

Teacher Education Handbook

**For Undergraduate
Teacher Education Majors**

Arkansas State University



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PREFACE

Arkansas State University has offered bachelor's degree teacher education programs for over sixty years, master's degree teacher education programs for over thirty years, and the specialist degree for administrators and counselors for more than twenty years. These programs have been continuously monitored and approved by the Arkansas State Department of Education, Higher Learning Commission/North Central Association of Colleges and Schools, and the National Council for the Accreditation of Teacher Education.

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 conceptual framework, Learning to Teach, Teaching to Learn, 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 students 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 students 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 conceptual framework, 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 on the Professional Education Programs web site <http://www.astate.edu/a/prof-ed-programs-office/>.

Conceptual Framework Teacher Education Outcomes at the Initial Preparation Level (Currently under review)

Background

Inherent in teacher education programs are commonly held beliefs or values that are evident in the scope and sequence of the program. These values and beliefs are inherent in specific preparation programs and are related to our shared understandings of the purposes of teaching (Darling-Hammond, 2006; Goodlad, 1994; Goodlad & McMannon, 1997).

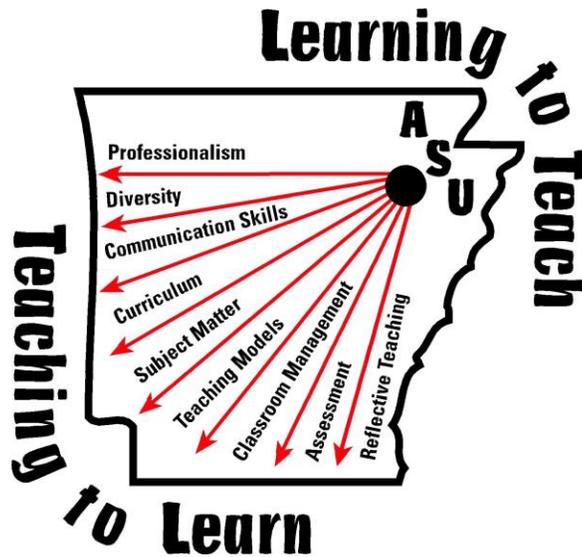
The mission of the initial level teacher education programs at Arkansas State University is to prepare future educators who manifest these commonly held beliefs about schools and society through the demonstration of specific areas of knowledge, performances, and dispositions identified by P-12 professionals, the academic community of Arkansas State University, and national and state standards for the profession.

Learning to Teach, Teaching to Learn

Among the few possibilities of consensus, perhaps the most likely, is agreement that society is undergoing significant and rapid change. Current thinking reflects a focus upon individuality and contextuality to a degree not found in earlier views of education. Greater awareness of diversity and the growing need to respond to diversity issues in a manner that allows greater incorporation of disparate groups into society's mainstream has become a major focus of society. Juxtaposed with these cultural concerns, psychological and biological research efforts are unlocking the structures and processes of the brain. Growing understanding of the links between learning, the environment, and human growth will demand greater educational responsiveness to the individual and individual needs. Within these changing perspectives, colleges of education must dramatically reinvent themselves if they wish to maintain an active role in educating the nation's youth.

In response, the College of Education and Behavioral Science at Arkansas State University is exploring its professional role. Building upon the solid base of the Emerging Professional, these outcomes reaffirm the need for understanding the foundations of society while also affirming the need to respond to society's growing complexity. Viewed as transitional, these outcomes reflect an intermediate stage in program development by providing greater clarity to the intentions of the college in relation to its students. However, further exploration and reflection will lead to a greater refinement of college outcomes which will produce a better integration of students into society and a greater alignment with developing professional standards. With the understanding that the initial level of preparation is the beginning of the personal and professional formation of an educator, the theme for our evolving model is *Learning to teach, Teaching to learn*.

Teacher Education Outcomes



1. **PROFESSIONALISM:** The teacher candidate behaves in a professional, ethical, and legal manner.
2. **DIVERSITY:** The teacher candidate develops a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
3. **COMMUNICATION SKILLS:** The teacher candidate demonstrates effective communication skills.
4. **CURRICULUM:** The teacher candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
5. **SUBJECT MATTER:** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
6. **TEACHING MODELS:** The teacher candidate implements a variety of teaching models.
7. **CLASSROOM MANAGEMENT:** The teacher candidate utilizes appropriate classroom management strategies.
8. **ASSESSMENT:** The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustment in learning activities.
9. **REFLECTIVE TEACHING:** The teacher candidate reflects on teaching and learning.

Descriptors of each outcome are delineated in Appendix A on pages 25-27.

Arkansas Teaching Standards

The Arkansas Department of Education adopted the 2011 Model Core Teaching Standards developed by Interstate Teacher Assessment and Support Consortium (InTASC) grouping the standards into 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 enable 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 Early Childhood Teachers (being phased out)

The BSE in Early Childhood Education prepares students for the Arkansas Preschool - Grade 4 license. This program provides students with extended field experiences in both preschool programs (serving children from birth to age five) and in public schools (grades kindergarten through grade four). Field experiences will also focus on collaborating with families, community agencies, and within the public school setting.

Program for Elementary Teachers

Beginning Fall 2015 the elementary education program will prepare students for a license in elementary grades kindergarten through sixth grade. Field experiences occur throughout the program.

