and file a copy with the Coordinator one year prior to the capstone teaching intern semester. For example, if a candidate plans to intern during a spring semester they must file the check form during the preceding spring semester. The forms will be distributed by the Coordinator of Teaching Internship and Field Experiences. To be eligible to intern, these forms must be on file by specified dates; otherwise the candidate will not be eligible to intern.

**Mandatory Meeting**
Information concerning mandatory dissemination meetings will be posted in classrooms, on building bulletin boards, in the Herald, in the ASU Daily Digest, and on the Professional Education Programs website (http://www.astate.edu/a/prof-ed-programs-office/). It is your responsibility to seek out the meeting information and to make plans to attend a 3:30 or 4:45 meeting on specific dates. These meetings usually occur in late February or early March (approximately one year in advance) for spring teacher interns and early October (approximately one year in advance) for fall teacher interns.
The Pre-Teacher Intern Checkpoint process has been implemented to assist candidates in monitoring their eligibility for the capstone teaching internship. Any problem that may be encountered should be discovered in time to make scheduled adjustments before the capstone teaching internship semester.

**Admission to the Capstone Teaching Internship Semester**

Candidates must file an “Intent for Teaching Internship” form the semester prior to the capstone teaching internship experience. Application forms are distributed by the Coordinator (see form on page 38, Appendix E).

**Validation Process for the Capstone Internship**

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

**Intent to Graduate Form**

When candidates register for their capstone internship, they are responsible for filing for graduation and for the fee on Banner Self Service. This form may be found in Banner under Student and then Student Records; scroll to the bottom to find the Application/Intent to Graduate Form, fill out, and then submit. During the regular school year, the “Intent to Graduate” form must be submitted by the first class day of the semester. During the summer terms, the “Intent to Graduate” form must be submitted by the first day of the first summer session. If students do not submit the form by the deadline, the candidate’s name will not appear on the list of graduates. For specific dates, click on this link for the [Important Dates for Graduation](#). If additional assistance is required, students should contact their advisor.
Chapter 4

Field Experiences

Levels of Field Experiences

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

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

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

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

Site Assignments for Field Experiences

Candidates must participate in a variety of field-based experiences as a part of their education degree. In order to ensure that candidates gain authenticity and diversity in clinical practice, field sites selected for field experiences must include schools that vary by size and diversity of P-12 student population. The sites have been classified into three categories (Categories I, II, and III) and candidates will experience one school site from each category. The schools in each category have been classified as large or average-to-small schools. Candidates must have one of the three field experiences at a large school, one at an average-to-small school, and the third experience site can be either size. Classification tables (see forms on pages 40-47. Appendix F) will be followed to make field experience placements. On each table the number placed in parentheses beside each school indicates the level(s) of field experience in which the school participates.

Capstone Teaching Intern Experience

(Level 3)

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

Eligibility for a Cooperating School

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

University Supervisor

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

Factors That Influence the Selection of Your Cooperating Schools

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

Factors That Influence the Selection of Your Capstone Teaching Internship Site

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

Factors That Influence the Selection of Your Clinical Supervisor

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

**Full-Time Capstone Teaching Internship**

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

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

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

**Capstone Teaching Internship School Day**

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

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

**Substitute Teaching**

INTERNS ARE NOT TO BE USED AS A SUBSTITUTE TEACHER. You are not permitted to be employed on a substitute basis while enrolled as a teacher intern.

**Vacations**

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

**Visits By The Assigned University Supervisor**

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

The intern’s work will be evaluated by the clinical supervisor, the university supervisor, and the individual intern. A minimum of one announced (formal) and one unannounced (informal) formative evaluation will be made by each university supervisor and clinical supervisor for an eight-week assigned teacher intern. A minimum of two announced (formal) and two unannounced (informal) formative evaluations will be made by each university supervisor and clinical supervisor for a full semester assigned capstone teacher intern. The minimum required formal and informal evaluations along with other evaluations by the clinical supervisor and university supervisor will be included as a part of a summative evaluation. The summative evaluation will be used for 80% of the final grade. The electronic Live Text portfolio and other assignments will comprise 20% of the internship grade. The Internship evaluation forms will be submitted electronically to the Director of Professional Education Programs.

The evaluation of the capstone teaching internship will be based on the intern performance as set forth in the “Evaluation for Teaching Performance of Teacher Intern.” The Arkansas State University teacher internship competencies are based on the Arkansas Teaching Excellence Support System (TESS) which is also aligned with InTASC.

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

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

Conferences

The assigned university supervisor and clinical supervisor will have a conference with the intern after each announced and unannounced evaluation. Other conferences with the clinical supervisor are encouraged to determine goals to be accomplished, to establish a basis for communication, to evaluate growth as a teacher intern, to discuss various materials and the relationship between educational theory and classroom practice, and to help interns understand the importance of professional behavior.
Chapter 5

Some Helpful Ideas

To The Teacher Intern

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

1. Strive to do effective work; work cooperatively with students, the clinical supervisor, and university supervisors; profit from your mistakes; accept constructive criticism; and enjoy your work.

2. Get acquainted with your clinical supervisor, your students, and other faculty and administrative personnel. Become familiar with the entire school system and its programs. Comply with all the regulations which govern regular teachers.

3. Study the records and reports your clinical supervisor must produce and maintain; and assist in completion of these records and reports.

4. During the early part of your teaching internship, discuss with your clinical supervisor items such as: appropriate dress, general plans for work, how you can be of assistance, and when you will teach.

5. After you have worked out your schedule with your clinical supervisor, adhere to it. Be on time. Try not to miss a day. If you are forced to miss school due to illness or other causes, inform the clinical supervisor by no later than 8:00 a.m. when you cannot be present. Absences not due to illness must be approved by your university supervisor.

6. If you encounter problems with respect to your teaching internship, do not hesitate to seek help from the clinical supervisor. Handle your problems in a professional manner and do not behave in a way that might cast a reflection on your clinical supervisor, the cooperating school, Arkansas State University, or yourself. Be discreet in discussing school problems outside the classroom and/or in the community.

7. Study the methods of your clinical supervisor and share experiences on a mutual basis. If your ideas and theories differ from those of your clinical supervisor, do not criticize; you will have an opportunity to try your methods when you begin teaching.

8. Do not be discouraged if you face difficulties as a teacher intern. Remember the university supervisor and Coordinator of Teaching Internship and Field Experiences are always available when needed.
To The Clinical Supervisor

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

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

1. Your teacher intern is available for classroom teaching and all other activities of a regular teacher. It is desirable that your teacher intern is recognized as having faculty status in the eyes of the students and that he/she be permitted to share the responsibilities and privileges of your faculty. The main purpose of the teaching internship is to enable the intern to become a self-sufficient professional competent to teach others and a person eager to continue to learn.

2. You should acquaint your teacher intern with the following: physical facilities; school policies and regulations; school personnel; curriculum guides and other instructional materials; and relevant pupil records. If your school has a handbook and/or a teacher's guide, make copies available to your teacher intern. Prepare your students for the arrival of your teacher intern. Welcome and accept your teacher intern.