Program for Special Education Teachers

The BSE in Early Childhood with emphasis in Special Education prepares candidates concurrently for a teaching license in Arkansas Pre-School – Grade 4 and Special Education license, Pre-School-age 8. Field experiences occur throughout the program.

Program for Middle Level Teachers

The BSE in Middle Level Education prepares candidates for the Arkansas Middle Childhood/Early Adolescence 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 (Language Arts/Social Studies or Science/Math). Field experiences occur throughout the program.

Programs for Secondary Teachers

Arkansas State University provides a curriculum designed to qualify students for licensure as secondary teachers in agricultural education; art education; business technology; English; French; general science with emphasis in biology, chemistry, or physics; mathematics; music education (vocal or instrumental); physical education/wellness/leisure; social science; and Spanish. 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 P-8 Licensure

In addition to the programs leading to licensure at either the early childhood (P-4), middle level (4-8), or secondary level (7-12), Arkansas State University offers several programs leading to Preschool/Early Adolescence level licensure (P-8). The P-8 licensure programs include art education, music education (vocal and instrumental), and physical education/wellness/leisure. The P-8 licensure program may be a part of a P-12 program; therefore, contact the department chair for further information.

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 Head of the 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 by COPE to the Head of the Unit 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 Basic Curriculum or Advanced Curriculum Committee and/or any other appropriate committee for review and approval or disapproval. The proposal may be returned for additional information.
6. Route to COPE.
7. COPE votes to accept or decline and forwards to the Head of the Professional Education Unit.

8. If the Head of the Unit approves, it is forwarded to the appropriate university committee (UCC or Graduate Council) for review and action. If the Head of the Unit does not recommend approval, s/he will provide the originating source with rationale for the decision.

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

Admission to Program

Students seeking admission into the teacher education program 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 29-31, Appendix B) at the appropriate time. Their advisors will assist them in scheduling a department screening interview. Screening applications can be retrieved from <http://www.astate.edu/a/prof-ed-programs-office/forms/>. If the candidates meet all the requirements and attain the approval of the Department Screening Committee, their applications are forwarded to the Professional Education Programs (PEP) Director for final review. Upon approval by the Director, official notice will be mailed to the candidates.

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.
5. Make recommendations regarding part-time employment (see page 15).

Governance Standing Committees

The three standing committees for the professional education unit are Initial Assessment Committee, Advanced Programs Assessment Committee, and Unit Operations Committee. Each of these 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 HPESS (elected by HPESS faculty)
 - 1 faculty member from Educational Leadership, Curriculum and Special Education (elected by ELCSE faculty)
 - 1 faculty member from Secondary Programs (elected by secondary programs faculty)
 - 1 faculty member from Counseling and Psychology (elected by Counseling and Psychology faculty)

- 2 faculty member at large (elected by PEF)

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 Professional Education Unit. The NCATE 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 Unit 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 Professional Education Unit. The NCATE 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 Unit no later than May 31 of each year. The report should include areas of strength and/or areas of improvement.

Unit Operations Assessment Committee

The Unit Operations Assessment Committee (UOAC) will serve as the oversight committee for the unit operations assessment activities of the Professional Education Unit. The NCATE Coordinator will serve as an Ex Officio member of the UOAC. Committee responsibilities will include:

1. annually review and analyze unit assessment artifacts;
2. annually review the assessment system as it applies to unit operations, i.e. activities pertaining to governance, planning, budget, personnel, facilities, services and procedures; and
3. prepare an annual unit assessment report. The completed report will be sent to the Head of Unit 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 Unit. 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

Appeals for an internship placement should be made to the Internship Appeals Committee. 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. If the student is not satisfied with the response of the Professional Education Programs Director, the student may appeal to the COPE.

Chapter 3

Admission and Retention Policies and Procedures

Admission

It is **your** 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 29-31, 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

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

Admission Requirements

1. Attain minimum passing scores on the Praxis CORE tests for reading, math and writing tests (see form on page 36 for minimum scores) **or** has a minimum composite score of 24 on the ACT with scores of at least 22 in reading and 22 in mathematics.
2. Attain minimum overall GPA of 2.50 (Program of Study students must have a minimum of 3.0 overall in courses for Program of Study.) **Beginning Fall 2015, students must attain a minimum overall GPA of 2.70 for admission into the Teacher Education Program.**
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 34, Appendix B)
6. Submit a completed application form (see pages 29-31; retrieve form on web page <http://www.astate.edu/a/prof-ed-programs-office/forms/>)
7. Submit a two-page typewritten philosophy of education
8. Obtain a signed Clarification of Teacher Education Admissions/Retention Standards
9. Appear individually for a personal interview before the Department Screening Committee
10. Verify no conviction of a felony or crimes listed on page 32 and 33
11. Verify that student has received a copy of the Conceptual Framework

You will not be permitted to enroll in specified professional education courses until you have been formally admitted into the teacher education program. Such courses are designated by an asterisk in the Undergraduate Bulletin. When your application is approved by the Professional Education Programs Director, you will receive a formal letter of acceptance. 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, you 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, you must also meet specific performance measures to continue in the program. You will be required to complete certain unit assessments as outlined in course syllabi and post your work to the unit’s electronic portfolio system. As you 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