3. Your teacher intern should be allowed to observe you, the students, and the classroom environment. Generally one week of observation is sufficient. To assist the intern in gaining maximum learning and experience, at least three or four weeks of full-time teaching would facilitate professional growth and development.

4. It is important that you observe your teacher intern's performance and that you provide immediate feedback to the teacher intern. Periodically, it is recommended that you make notes of the student's progress and share them with your teacher intern. You should discuss this evaluation with the teacher intern.

5. Regular conferences should be held to determine goals to be accomplished, to establish a basis for communication, to evaluate teacher intern growth, to discuss various materials and the relationship between educational theory and classroom practice, and to help the teacher intern understand the importance of professional behavior (see also Conferences, p. 15).

6. Discuss your teaching techniques and philosophy with your teacher intern. Share your ideas; solicit the teacher intern's ideas. Whenever possible, allow your teacher intern to use his/her own ideas and techniques.

7. The university supervisor, Coordinator, and the Director of Professional Education Programs are available upon request. Please feel free to discuss and offer suggestions regarding any phase of the teaching internship program.
Chapter 6

Launching Your Career

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

Applying for Teacher Licensure

Applications may be obtained for an Arkansas teaching license in the Professional Education Programs office. Each application must be accompanied by official transcripts from all attended institutions, a copy of the ADE approved basic skills (Praxis CORE/ACT/SAT) scores, a copy of all Praxis II scores, certificates of specific professional development hours, clearance of all required background checks (Arkansas State Police, FBI, and Child Maltreatment Central Registry).

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

Praxis Score Report. An official score report reflecting passing scores on the appropriate basic skills, pedagogical and content-area assessments are required. Teacher candidates submit passing scores on the basic skills assessment for admission into the teacher education program. Additionally, teacher education candidates, (BSA, BME, BFA, and BSE) must take the appropriate Praxis II assessments required for licensure in Arkansas. Consult with your advisor to confirm the appropriate Praxis II exams:

1. Principles of Learning and Teaching and 2. Specific subject area test(s). Registration is available on the ETS website, [www.ets.org](http://www.ets.org). Registration cutoff dates do exist and students are urged to register for the Praxis II assessments early during the semester of their last enrollment period (see Arkansas State University Praxis II Information Chart on pages 49-51, Appendix G). Students must access test scores via your Praxis account. This service is free of charge. Online score reports will be available to view, print, and download for one calendar year from the score reporting date. After one year, the score report will no longer be available; therefore, additional score reports will need to be requested for a $50 fee (per request).

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

Professional Development. As of September 1, 2014, candidates must document the completion of professional development. Arkansas IDEAS provides online training and connects K-12 educators with quality ADE-approved professional development and educational opportunities. Certificates of completion must be printed of all required pre-service professional development as listed below:

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

Arkansas State Police, FBI, and Child Maltreatment Background Checks. All first time applicants for teacher licensure and each applicant for his/her first license renewal, shall be required to request a child maltreatment central registry check to be conducted by the Arkansas Department of Human Services as required by Act 1143 of 2011 and complete the electronic Arkansas State Police and FBI criminal fingerprint background check as required by Act 1089 of 2015. The Child Maltreatment Central Registry background check is handled separately from the criminal history check, using the Child
Maltreatment Central Registry Background Check Form on page 53, Appendix H. The applicant shall sign a release of information to the Department of Education and shall be responsible for the payment of a $10 fee for a child maltreatment background check. The documented maltreatment check and fingerprint background check must be posted on the Arkansas Department of Education’s website prior to students receiving confirmation of their assigned capstone internship school placements.

All paperwork for the required fingerprint background checks may be secured through the Professional Education Programs Office Licensure Department at Arkansas State University. Applicants should follow the instructions given on the Online Payments ($37.00) for ASP and FBI document and print a receipt with the transaction code. Applicants will bring the receipt from the online payment and a Government-issued photo ID to the Live Scan Site. Live Scan sites for the electronic fingerprinting are located at all education service cooperatives and at the Arkansas Department of Education. The applicant must complete the ADE Background Check Consent/Fingerprinting Request Form online and submit prior to applying to the Identification Bureau of the Arkansas State Police for a state and nationwide criminal records check, to be conducted by the Federal Bureau of Investigation. The background check shall conform to the applicable federal standards and shall include the taking of fingerprints.

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

For licensure purposes none of the background checks may be older than one year at the time of processing. An applicant will not be eligible to receive or hold a license issued by the State Board of Education if that person has pleaded guilty, nolo contendere, or been found guilty of a felony or crimes listed on page 27-28 of the Teacher Education Handbook and the applicant’s Central Registry is lacking approval.

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

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

When applying for licensure in another state, the candidate should request an application by writing to the State Department of Education in the particular state in which to be certified. For access to licensure information from each state, go to the Professional Education Programs website, click on the Licensure button located on the left of the screen, click on State Departments of Education, and then click on the beginning letter of the state. Then, click on the state’s respective state department to find specific licensure information. The Director of Professional Education Programs can provide assistance when needed.
Professional Licensure in Arkansas

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

Career Services

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

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

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

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

A
Charlotte Danielson’s FRAMEWORK FOR TEACHING

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<td><strong>2a</strong> Creating an Environment of Respect and Rapport • Teacher interaction with students, including both words and actions • Student interaction with students, including both words and actions</td>
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<td><strong>1b</strong> Demonstrating Knowledge of Students • Child and adolescent development • Learning process • Special needs • Students’ skills, knowledge, and language proficiency • Students’ interests and cultural heritage</td>
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<td><strong>1d</strong> Demonstrating Knowledge of Resources • For classroom use • To extend content knowledge and pedagogy • Resources for students</td>
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<td><strong>1e</strong> Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure</td>
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<td><strong>1f</strong> Designing Student Assessments • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning</td>
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<td><strong>3b</strong> Using Questioning and Discussion Techniques • Quality of questions/prompts • Discussion techniques • Student participation</td>
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<tr>
<td><strong>4c</strong> Communicating with Families • Information about the instructional program • Information about individual students • Engagement of families in the instructional program</td>
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<tr>
<td><strong>4d</strong> Participating in a Professional Community • Relationships with colleagues • Participation in school and district projects • Involvement in culture of professional inquiry • Service to the school</td>
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<tr>
<td><strong>4e</strong> Growing and Developing Professionally • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession</td>
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<tr>
<td><strong>4f</strong> Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school and district regulation</td>
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Appendix
B
Check Point 1

ARKANSAS STATE UNIVERSITY
APPLICATION FOR ADMISSION
into the Teacher Education Programs