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

1. Maintain a minimum overall GPA of 2.50 (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**)

Checkpoint 3: Intent for Teaching Internship Check

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

1. Maintain a minimum overall GPA of 2.50 (minimum of 3.0 in all course work required for Program of Study students)
3. Earn a “C” or better in all Professional Education courses (**including Exceptional Child in the Regular Classroom and Educational Psychology**)

Checkpoint 4: Internship Check

During the beginning of the internship semester, each advisor completes admission validation forms to determine if students have met all admission requirements for the internship. No later than the end of the first week of classes, students will be informed of their admission status. Students 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 education majors and professional education/major courses for early childhood, early childhood/special education, (P-4) and middle level (4-8) majors with the exception of the 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**)).
5. Attainment of a minimum grade point average of 2.50 in all course work and a minimum grade point average of 2.50 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) students 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 intent application forms for teaching internship eight weeks before the end of the semester or one week before the pre-registration date of the semester preceding teaching internship
8. A medical examination report (TB skin test) to be presented at the time the candidate applies for teaching internship
9. Attend the orientation sessions for the teaching internship
10. Verification of no conviction of a felony or crimes listed on page 32-33
11. Verification of no Child Maltreatment on page 60

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 teaching internship.

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

1. Maintain a minimum overall GPA of 2.50 (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 teaching internship

Checkpoint 5: Exit Assessment Check

Students 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 2.50 (minimum of 3.0 in all course work required for Program of Study and Masters of Art in Teaching students)
3. Meet Learning to Teach, Teaching to Learn portfolio requirements
4. Meet Praxis II assessments as specified by the program
5. Meet graduation check sheet requirements

Pre-Teacher Intern Procedure

Mandatory Forms (see Checkpoint 2 on page 10)

You must complete and file a “Pre-Teacher Intern Check Form” (see form on pages 38-41, Appendix D) with your advisor and file a copy with the Coordinator one year prior to your teaching intern semester. For example, if you plan to intern during a spring semester you must file the check form during the preceding spring semester. The forms will be distributed by the Coordinator of Teaching Internship and Field Experiences and must be on file or you will **not** be eligible for the teaching internship.

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 above process has been implemented to assist you in monitoring your eligibility for the teaching internship. Any problem that you may encounter should be discovered in time to make schedule adjustments before your teaching internship semester.

Admission to the Teaching Internship Semester

You must file an “Intent for Teaching Internship” form the semester prior to the teaching internship experience. Application forms are distributed by the Coordinator (see form on page 43, Appendix E).

The following are additional minimum requirements for admission into the teaching intern semester:

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 (PEP).

4. Completion of professional education courses for secondary education majors and professional education/major courses for early childhood, early childhood/special education, (P-4) and middle level (4-8) majors with the exception of the 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).
5. Attainment of minimum grade point average of 2.50 in all course work taken and a minimum grade point average of 2.50 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) students 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 intent application forms for teaching internship eight weeks before the end of the semester or one week before the preregistration date of the semester preceding teaching internship.
8. A medical examination report (TB skin test) to be presented at the time the student applies for teaching internship.
9. Attend the orientation sessions for teaching internship.
10. Verify no conviction of a felony or crimes listed on page 32-33.
11. Verification of no Child Maltreatment (form on page 60).

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 teaching internship.

Validation Process for the Internship

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

Intent to Graduate Application

When you register for your internship, you are responsible for completing the graduation application for your Intent to graduate and for your fee on Banner Self Service. This application may be found in Banner under Student and then Student Records; scroll to the bottom to find the Application for Graduation, fill out, and then submit. During the regular school year, the "Intent to Graduate" application must be submitted by the first class day of the semester. During the summer terms, the "Intent to Graduate" application must be submitted by the first day of the first summer session. If you do not submit the form by the deadline, your name will not appear on the list of graduates. For specific dates, go to the following website <http://www.astate.edu/a/registrar/students/graduation/index.dot>.

Chapter 4

Field Experiences

Levels of Field Experiences

Field experiences are an integral part of your teacher education preparation program. They are designed to give you guided and controlled experiences with professionals in the elementary and secondary schools. These field experiences are planned to encompass three levels of public school involvement. For completion of the field experiences it is the student's responsibility to have transportation to and from the assigned public school.

Level 1 field experiences are combined with ECH 2033, Introduction to Teaching: Field Experiences I, MLED 2033, Introduction to Teaching, and SCED 2513, Introduction to Secondary Teaching. You will be assigned to an area elementary or secondary school for the equivalent of 30 clock-hours of observation and related experiences. Your experiences and specific assignments will be supervised by the instructor of your introductory class. The observations are a required component of the class. If observations are not documented as complete, you will receive an "I" (incomplete) or a grade of F.

Level 2 field experiences for Middle Level (4-8) and Secondary majors (7-12) and Level 3 field experiences for Early Childhood majors (P-4) are designed to provide you with at least 44 clock-hours of experience with an appropriate elementary or secondary school teacher in your field as you serve as an aide, tutor, or assistant. These field experiences are assigned to courses as described in the **Undergraduate Bulletin** and are supervised by the instructors of the designated courses.

Site Assignments for Field Experiences

Students must participate in three public school field experiences as a part of their education degree. In order to ensure that students gain variety and diversity in educational settings, field sites selected for field experiences must include schools that vary by size and diversity of student population. The sites have been classified into three categories (Categories I, II, and III) and students will experience one school site from each category. The schools in each category have been classified as large or average-to-small schools. Students 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 45-54, 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.

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 a supervised internship, an intern must apply to the Identification Bureau of the Arkansas State Police for a criminal records check (state police and FBI) and to the Department of Human Services for a Child Maltreatment Central Registry check and must successfully complete those background checks in accordance with the Department of Education Rules Governing Background Check and Licensure Revocation. Criminal record checks may be completed electronically at an Arkansas Educational Cooperative. Child Maltreatment Central Registry is completed by paper and the form may be retrieved at the following website, <http://www.astate.edu/dotAsset/0bca6532-74f7-442b-986e-d3d432dc1376.pdf>. 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 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 Higher Learning Commission/North Central Association (NCA) schools that agree to participate in the preparation of teachers and that provide appropriate instructional and physical resources for the teaching internship. Participating schools must have NCA accreditation and be located within a 60-mile radius of the campus.

Factors That Influence the Selection of Your Teaching Internship Site

You will be placed in an approved site that meets established university criteria. You may not, however, intern in the school district from which you graduated nor 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. **Students 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, students must adhere to the chosen site. In rare instances, such as relocation, a student 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 student 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

Your clinical supervisor 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 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 Teaching Internship

The University recognizes that your 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 you to work full-time while you are a teacher intern.** Part-time employment is subject to the approval of your Department Screening Committee.

The Professional Education Unit strongly recommends that students 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.

Early childhood education majors, early childhood/special education majors (P-4), middle level education majors (4-8), and secondary education majors (7-12) engage in the teaching internship all day for a full semester. The teaching internship semester is divided for the early childhood, early childhood/special education, and middle level majors. Early childhood education majors spend one-half semester in a kindergarten setting and one-half semester in a primary grade. Early childhood/special education majors spend one-half semester in a kindergarten setting and one-half semester in a resource room setting. Middle level education majors spend one-half semester in a fourth or fifth grade classroom and one-half semester in a sixth, seventh or eighth grade classroom. As part of the teaching internship semester, early childhood and middle level education majors also attend seminar courses that meet periodically.

Your School Day

Your school day will be the same as that of your 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, you are expected to share duties with your 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

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

Vacations

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

Visits By Your University Supervisor

Your university supervisor will spend sufficient time with you to provide adequate supervision of your teaching internship. A minimum of five visits will be made for each secondary education 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, your clinical supervisor, or you feel that a visit would be advisable.

Evaluation

Your work will be evaluated by the clinical supervisor, the university supervisor, and you. 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 secondary education 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 LiveText portfolio and other assignments will comprise 20% of the internship grade. Internship evaluation forms will be submitted to the Director of Professional Education Programs.

The evaluation of your teaching internship will be based on your performance as set forth in the “Evaluation for Teaching Performance of Teacher Intern”. The nine teacher education outcomes listed on page 2 are the student competencies that will be evaluated during the internship.

These teaching competencies will be an integral part of your teacher education preparation program beginning with the introductory course to teaching. Throughout your program you will have opportunities to study instructional theory, classroom management, instructional planning, and the development of instructional objectives. Prior to teacher interning you 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. You are urged to review these instructional competencies and their descriptors with your university supervisor prior to your teaching internship.

You are reminded that you are required to attend an exit evaluation conference on campus immediately following your completed teaching internship. Failure to attend the conference will cause your grade to be reported as an “I” (incomplete).

Conferences

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

Chapter 5

Some Helpful Ideas

To The Teacher Intern

The 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 teaching intern experience is that part of the teacher preparation program in which observation of the student'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 be 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. 16).
6. Discuss your teaching techniques and philosophy with your teacher intern. Share your ideas; solicit the teacher intern's ideas. Whenever possible, allow your teacher intern to use his/her own ideas and techniques.
7. The university supervisor, Coordinator, and the Director of Professional Education Programs are available upon request. Please feel free to discuss and offer suggestions regarding any phase of the teaching internship program.

Chapter 6

Launching Your Career

At this point you want to become a licensed teacher and find a teaching position. There are two required steps: successfully completing the appropriate Praxis Assessments and filing an application for licensure. It is also suggested that you register with the Career Management Center (located at 2167 in the Student Union) to help you in your job search.

Praxis II

If you are seeking Arkansas licensure, you must pass the Praxis II assessments: 1. Principles of Learning and Teaching 2. Specific subject area assessment(s). The Praxis II is given several times throughout the year. Please visit <http://www.ets.org/> to locate schedules of the Praxis II exam. You should register online. Registration cutoff dates do exist, and students are urged to complete their registration for the Praxis II assessments early (see Arkansas State University Praxis II Information Chart on pages 56-58, Appendix G). It usually takes four weeks to receive your scores when you take the Praxis II assessments. You **must access test scores via your Praxis account**. This service is free of charge. To view your scores:

--Log into your Praxis account

--Click on your score report

You will be able to view, print and download your scores days earlier than those who registered by mail or phone. You may access your scores for a given paper-based administration the afternoon of the score report mailing date. Your scores will be accessible through your account for 45 days. If you fail to print your results during this time frame, you will have to pay ETS for your scores.

It is recommended that candidates take Praxis content exams prior to internship and the Praxis PLT/Pedagogy exam during internship.

To be licensed in Arkansas and to gain reciprocity in other states, all teacher education candidates, (BSA, agriculture education, BME, and BSE) must take the appropriate Praxis II assessments and attach the test scores to the licensure application for processing.