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

LEVEL I CHECKPOINT
Part I: Demographics (to be completed by applicant):
Name: ____________________________ SS# ____________________________ Date of Application ____________________________
(for licensure purposes) ID # ____________________________ (Jonesboro ASU ID #)
Any other names under which your records may be filed
Mailing Address ____________________________ (Street or Box) ____________________________ (City) ____________________________ (State) ____________________________ (Zip) ____________________________
Phone # (excluding area codes) ____________________________
(For statistical use only): ☐ American Indian/Alaskan Native ☐ Hispanic ☐ Native Hawaiian/Other Pacific Islander ☐ Two or more races ☐ Black/Asian American ☐ White
Gender: ☐ F ☐ M ☐ __________

ACT Composite Score: __________
High School Graduated from: ____________________________
I hereby make application for admission into the Teacher Education Program at Arkansas State University for the (circle one) BME, BSA, BSE degree with a major in ____________________________ or with a (check one) ☐ Masters of Art in Teaching (MAT) or a 2nd Degree in BTEC or ☐ Program of Study seeking Licensure in ____________________________ Grade Level (check one): ☐ K-6; ☐ K-12; ☐ K-12/18; ☐ 4-8 SLA; ☐ 4-8 SS; ☐ 4-8 Math; ☐ 4-8 Science

Part II: Pre-Admission Screening Requirements (to be completed by faculty advisor):
☐ Minimum 30 hrs. completed, hours completed __________ (minimum of 3.0 in all courses required for MAT)
☐ Completed specified courses with a grade of “C” or better.
(Show course grades below):
ENG 1003, Freshman English I __________ MATH requirement (1023) __________
ENG 1013, Freshman English II __________ SCOM 1203, Oral Communication or Speech Proficiency __________
☐ Introduction to Education Grade __________ Show course prefix and number __________
Name of Field I Observation School __________
☐ Received a copy of the Mission & Values, Teacher Education Outcomes and Arkansas Teaching Standards
☐ Interview: You must appear before a department screening committee composed of your advisor and two additional faculty. This committee will hold a post conference with you to address salient concerns and the recommendation made to the Director of Professional Education Programs. The Director will inform you by email of the action taken regarding your application; copies of the letter will also be sent to your advisor, department chair, and placed in your file.
Passed Core Academic Skills for Educators OR ACT OR SAT (show scores):
CORE: Reading 5712 (min. 156) __________ Writing 5722 (min. 162) __________ Math 5732 (min. 156) __________
☐ ACT: Composite (min. 24) __________ Reading (min. 22) __________ Math (min. 22) __________ Eng/Writing (min. 22) __________
beg. Sept. 2016 English (min. 22) __________ Writing (min. 8) __________
SAT: Reading (min. 27) __________ Math (min. 540) __________ Writing (min. 29) __________
☐ Completed Career Decision Awareness (Counseling Services Center)

ATTACHMENTS
(Blank to indicate attachments of required supporting documentation):
☐ Student’s responsibility:
☐ Clarification of Teacher Education Admission/Retention Standards
☐ Up-to-date transcripts of all higher education course work (including transfer courses from other institutions; write in the names of any other institutions) __________
☐ Score report for CORE or ACT or SAT
☐ Two page handwritten philosophy/statement of beliefs regarding education

Committee’s responsibility:
☐ Verification and Evaluation of Career Decision Awareness (Counseling Services Center)

Revised August 2017
APPLICATION FOR ADMISSION
SIGNATURE PAGE
(Student and advisor sign prior to the screening interview)

Applicant’s Name (print or type) ________________________________
Applicant’s Signature ___________________________ Date ________________
Advisor’s Name (print or type) ________________________________
Advisor’s Signature ___________________________ Date ________________

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

Act 1310 of 1995 and Act 1311 of 1997 prohibit anyone convicted of a felony from being
licensed to teach in the State of Arkansas and require that anyone applying for licensure must
undergo criminal background check.

I hereby affirm that I have never been convicted of a felony. (i.e. contained within an attached
description.)
Applicant’s Signature ______________________________________ Date ________________

Recommendation of Department Screening Committee:

☐ Approve __________________________________________________________

Date of Approval ________________

☐ Deny __________________________________________________________

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

Other Concerns: __________________________________________________________

________________________________________________________
Signature by Screening Committee ___________________________ Date ________________

________________________________________________________
Signature by Department Chair ___________________________ Date ________________

Signature of Professional Education Program’s Director ___________________________ Date ________________
CLARIFICATION OF TEACHER EDUCATION
ADMISSION/RETENTION STANDARDS

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

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

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

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

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

Signature_________________________________________ Date ___________________

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

Revised 8/2015
Disqualifying Offenses for Licensure or Employment in Arkansas Public Schools
ENUMERATED OFFENSES UNDER ARK. CODE ANN. §§ 6-17-410 AND 6-17-414
(includes expunged or pardoned records)

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

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

Offenses Involving Families, Dependents, Etc.
F 5-26-303. Domestic battering in the first degree.
F 5-26-304. Domestic battering in the second degree.
F 5-27-205. Endangering the welfare of a minor in the first degree.
F 5-27-206. Endangering the welfare of a minor in the second degree.
F 5-27-221. Permitting abuse of a minor.
F 5-27-303. Engaging children in sexually explicit conduct for use in visual or print medium.
F 5-27-304. Pondering or possessing visual or print medium depicting sexually explicit conduct involving a child.

Offenses Against Property
F 5-36-103. Theft of property.
F 5-36-104. Theft of services.
F 5-36-105. Theft of property lost, mislaid, or delivered by mistake.
F 5-36-106. Theft by receiving.
F 5-37-201. Forgery.

Offenses Against The Administration Of Government
F 5-53-134. Violation of an order of protection.

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

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

For questions or additional information, contact:

Cheryl L. Reinhart
Attorney, Ethics & Licensure
Arkansas Department of Education
Professional Licensure Standards Board
Four Capitol Mall, Box 30
Little Rock, AR 72201
501.682.9983 direct line
501.682.3781 fax
Cheryl.Reinhart@arkansas.gov
ARKANSAS STATE UNIVERSITY

Admission into the Teacher Education Program
Verification and Evaluation of Career Decision Awareness

Part 1:
(to be completed by student applicant)

Please read the following information and sign your name with the date to indicate that you have been informed of the uses to be made of the personal data shown in Part 2 below.

All applicants for admission to the Teacher Education Program at Arkansas State University are required to submit evidence of Career Decision Awareness relative to the choice of a career in teaching. This evidence is supplied by the Counseling Center at Arkansas State University, subsequent to completion of a career interest inventory (either Self-Directed Search or Strong Interest Inventory) and one or more interpretive counseling sessions with a trained career counselor. This process may take 2 to 4 weeks to complete. Only summary data, as noted in Part 2 below, will be provided to the Teacher Education Program. This form will be completed in duplicate with one copy forwarded to the student’s advisor and one copy retained in the Counseling Center.

My signature on the line below indicates that I have read the statement above, agree to complete the prescribed career interest inventory, and authorize release of summary data as noted in Part 2 below. The advisor copy should be sent to:

Faculty Advisor _______________________________________________      Department ____________________
Applicant Signature ________________________________________ SS# _______________ Date _____________

Part 2:
(to be completed by trained career counselor)

This document verifies that __________________________________ has completed a career interest inventory (Self-Directed Search or Strong Interest Inventory) at ASU’s Counseling Center and has participated in (one, more than one) interpretive counseling sessions with me. Based on my interaction with the above-named student applicant, I judge her/his career decision awareness to be:

_____ Limited (lacks clear awareness of career-field expectations and/or own qualities that match these expectations; less than adequate for decision making)

_____ Good (has clear and sufficient awareness of both career-field expectations and own qualities that match these expectations; adequate for decision making)

_____ Very Good (has clear and comprehensive awareness of career-field expectations and own qualities that match these expectations; more than adequate for decision making)

Comments

Name of Career Counselor ____________________________ License # ____________________
Signature ________________________________________ Date ____________________
Appendix

C
Praxis Core Academic Skills for Educators (Formerly Praxis I) Changed 9/1/13

Students seeking admission to the ASU teacher education program must take and pass the Core Academic Skills for Educators (CORE). The Core Academic Skills for Educators is designed to measure basic proficiency in reading, mathematics, and writing. A brief description of each test is presented below:

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

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

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

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

State minimum cut-off scores have been adopted. Candidates seeking admission to the ASU Teacher Education Program must complete all three tests, and they must obtain a minimum score of 156 on reading (test code 5712), 162 on writing (test code 5722), and 150 on mathematics (test code 5732). The Core Academic Skills for Educators may be repeated in whole or in part. The Core Academic Skills for Educators is available on computer at the Testing Center during specific testing windows. Click on the website for the Praxis Test Centers and Dates for specific times. Score reporting in form of official documentation usually takes three weeks.

There are established deadlines and registration must be submitted to ETS before these deadlines. Registration is available at the ETS website, www.ets.org. Candidates for admission to the ASU Teacher Education Program must authorize ETS to mail one copy of their test results to ASU, recipient code R6011. The candidate will access scores online. Online scores are downloadable for one calendar year from the score reporting date. After one year, score reports will no longer be available; therefore, additional score reports will need to be requested for a $50 fee (per request).
Appendix D
ARKANSAS STATE UNIVERSITY
PRE-TEACHER INTERN CHECK FORM
ELED K-6, SPED K-12, AND MCH 4-8

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

Teaching Intern Semester: ____________

Student: __________________________ ASU ID#: __________________________

Major: ____________________________ Middle Level Subject Area: ________

Catalog Year: ____________

Advisor: __________________________

Current Phone #: __________________________

E-Mail Address: __________________________ Admission Date: ____________

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

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

I. Cumulative Degree Hours

<table>
<thead>
<tr>
<th>Hours</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________________________</td>
<td>__________________________</td>
</tr>
<tr>
<td>Current Cumulative Degree Hours</td>
<td></td>
</tr>
<tr>
<td>Semester Hours of Current Enrollment</td>
<td></td>
</tr>
<tr>
<td>Semester hours enrolled in last semester before the capstone teacher internship</td>
<td></td>
</tr>
<tr>
<td>Summer Enrollment</td>
<td></td>
</tr>
<tr>
<td>Total semester hours must equal 90 or more</td>
<td></td>
</tr>
</tbody>
</table>

II. Major/Professional Education Requirements

<table>
<thead>
<tr>
<th>Hours completed in the major &amp; professional education course requirements:</th>
<th>Major GPA:</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Current Semester: Prefix &amp; Number</th>
<th>Semester: Prefix and Number</th>
<th>Semester; Prefix and Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________________________________</td>
<td>____________________________</td>
<td>____________________________</td>
</tr>
<tr>
<td>__________________________________</td>
<td>____________________________</td>
<td>____________________________</td>
</tr>
</tbody>
</table>

Date Filed (office use only): __________________________

33
III. List of Departmental, Specialty Area and General Education Requirements Remaining:

Format - Semester: Prefix and Number


IV. To complete the program for licensure, students are required to have a passing score on each state approved content assessment and must take the state-approved pedagogical (PLT) assessment. (Subject to change)

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

VI. I, __________________________, understand that I will meet the minimum requirements for teaching capstone internship if I have met the following criteria (See page 9 of the Teacher Education Handbook):

1. Formal admittance to the Teacher Education Program.
2. Attainment of Senior standing – 90 semester hours
3. Completion of a Pre-Teacher Intern Check form filed with the Office of Professional Education Programs
4. Completion of professional education courses for the professional education major courses for elementary education, special education, and middle childhood majors with the exception of the capstone teaching internship semester (All students must have a “C” or better in the Professional Education courses, including Exceptional Student in the Regular Classroom)
5. Attainment of a minimum overall grade point average of 2.70 in all work taken and a grade point average of 2.70 in the major area. (Must be maintained through graduation) Prior to August 24, 2015: GPA of 2.50
6. Completion of prescribed department requirements
7. Completion of Intent application forms for the capstone teaching internship eight weeks before the end of the semester or one week before the pre-registration date of the semester preceding capstone teaching internship
8. Attendance at the mandatory orientation and seminar sessions for the capstone teaching internship
9. Verification of clearance of disqualifying offenses listed on pages 27-28 of the Teacher Education Handbook
10. Verification of clearance of the Child Maltreatment background check on page 53 of the TE Handbook

List any additional requirements you must meet:

Should I not meet the requirements after this semester, I must postpone my capstone teaching internship semester until I have met the minimum requirements. Furthermore, my advisor will complete an admission validation form at the beginning of the capstone internship semester and if I do not meet all capstone internship admission requirements, I must postpone my capstone teaching internship semester.

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

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

Capstone Teacher Intern’s signature __________________________ Date ______________

Advisor’s signature __________________________ Date ______________

A copy is retained by the advisor, a copy by the student, and the original copy is to be submitted to the office of Professional Education Programs, Education Building, Room 213.
ARKANSAS STATE UNIVERSITY
PRE-TEACHER INTERN CHECK FORM
Secondary and K-12 Majors

Teaching Intern Semester: ______________

Student: ____________________ ASU ID#: ____________________

Area: ____________________ Grade level: K-12 7-12 Catalog Year: ______________

Current Phone #: ____________________ Advisor: ____________________

ASU E-Mail Address: ____________________

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

Current Degree Evaluation Reports must accompany this form.