Applying for Teacher Licensure

You are urged to apply for your teaching license upon completion of your teacher education program. Since licensure requirements change periodically, a delay in your application could cause you to meet additional requirements.

You may obtain an application for an Arkansas teaching license in the Professional Education Programs office. Each application must be accompanied by a copy of your Praxis II scores, a copy of your Praxis CORE scores, copies of all official transcripts, certificates of specific professional development hours, central registry, and background check. Application for licensure from each state requires official transcripts from all institutions attended. It is your responsibility to obtain official transcripts from all transfer universities and from ASU-Jonesboro, secure the ASU-Jonesboro transcript after the Registrar's Office indicates that you have graduated from ASU.

Beginning July 31, 2009, all first time applicants for teacher licensure and each applicant for his/her first license renewal on or after July 1, 1997, 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 1173 of 2009. 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 (see form on page 60, Appendix H). The documented maltreatment check must be posted on the Arkansas Department of Education's website prior to students receiving confirmation of their assigned internship school

placements. Effective January 1, 2012, all individuals applying for licensure in the state of Arkansas must complete professional development for child maltreatment prior to licensure recommendation. Effective Fall 2013, all graduates must document 2 hours of child maltreatment, 2 hours of parental involvement, and 2 hours of Teen Suicide Awareness and Prevention. Beginning Fall 2014, all prospective licensees must document professional development in dyslexia.

As of July 1, 1996, first-time applicants for an Arkansas license are required to submit a criminal background check as required by Act 1310. The applicant must apply 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. **Criminal record checks may be completed electronically at an Arkansas Educational Cooperative or by paper** completing the fingerprint card with the state police, completing the Teacher Record Check Form by the applicant, having it notarized, and sending the form to the Arkansas State Police with two separate checks/money orders, \$25.00 for the state check and \$16.50 for FBI check (see form on page 62-63, Appendix I).

Child Maltreatment Central Registry is completed by paper and the form may be retrieved at the following website, <http://www.astate.edu/dotAsset/0bca6532-74f7-442b-986e-d3d432dc1376.pdf>. 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 32-33 and/or the applicant's Central Registry is lacking approval.

Act 455 of 2013 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.

If you are applying for licensure in states other than Arkansas or Missouri, you should request an application by writing to the State Department of Education in the particular state in which you want to be certified. For access to licensure information from each state, go to the Professional Education Programs web site (<http://www.astate.edu/a/prof-ed-programs-office/>), 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. You may then click on the state's respective state department from which you want specific licensure information. The Director of Professional Education Programs can provide assistance when needed.

Professional Licensure in Arkansas

With the enactment of Arkansas Act 236 of 1991 and Act 1108 of 1997, many changes have been made to improve the quality of education 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.

Implementations of State of Arkansas Licensure Changes

The Arkansas Department of Education is implementing changes in licensure that began in Fall 2012 and will continue through 2016. This will affect licensure programs offered by the Department of Teacher Education. Degree programs for the new licensure programs have not yet been created, awaiting further direction from the Department of Education.

The Arkansas Department of Education will be phasing out the Early Childhood and Early Childhood Special Education licensure. These will be replaced with Elementary (K-6) and Special Education (K-12) licensure. The configuration of Mid-level licensure will change as well (from M/S and LA/SS to open choice of two content areas from M, S, LA, and SS).

Due to changes in licensure, the following timelines will be implemented:

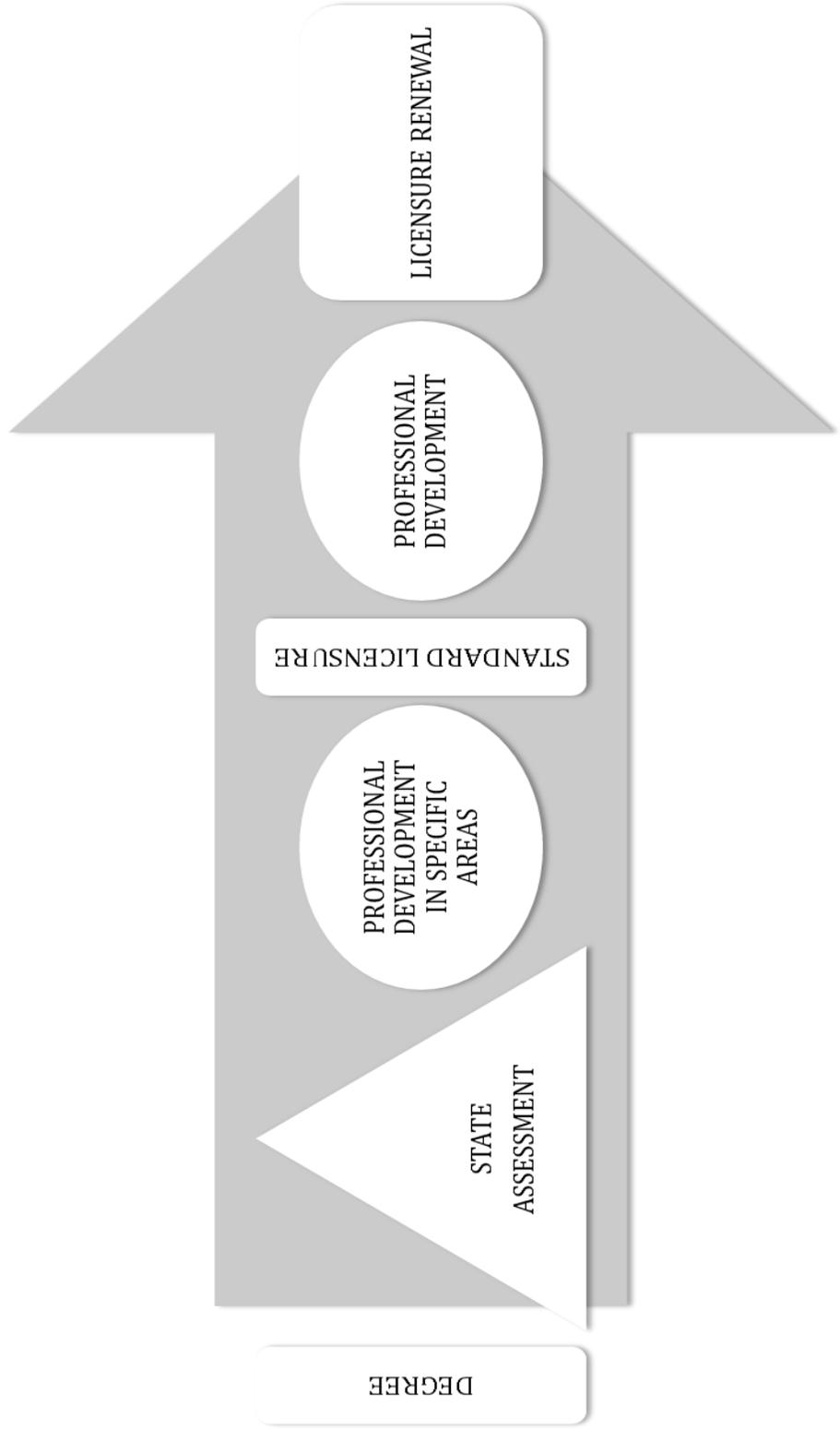
- F 13:** all current (ECH, ECH/SPED, MLED) licensure programs will begin the junior year rotation
- Sp 14:** ECH P4 will begin the junior year rotation
- F 14:** all current (ECH, ECH/SPED, MLED) licensure programs will begin the junior year rotation
- Sp 15:** NO ECH P4 rotation to begin
- F 15:** the new Elementary (K-6), the new Special Education (K-12) and the new MLED configuration will begin the junior year rotation

The Arkansas Department of Special Education has indicated that **current Early Childhood, Early Childhood/Special Education and Mid-level licensures will be phased out after June 30, 2016.** Graduation by Spring 2016 is necessary to provide assurance that successful candidates will be eligible for the current Early Childhood, Early Childhood/Special Education and the current Mid-level configurations.

Transfer students and students changing their majors during the 2013-2014 and 2014-2015 transition years may need to wait for the new licensure programs that will begin (junior year rotation) in F 15. It is imperative that students maintain close contact with their assigned Department of Teacher Education advisor and monitor communications from the College of Education and Behavioral Science and the Department of Teacher Education concerning the new licensure degree programs.

<u>CURRENT LICENSURE</u>	Junior Year Rotations	Graduation must be by
Early Childhood P4	F 13, Sp 14, F 14	Sp 16
Early Childhood Special Ed P4	F 13, F14	Sp 16
Mid-Level LA/SS and M/S	F 13, F 14	Sp 16
<u>NEW LICENSURE</u>		
Elementary K6	F 15	
Special Education K12	F 15	
MLED open choice of 2	F 15	

Arkansas Licensure Continuum



Career Management Center

You are encouraged to register with the Career Management Center, located on the second floor of the Student Union. This registration process provides services important to your job search. These interrelated services are your credential file, job referrals, and on-campus interviews.

Your credential file will include a data sheet or resume, recommendations, and a transcript. It is suggested that you include recommendations from a major instructor and your 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 that you keep your file updated by periodically adding recommendations from your employer.

When your credentials are filed with this office, your name is placed in the active file, making you eligible to receive job referrals for teaching positions. These eligible positions will be mailed to you. 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. You are welcome to come to the office to obtain information for on-campus interviews.

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

Appendix A

Learning to Teach: Teaching to Learn

Professionalism: The teacher candidate behaves in a professional, ethical, and legal manner.

The teacher candidate will model appropriate professional conduct by:

- Demonstrating punctuality in all routines germane to the educational process
- Demonstrating responsible behavior in the presence of students, parents and faculty
- Demonstrating initiative in the teaching process
- Modeling legal and ethical behaviors in the presence of students, parents, and faculty

Diversity: The teacher candidate develops a positive teaching-learning environment where all students are encouraged to achieve their highest potential.

The teacher candidate will help all students learn by:

- Demonstrating respect for differences among groups of people and individuals from varied backgrounds and geographical regions
- Communicating with students and families in ways that demonstrate understanding of and respect for all family structures
- Addressing student diversity when planning, selecting materials, and selecting/creating appropriate activities
- Including and enriching students' experiences and cultures through classroom activities
- Demonstrating an awareness of different learning styles and adapting instruction appropriate for all students
- Inviting all students to extend their thinking to achieve their highest potential

Communication Skills: The teacher candidate demonstrates effective communication skills.