I. Cumulative Degree Hours

Current Cumulative Degree Hours

Hours GPA

Semester Hours of Current Enrollment

Semester hours enrolled in last semester before capstone internship

Summer enrollment

Total semester hours must equal 90 or more

II. Major Requirements

Hours completed in the major courses

Major GPA: ______________

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

Current Semester: Prefix & Number Semester: Prefix and Number Semester, Prefix and Number


List of major courses remaining after capstone internship semester: Format – Semester: Prefix and Number


Date Filed (office use only): ______________
III. List of Professional Education Courses Remaining:
   Format – Semester: Prefix and Number

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

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

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

VII. I, _______________________, understand that I will meet the minimum requirements for
   capstone teaching internship if I have met the following criteria:
   1. Formal admittance to the Teacher Education Program
   2. Attainment of senior standing – 90 semester hours
   3. Completion of a Pre-Teacher Intern Check form filed with the Office of Professional Education Programs
   4. Completion of professional education courses and major courses for secondary and K-12 education majors
      with the exception of the capstone teaching internship semester. Students must have a ‘C’ or better in the
      Professional Education courses including Exceptional Children in the Regular Classroom (PE majors take
      Adaptive PE, PE4703) and Educational Psychology.
   5. Attainment of a minimum overall grade point average of 2.70 in all work taken and a grade point average of
      2.70 in the major area. This must be maintained through graduation. (However, all students admitted prior
      to August 24, 2015 are required to maintain a 2.50 overall and for the major area)
   6. Completion of prescribed department requirements
   7. Completion of Intent application forms for the capstone teaching internship eight weeks before the end of
      the semester or one week before the pre-registration date of the semester preceding capstone teaching
      internship
   8. Attendance at the mandatory orientation session for the capstone teaching internship
   9. Verification of clearance of disqualifying offenses listed on pages 27-28 of the Teacher Education Handbook
   10. Verification of clearance of the child maltreatment background check on page 53 of the TE Handbook

Remaining department requirements:

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

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

According to the ADE policies governing programs for educator licensure (Rule 8:04), I must “before entering a
classroom to complete a supervised clinical practice”, provide documentation that my Child Maltreatment Central
Registry and my ASP/FBI fingerprint background checks have been approved at the ADE, AES Public Site.

__________________________ Date
Capstone Teacher Intern’s signature

__________________________ Date
Advisor’s signature

A copy is retained by the advisor, a copy by the student, and the original copy is to be submitted to the office of
Professional Education Programs, Education Building, room 213.
Appendix
E
Fall 20____  Spring 20____

INTENT FOR CAPSTONE TEACHING INTERNSHIP

Name: ___________________________  ASU ID Number: ___________________________

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

Permanent Address:
Street or Box: ___________________________  City: ___________________________  State: _______  Zip: ___________________________

Undergraduate Majors
Major: ___________________________  Program of Study: □ Yes  □ No (for individuals already having a bachelor degree)

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

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

Residential Address During Capstone Internship

<table>
<thead>
<tr>
<th>Street</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Phone: ___________________________  E-Mail: ___________________________

High school from which you graduated: ___________________________

Public School Field Experiences: List schools and grades:
Level I Experience:
School: ___________________________  Grade: ___________________________

Level II Experience:
(Secondary, K-12, and SPED only)
School: ___________________________  Grade: ___________________________

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

GRADE LEVEL REQUIREMENTS FOR CAPSTONE INTERNSHIP LISTED BELOW:
ELED: K-1-2-3 & 4-5-6  Secondary, K-12, & SPED: K-6 & 7-12  MCH: 4-5-6 & 7-8  Agri & Languages: 7-12

Required courses after capstone teaching internship semester:

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

I understand that I must meet all requirements specified in the undergraduate Teacher Education Handbook and the Undergraduate Bulletin when the school assignment for capstone teaching internship experience takes place. I further understand that the final approval is contingent on the recommendation and validation of my advisor and university supervisor.

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

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

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

Applicant’s Signature: ___________________________  Supervisor’s Signature (Secondary only): ___________________________

Advisor’s Signature: ___________________________
Appendix
F
Category I Schools – Diverse student population over 35%

Large Schools (1500 + pop.)
- Conway (1)
- Little Rock (1)
- Jacksonville North Pulaski
  - Murrell Taylor Elem (2, 3)
  - Pinewood Elem. (2, 3)
  - Tolleson Elem. (2, 3)
  - Warren Dupree Elem (2, 3)
  - Jacksonville Middle (2, 3)
- North Little Rock (1)
- Amboy Elem (2, 3)
- Lakewood Elem (2, 3)
- Lakewood Middle (2, 3)
- Meadow Park Elem (3)
- Pike View Elem (2, 3)

Average to Small Schools
- Brinkley (3)
- England (1, 3)
- Little Rock AFB (1)
- Newport (1, 2)

Category II Schools – Diverse population between 11-35%

Large Schools (1500 + pop.)
- Beebe (1, 2, 3)
  - Beebe Elem (1, 2, 3)
  - Beebe Early Childhood (1, 2, 3)
  - Beebe Middle (1, 2, 3)
  - Cabot (2, 3)
  - Westside Elem. (2, 3)
  - Central Elem (2, 3)
  - Magness Creek Elem (2, 3)
  - Northside Elem (2, 3)
  - Middle School South (2, 3)
  - Junior High South (2, 3)
  - Middle School North (2, 3)
  - Junior High North (2, 3)
  - Ward Central Elem (2, 3)
- Jacksonville North Pulaski
  - Bayou Meto (2, 3)
  - Lonoke (2, 3)
  - North Little Rock
  - Crestwood Elem (2, 3)
  - Indian Hills Elem (2, 3)
- Pulaski County Spec
  - Chenal Elem. (2, 3)
- Searcy (1, 2, 3)

Average to Small Schools
- Bald Knob (1, 2, 3)
- Carlisle (1, 2, 3)
- Hazen (1, 2, 3)
- Riverview (1, 3)
- White County Central (1, 2, 3)

Category III Schools - Diverse student population 10% and below

Large Schools (1500 + pop.)
- Beebe (1, 2, 3)
  - Beebe Jr. High (1, 2, 3)
  - Cabot (2, 3)
  - Eastside (2, 3)
  - Mountain Springs Elem. (2, 3)
  - Southside Elem (2, 3)
- Heber Springs (1)
  - Greenbrier (1)
  - Vilonia (1, 3)

Average to Small Schools
- Bradford (1)
- Des Arc (1, 2, 3)
- Pangburn (1, 3)
- Rose Bud (1)

PUBLIC SCHOOL FIELD EXPERIENCES

Level 1 = 1 (Field I-Intro)
Level 2 = 2 (Field II-Elementary and Mid-Level Internship 1)
Level 3 = 3 (Elementary: Capstone Internship II & III; MLED: Capstone Internship II)

Guidelines for Field Experiences Sites on next page
CLASSIFICATION OF FIELD EXPERIENCE SITES
ASU - Beebe
K-6 and 4-8

Guidelines for Field Experience Sites:

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

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

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

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

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

<table>
<thead>
<tr>
<th>Large Schools (1500 + pop.)</th>
<th>Average to Small Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blytheville (2, 3)</td>
<td>Nettleton</td>
</tr>
<tr>
<td>Forrest City (3)</td>
<td>*Fox Meadow Elem (2, 3)</td>
</tr>
<tr>
<td>Jonesboro</td>
<td>*Fox Meadow Intermediate (2, 3)</td>
</tr>
<tr>
<td>*Visual and Performing Arts Magnet (1, 2, 3)</td>
<td>*Nettleton Middle (1, 3)</td>
</tr>
<tr>
<td>*Health, Wellness, &amp; Environmental Studies (1, 2, 3)</td>
<td>*NIC (2, 3)</td>
</tr>
<tr>
<td>*Kindergarten Center 1,(3)</td>
<td>University Heights (1, 3)</td>
</tr>
<tr>
<td>*Math and Science Magnet (1, 2, 3)</td>
<td>West Memphis (3)</td>
</tr>
<tr>
<td>*Micro-Society Magnet (1, 2, 3)</td>
<td>Bragg Elementary</td>
</tr>
<tr>
<td>Marion (3)</td>
<td>Faulk Elementary</td>
</tr>
<tr>
<td></td>
<td>Jackson Elementary</td>
</tr>
<tr>
<td></td>
<td>Maddux Elementary</td>
</tr>
<tr>
<td></td>
<td>Weaver Elementary</td>
</tr>
<tr>
<td></td>
<td>Wonder Elementary</td>
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<table>
<thead>
<tr>
<th>Category II Schools - Diverse student population between 11-35%</th>
</tr>
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<tbody>
<tr>
<td>Large Schools (1500 + pop.)</td>
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<tr>
<td>Jonesboro</td>
</tr>
<tr>
<td>International Studies Magnet (2, 3)</td>
</tr>
<tr>
<td>Trumann (1, 3)</td>
</tr>
<tr>
<td>West Memphis</td>
</tr>
<tr>
<td>Richland Elementary (2, 3)</td>
</tr>
<tr>
<td>Wynne (1, 2, 3)</td>
</tr>
<tr>
<td>Average to Small Schools</td>
</tr>
<tr>
<td>Armorol (1, 3)</td>
</tr>
<tr>
<td>Bald Knob (3)</td>
</tr>
<tr>
<td>Buffalo Island (1, 2, 3)</td>
</tr>
<tr>
<td>Cross County (1, 2, 3)</td>
</tr>
<tr>
<td>East Poinset (1, 2, 3)</td>
</tr>
<tr>
<td>Gosnall (1, 2, 3)</td>
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</table>

<table>
<thead>
<tr>
<th>Category III Schools - Diverse student population between 10% and below</th>
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</thead>
<tbody>
<tr>
<td>Large Schools (1500 + pop.)</td>
</tr>
<tr>
<td>Brookland (1, 3)</td>
</tr>
<tr>
<td>Average to Small Schools</td>
</tr>
<tr>
<td>Bay (1, 2, 3)</td>
</tr>
<tr>
<td>Harrisburg (1, 2, 3)</td>
</tr>
</tbody>
</table>

*Partner Schools

PUBLIC SCHOOL FIELD EXPERIENCES

Level 1 = 1 (Field I-Intro)
Level 2 = 2 (Field II-Elementary & Mid-Level Internship 1)
Level 3 = 3 (Elementary: Capstone Internship II & III; MLED: Capstone Internship II)

Guidelines for Field Experience Sites on next page
CLASSIFICATION OF FIELD EXPERIENCE SITES
ASU Mid-South
K-6 and 4-8

Guidelines for Field Experience Sites:

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

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

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

FOR EXAMPLE:
An Elementary (K-6) major who graduated from Marion High School could gain experience in diverse educational settings, for example, by completing Level 1 at Bay (average to small school, 10% and below diversity), Level 2 at Wynne (large school, 11-35% diversity), and Level 3 at West Memphis (large school, over 35% diversity).
K-6, Special Education (K-12), and 4-8, Classification of Field Experience Sites
ASU Jonesboro

Adopted by COPE
September 26, 2000
Revised May 17, 2017

Category I Schools - Diverse student population over 35%

Large Schools (1500 + pop.)
- Blytheville (3)
- Forrest City (3)
- Jonesboro
  - *Visual & Performing Arts Magnet (2, 3)
  - *Health, Wellness, & Environmental Studies (2, 3)
  - Kindergarten Center (3)
  - *Math & Science Magnet (2, 3)
  - *Micro-Society Magnet (2, 3)
- Marion (3)

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

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

Large Schools (1500 + pop.)
- Batesville (3)
- Jonesboro
  - International Studies Magnet (2, 3)
- Kennett, MO (3)
- Paragould (1, 3)
- Searcy (3)
- Trumann (1, 2, 3)
- Valley View
  - Valley View Elementary (2, 3)
  - Valley View Intermediate (2, 3)
- West Memphis
  - Richland Elementary (3)
- Wynne (1, 3)

Average to Small Schools
- Armored (3)
- Bald Knob (3)
- Buffalo Island (1, 3)
- Cross County (1, 3)
- East Poinsett (1, 3)
- Gossnell (3)
- McCrory (3)
- Southland, MO (3)
- White County Central (1, 2, 3)

Category III Schools - Diverse student population 10% and below

Large Schools (1500 + pop.)
- Brookland (1, 2, 3)
- Greene County Tech (1, 3)
- Highland (3)
- Pocahontas (1, 3)
- Southside (3)
- Westside (1, 2, 3)

Average to Small Schools
- Bay (1, 2, 3)
- Cave City (3)
- Cedar Ridge (3)
- Corning (3)
- Harrisburg (1, 2, 3)
- Hoxie (1, 3)
- Jackson County (1, 3)
- Lawrence County (1, 3)
- Manila (3)
- Marmaduke (1, 3)
- Piggott (3)
- Rector (3)
- Riverside (1, 2, 3)
- Sloan Hendrix (1, 3)

* Partner Schools

PUBLIC SCHOOL FIELD EXPERIENCES
Level 1 = 1 (Field I-Intro)
Level 2 = 2 (Field II-Elementary & Mid-Level Internship I and Special Education Practicum)
Level 3 = 3 (Elementary and Special Education: Capstone Internship II & III; MLED: Capstone Internship II)

Guidelines for Field Experience Sites on next page
CLASSIFICATION OF FIELD EXPERIENCE SITES
K-6, Special Education (K-12), and 4-8
ASU - Jonesboro

Guidelines for Field Experience Sites:

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

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♦ Student’s Home District: The student may not complete a field experience in the public school district from which he or she graduated.

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

A MLED (4-8) major who graduated from Hoxie High School could gain experience in diverse educational settings, for example by completing Level 1 at Newport (large school, over 35% diversity), Level 2 at Valley View (large school, 11-35% diversity), and Level 3 at Lawrence County (average to small school, 10% and below diversity).
Secondary 7-12 & K-12 Art, Languages, Music, and PE/Health Majors
Classification of Field Experience Sites
(School consolidation could change a school availability and classification category)

Adopted by COPE
September 26, 2000
Revised May 17, 2017

**Category I Schools - Diverse student population over 35%**

<table>
<thead>
<tr>
<th>Large Schools (1500 + pop.)</th>
<th>Average to Small Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blytheville (2, 3)</td>
<td>Caruthersville, MO (3)</td>
</tr>
<tr>
<td>Forrest City (3)</td>
<td>Earle (3)</td>
</tr>
<tr>
<td>Jonesboro</td>
<td>Lee County (3)</td>
</tr>
<tr>
<td>Annie Camp Jr. High (2, 3)</td>
<td>Marked Tree (1, 2, 3)</td>
</tr>
<tr>
<td>Douglas MacArthur (1, 3)</td>
<td>Newport (1, 2, 3)</td>
</tr>
<tr>
<td>High School (2, 3)</td>
<td>Osceola (3)</td>
</tr>
<tr>
<td>Marion (3)</td>
<td>Rivercrest (3)</td>
</tr>
<tr>
<td>Nettleton (1, 2, 3)</td>
<td>Senath-Hornersville, MO (3)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Large Schools (1500 + pop.)</th>
<th>Average to Small Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Batesville (3)</td>
<td>Armorel (3)</td>
</tr>
<tr>
<td>Kennett, MO (3)</td>
<td>Bald Knob (3)</td>
</tr>
<tr>
<td>Paragould (1, 2, 3)</td>
<td>Buffalo Island (1, 3)</td>
</tr>
<tr>
<td>Searcy (3)</td>
<td>Cross County (1, 2, 3)</td>
</tr>
<tr>
<td>Trumann (1, 2, 3)</td>
<td>East Poinsett (1, 2, 3)</td>
</tr>
<tr>
<td>Valley View (1,3)</td>
<td>Gosnell (3)</td>
</tr>
<tr>
<td>Wynne (1, 3)</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Large Schools (1500 + pop.)</th>
<th>Average to Small Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brookland (1, 2, 3)</td>
<td>Bay (1, 3)</td>
</tr>
<tr>
<td>Greene County Tech (1, 2, 3)</td>
<td>Cave City (3)</td>
</tr>
<tr>
<td>Highland (3)</td>
<td>Cedar Ridge [Newark] (3)</td>
</tr>
<tr>
<td>Pocahontas (1, 3)</td>
<td>Corning (3)</td>
</tr>
<tr>
<td>Southside (3)</td>
<td>Harrishburg (1, 2, 3)</td>
</tr>
<tr>
<td>Westside (1, 3)</td>
<td>Hoxie (1, 3)</td>
</tr>
<tr>
<td>Marmaduke (1, 3)</td>
<td>Jackson County (1, 3)</td>
</tr>
</tbody>
</table>

PUBLIC SCHOOL FIELD EXPERIENCES

Level 1 = 1 (Field I-Intro to Sec Teaching)
Level 2 = 2 (Field II-Performance Based Instructional Design)
Level 3 = 3 (Capstone Internship)

Guidelines for Field Experience Sites on next page
CLASSIFICATION OF FIELD EXPERIENCE SITES
ASU – SECONDARY 7-12 & K-12 Art, Languages, Music, and PE/Health Majors

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- Student’s Home District: The student may not complete a field experience in the public school district from which he or she graduated.

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

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

PRAXIS II SCORES

All candidates for initial licensure must take *The Praxis II: Principles of Learning and Teaching* (pedagogical exam) plus the appropriate *Praxis II: Subject Assessment* (s).

<table>
<thead>
<tr>
<th>Teacher Education Majors and Endorsements</th>
<th>Areas of Licensure</th>
<th>Principles of Learning and Teaching (PLT)</th>
<th>Code</th>
<th>Required Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary K-6 Majors</td>
<td>All K-6 Teaching Areas</td>
<td>Principles of Learning and Teaching (PLT)</td>
<td>5622</td>
<td>160 (effective 9/1/13)</td>
</tr>
<tr>
<td>Middle Level 4-8 Majors</td>
<td>All 4-8 Teaching Areas</td>
<td></td>
<td>5623</td>
<td>160 (effective 9/1/11)</td>
</tr>
<tr>
<td>Secondary 7-12 Majors</td>
<td>All 7-12 Teaching Areas</td>
<td></td>
<td>5624</td>
<td>157 (effective 9/1/11)</td>
</tr>
</tbody>
</table>

**K-12 Majors**

All K-12 Teaching Areas

Exemptions to PLT:
World Languages, Special Education K-12

**Table 2:**

<table>
<thead>
<tr>
<th>Teacher Education Majors and Endorsements</th>
<th>Areas of Licensure</th>
<th>Subject Assessments</th>
<th>Code</th>
<th>Required Score</th>
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</thead>
<tbody>
<tr>
<td>Agriculture Education (BSA, MSE)</td>
<td>Agriculture Science &amp; Tech</td>
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<tr>
<td>Art Education (BSE)</td>
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<td>Art: Content Knowledge</td>
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<td>158 (effective 9/1/17)</td>
</tr>
<tr>
<td>Business Technology</td>
<td>Business Technology</td>
<td>Business Education</td>
<td>5101</td>
<td>154 (effective 9/1/10)</td>
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<tr>
<td>Coaching (Endorsement)</td>
<td>Coaching</td>
<td>Physical Education: Content and Design</td>
<td>5095</td>
<td>169 (effective 9/1/11)</td>
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<tr>
<td>Computer Science (4-12)</td>
<td>Computer Science</td>
<td>Computer Science</td>
<td>5651</td>
<td>159 (effective 8/12/15)</td>
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<td>Earth Science (Endorsement)</td>
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<td>Earth Space Sciences: Content Knowledge</td>
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<td>Elementary (K-6)</td>
<td>Elementary Education (effective 9/1/15)</td>
<td>Multiple Subjects</td>
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<td></td>
<td>Mathematics</td>
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<td>Reading and Language Arts</td>
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<td></td>
<td></td>
<td>Social Studies</td>
<td>5004</td>
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<td></td>
<td></td>
<td>Science</td>
<td>5005</td>
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<td>Pearson Foundations of Reading</td>
<td>SA090</td>
<td>(effective 9/1/17)</td>
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<tr>
<td>English (BSE, MSE)</td>
<td>English</td>
<td>English, Language Arts: Content Knowledge</td>
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<tr>
<td>General Sci-Biology (BSE, MSE)</td>
<td>Life Science</td>
<td>Biology: Content Knowledge</td>
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</table>
ARKANSAS STATE UNIVERSITY
PRAXIS II SCORES

All candidates for initial licensure must take The Praxis II: Principles of Learning and Teaching (pedagogical exam) plus the appropriate Praxis II: Subject Assessment(s).