The teacher candidate demonstrates effective communication skills by:

- Explaining learning goals, articulating instructional procedures, and sharing appropriate content with students
- Utilizing active listening skills, speaking clearly, writing clearly, and by providing positive feedback to students
- Utilizing a variety of methods to communicate with diverse students
- Utilizing a variety of technology tools when communicating with students in the classroom, with parents or guardians, and the community
- Providing ongoing dialogue with parents or guardians concerning student learning

Curriculum: The teacher candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.

The teacher candidate will plan and use curriculum appropriate to students, content and course objectives by:

- Planning instruction which applies to state and national standards
- Planning and using a variety of instructional strategies
- Incorporating technology to support instruction, learning and assessment
- Utilizing a variety of practices to allow diverse learners to be successful
- Demonstrating that development, language, social interaction and culture influence thinking and learning of all students
- Integrating the curriculum with content areas, technology and life experiences as appropriate

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

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

- Demonstrating an understanding of the central content and concepts of the subject matter
- Evaluating teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts
- Using explanations and representations that link curriculum to prior learning
- Developing and using curriculum that encourages students to see, question, and interpret ideas from diverse perspectives
- Engaging students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the disciplines

Teaching Models: The teacher candidate implements a variety of teaching models.

The teacher candidate implements a variety of teaching models by:

- Demonstrating competence with both inductive and deductive approaches to learning
- Ensuring appropriate individual instruction
- Creating effective learning environments which guide students in experiencing concepts, skills and problem-solving
- Facilitating increases in student knowledge and retention
- Guiding students in cooperative learning and in the development of positive human relationships
- Facilitating students' thinking processes and inquiry into concepts

Classroom Management: The teacher candidate utilizes appropriate classroom management strategies.

The teacher candidate develops classroom management skills by:

- Planning and managing instructional techniques prior to teaching
- Effectively using instructional time
- Helping students develop a sense of fairness and respect
- Establishing and maintaining rapport with students
- Communicating and demonstrating appropriate behavioral standards
- Searching for techniques to improve the learning environment

Assessment: The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.

The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustment in learning activities by:

- Utilizing individual and group, formal and informal assessment to determine prior knowledge and student attainment of the learning objective
- Utilizing assessment information to monitor, modify and/or adjust instructional strategies and curriculum needs based on student performance
- Adjusting assessment strategies to accommodate the diverse learning needs of students
- Demonstrating knowledge and understanding of student test data and research

Reflective Teaching: The teacher candidate reflects on teaching and learning.

The teacher candidate develops reflective teaching skills by:

- Planning and analyzing instructional techniques prior to teaching
- Collaborating and communicating with colleagues to share ideas, insights, and learning activities
- Analyzing his/her teaching techniques in order to build on strengths and improve areas for further growth
- Accepting responsibility for his/her actions
- Demonstrating receptiveness to supervision
- Analyzing the extent to which learning goals were met

Appendix B

**ARKANSAS STATE UNIVERSITY
APPLICATION FOR ADMISSION
into the Teacher Education Programs**

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

LEVEL 1 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)

Email address _____ Phone # (including area code) _____

(For statistical use only): Race/Ethnicity: American Indian/Alaskan Native Hispanic Two or more races
 Asian Native Hawaiian/Pacific Islander
 Black/African 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): P-4; P-4/SPED; 4-8 LA/SS; 4-8 M/S; 7-12; P-8 & 7-12

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

- Minimum 30 hrs. completed,; Hours completed _____.
- Earned overall minimum 2.50 GPA; GPA is _____. (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 1 Observations School _____
- Received Conceptual Framework
- Interview: You must appear before a department screening committee composed of your advisor and two additional faculty. This committee will hold a post conference with you to address salient concerns and the recommendation being made to the Director of Professional Education Programs. The Director will inform you by mail 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 (show scores):
 Reading 5712 (min. 156) ____ Writing 5722 (min. 162) ____ Math 5732 (min. 150) ____
- Completed Career Decision Awareness (Counseling Services Center)

ATTACHMENTS

(Check 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) _____
- A copy of Praxis CORE scores
- Two page typewritten philosophy/statement of beliefs regarding education

Committee's responsibility:

- Verification and Evaluation of Career Decision Awareness (Counseling Services Center)

**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
- Conditional

_____ Date of Approval

- Deny

Other Concerns _____

Signature by Screening Committee _____ Date _____

_____ Date _____

_____ Date _____

Signature by Department Chair _____ Date _____

Signature of Professional Education Program's Director _____

Date _____

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

The following clarification of graduation requirements applies to students admitted to teacher education after May 15, 1992 under the requirements of the 1987-88 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 2.50 (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 (2.50) 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 2.50 will not be eligible for graduation.

This clarification statement was reviewed and unanimously supported by the University Teacher Education Policy and Planning Committee on May 4, 1992. Teacher education students admitted after May 15, 1992 under the requirements of the 1987-88 or later Undergraduate Bulletin, 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.)

ACT 1310 OF 1995 AND ACT 1313 OF 1997

Act 1310 of 1995 and Act 1313 of 1997 state:

On and after July 1, 1996, each first-time applicant for a license issued by the State Board of Education shall be required to apply to the Identification Bureau of the Arkansas State Police for state and nationwide criminal records check, to be conducted by the Federal Bureau of Investigation. The check shall conform to the applicable federal standards and shall include the taking of fingerprints. Such applicant shall sign a release of information to the State Department of Education and shall be responsible to the Arkansas State Police for the payment of any fee associated with the criminal records check.