<table>
<thead>
<tr>
<th>Teacher Education Majors and Endorsements</th>
<th>Areas of Licensure</th>
<th>Principles of Learning and Teaching (PLT)</th>
<th>Code</th>
<th>Required Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary K-6 Majors</td>
<td>All K-6 Teaching Areas</td>
<td>Principles of Learning or Teaching (PLT)</td>
<td>5622</td>
<td>160 (effective 9/1/13)</td>
</tr>
<tr>
<td>Middle Level 4-8 Majors</td>
<td>All 4-8 Teaching Areas</td>
<td></td>
<td>5623</td>
<td>160 (effective 9/1/11)</td>
</tr>
<tr>
<td>Secondary 7-12 Majors</td>
<td>All 7-12 Teaching Areas</td>
<td></td>
<td>5624</td>
<td>157 (effective 9/1/11)</td>
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<tr>
<td>K-12 Majors</td>
<td>All K-12 Teaching Areas</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>Exemptions to PLT: World Languages, Special Education K-12</td>
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<table>
<thead>
<tr>
<th>Teacher Education Majors and Endorsements</th>
<th>Areas of Licensure</th>
<th>Subject Assessments</th>
<th>Code</th>
<th>Required Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen. Sci.-Chem. (BSE, MSE) and Gen. Sci.-Physics (BSE)</td>
<td>Physical Science</td>
<td>Chemistry: Content Knowledge or Physics: Content Knowledge</td>
<td>5245, 5265</td>
<td>150 (effective 9/1/15)</td>
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<tr>
<td>Guidance/Counseling</td>
<td>Guidance &amp; Counseling</td>
<td>Professional School Counselor</td>
<td>5421</td>
<td>156</td>
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<td>Journalism</td>
<td>Journalism</td>
<td>Journalism</td>
<td>5223</td>
<td>155</td>
</tr>
<tr>
<td>Mathematics (BSE, MSE)</td>
<td>Mathematics, Secondary</td>
<td>Mathematics: Content Knowledge</td>
<td>5161</td>
<td>160 (effective 9/1/14)</td>
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<tr>
<td>Middle Level Education (Grades 4-8)</td>
<td>Middle Childhood</td>
<td>English Language Arts</td>
<td>5047</td>
<td>164 (effective 9/1/13)</td>
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<td>Mathematics</td>
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<td>Science</td>
<td>5440</td>
<td>150 (effective 9/1/14)</td>
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<tr>
<td></td>
<td></td>
<td>Social Studies</td>
<td>5089</td>
<td>149 (effective 9/1/13)</td>
</tr>
<tr>
<td>Music-Instr. &amp; Vocal (BME, MME)</td>
<td>Music</td>
<td>Music: Content Knowledge</td>
<td>5113</td>
<td>157 (effective 4/1/14)</td>
</tr>
</tbody>
</table>
ARKANSAS STATE UNIVERSITY
PRAXIS II SCORES

All candidates for initial licensure must take The Praxis II: Principles of Learning and Teaching (pedagogical exam) plus the appropriate Praxis II: Subject Assessment(s).

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<thead>
<tr>
<th>Teacher Education Majors and Endorsements</th>
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<tbody>
<tr>
<td>Elementary K-6 Majors</td>
<td>All K-6 Teaching Areas</td>
<td>Principles of Learning and Teaching (PLT)</td>
<td>5622</td>
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<td>Middle Level 4-8 Majors</td>
<td>All 4-8 Teaching Areas</td>
<td>Principles of Learning and Teaching (PLT)</td>
<td>5623</td>
<td>160 (effective 9/1/11)</td>
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<td>Secondary 7-12 Majors</td>
<td>All 7-12 Teaching Areas</td>
<td>Principles of Learning and Teaching (PLT)</td>
<td>5624</td>
<td>157 (effective 9/1/11)</td>
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<td>K-12 Majors</td>
<td>All K-12 Teaching Areas</td>
<td>Exemptions to PLT: World Languages, Special Education K-12</td>
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</tbody>
</table>

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

All school personnel seeking initial licensure in Arkansas must take the Praxis II Principles of Learning and Teaching and appropriate subject assessment(s). Persons who have allowed licenses to expire must take the subject assessment(s) if one exists; if there is no subject assessment(s), the Praxis II Principles of Learning and Teaching assessment must be taken. School personnel, who hold valid licenses and are adding licensure in an additional area, must complete the appropriate subject assessment(s); if there is none, the Praxis II Principles of Learning and Teaching assessment is required. Scores must be sent directly from Educational Testing Service to Arkansas State University.

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

H
ONLY FOR ARKANSAS DEPARTMENT OF EDUCATION USE

AUTHORIZATION FOR RELEASE OF CONFIDENTIAL INFORMATION
By the Arkansas Child Maltreatment Central Registry

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

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

Mail this form to and the fee payment to: Arkansas Child Maltreatment Central Registry
P.O. Box 1437, Slot S 566
Little Rock, Arkansas 72203

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

List ALL other names used:

Applicant’s Social Security Number:

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

Applicant’s mailing address:
Street or P.O. Box
Physical Address:
Street

City State Zip Code
City State Zip Code

Applicant’s phone number: (home) (cell) (other)

List the full name and date of birth (Day/Month/Year) for all of the applicant’s children, attach additional paper if necessary:

1. Child’s Full Name: Child’s Date of Birth:
2. Child’s Full Name: Child’s Date of Birth:
3. Child’s Full Name: Child’s Date of Birth:

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

Applicant’s Signature: ___________________________ Date ___________________________

State of Arkansas County of ___________________________

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

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

Notary Public: ___________________________ My Commission Expires: ___________________________

(APPLICANTS DO NOT WRITE BELOW THIS LINE)

Dr. Audrey Bowser, Director
School/District Contact Person
PO Box 720, State University, AR 72467

Arkansas State University
N/A

AED Form Effective Date (01/15/13)
Appendix

I
Instructions for Payment for Online Arkansas State Police and FBI Background Checks

1. Go to www.ar.gov/ADEbackground
2. Choose a School District or if unknown or not applicable select Arkansas Department of Education
3. Reason Fingerprinted — make sure you choose the correct reason

4. Enter email address and click Submit button to go to the next page.
5. Please fill in all required fields.
6. Complete payment summary page and click confirm button.
7. After verifying your information click the submit button to complete the transaction.
8. A printable receipt (example shown below) will appear with a transaction number at the bottom.
   The Live Scan Site must have this transaction number to complete the FBI fingerprinting.
9. Once you have made your payment, bring your receipt from the online payment, which has a transaction number and a Government Issued Photo ID to the Live Scan site, located in Arkansas ONLY. Map of Live Scan sites
10. Total cost is $37.00 for both the ASP and FBI background checks
11. Debit or Credit Only

Example of Receipt

Thank you. Your payment is complete.

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

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

Current BG check fees:
State BGC $22.00
FBI BGC $13.00
NIA Transaction Fee $2.00

Amount Paid $35.00
Arkansas.gov Total $37.00

Payment Status: Complete
Order Date/Time: 10/01/2016 05:44:46 PM
Confirmation Number (Order Id): 2015016024342144
Name on card: Mary
Email Address: Mary.Lamb@ema.com
Billing Address: 101 Main Street
Lost Lamb, AR 70061
US
Transaction Number: EDC123456789

Print Receipt Exit