From Act 1313 of 1997:

The state board shall not issue a first-time license nor renew an existing license and shall revoke any existing license not up for renewal of any person who has a true report in the Child Maltreatment Central Registry or has pled guilty or nolo contendere to or has been found guilty of any of the following offenses by any court in the State of Arkansas or of any similar offense by a court in another state or of any similar offense by a federal court:

- (1) Capital murder as prohibited in § 5-10-101
- (2) Murder in the first degree as prohibited in § 5-10-102 and murder in the second degree as prohibited in § 5-10-103
- (3) Manslaughter as prohibited in § 5-10-104
- (4) Battery in the first degree as prohibited in § 5-13-201 and battery in the second degree as prohibited in § 5-13-202
- (5) Aggravated assault as prohibited in § 5-13-204
- (6) Terroristic threatening in the first degree as prohibited in § 5-13-301
- (7) Kidnapping as prohibited in § 5-11-102
- (8) Rape as prohibited in § 5-14-103
- (9) Sexual assault in the first degree, second degree, third degree, and fourth degree as prohibited in §§ 5-14-124 -- 5-14-127
- (10) Incest as prohibited in § 5-26-202
- (11) Engaging children in sexually explicit conduct for use in visual or print media, transportation of minors for prohibited sexual conduct, employing or consenting to the use of a child in a sexual performance, or producing, directing, or promoting a sexual performance by a child as prohibited in §§ 5-27-303, 5-27-305, 5-27-402, and 5-27-403
- (12) Distribution to minors as prohibited in § 5-64-406
- (13) Any felony in violation of the Uniform Controlled Substances Act, § 5- 64-101 et seq.
- (14) Sexual indecency with a child as prohibited in § 5-14-110
- (15) Endangering the welfare of a minor in the first degree as prohibited in § 5-27-205
- (16) Pandering or possessing visual or print medium depicting sexually explicit conduct involving a child as prohibited by § 5-27-304
- (17) False imprisonment in the first degree as prohibited in § 5-11-103
- (18) Permanent detention or restraint as prohibited in § 5-11-106
- (19) Permitting abuse of a child as prohibited in § 5-27-221(a)
- (20) Negligent homicide as prohibited by § 5-10-105(a)
- (21) Assault in the first degree as prohibited by § 5-13-205
- (22) Coercion as prohibited by § 5-13-208

- (23) Public sexual indecency as prohibited by § 5-14-111
- (24) Indecent exposure as prohibited by § 5-14-112
- (25) Endangering the welfare of a minor in the second degree as prohibited by § 5-27-206
- (26) Criminal attempt, criminal solicitation, or criminal conspiracy as prohibited in §§ 5-3-201, 5-3-202, 5-3-301, and 5-3-401, to commit any of the offenses listed in this subsection
- (27) Computer child pornography as prohibited in § 5-27-603
- (28) Computer exploitation of a child in the first degree as prohibited in § 5-27-605
- (29) Felony theft as prohibited in §§ 5-36-103 -- 5-36-106 and 5-36-202
- (30) Robbery as prohibited by §§ 5-12-102 and 5-12-103
- (31) Breaking or entering as prohibited by § 5-39-202
- (32) Burglary as prohibited by § 5-39-201 and aggravated residential burglary as prohibited by § 5-39-204
- (33) Forgery as prohibited by § 5-37-201; an
- (34) Any felony not listed in this subsection (c) and involving physical or sexual injury, mistreatment, or abuse against another.

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 (CORE)

(Formerly Praxis I)

Students seeking admission to the ASU teacher education program must take and pass the Core Academic Skills for Educators. 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 your test scores. The College of Education 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. See website, http://www.ets.org/praxis/register/centers_dates/computer/ 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, <http://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, your score report will no longer be available and you will need to request additional score reports for a \$40 fee (per request).

Appendix D

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

IV. Some teacher education programs will require students to take the PRAXIS II examination(s) as a graduation requirement. Students who wish to secure an Arkansas teaching license are required to take and pass the PRAXIS II examination(s). Therefore, all students are strongly encouraged to take the PRAXIS II examination(s) prior to graduation. Check with your academic advisor to determine your PRAXIS II requirement(s).

V. I, _____, understand that I will meet the minimum requirements for 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 for secondary education majors and professional education/major courses for early childhood, early childhood/special education, and middle level majors with the exception of the _____ of the teaching internship semester (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 2.5 in all work taken and a grade point average of 2.50 in the major area. Some departments may require a 2.75 major GPA. Please check with your advisor. POS and MAT students should maintain a 3.0 in major and in all work taken. (must be maintained through graduation).
6. Completion of prescribed department requirements
7. Completion of Intent application forms for teaching internship eight weeks before the end of the semester or one week before the pre-registration date of the semester preceding teaching internship
8. Completion of a medical examination report (TB skin test) to be presented at the time the student applies for the teaching internship.
9. Attendance at the mandatory orientation and seminar sessions for the teaching internship
10. No conviction of a felony or child maltreatment

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

I further acknowledge that during the 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.

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**

Teaching Intern Semester: _____

Student: _____ ASU ID# _____

Major: _____ Grade level P-12 7-12 Catalog Year: _____

Current Phone #: _____ Advisor: _____

E-Mail Address _____

This is a checkpoint that includes the prerequisites to the 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 internship semester.

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

I. Cumulative Degree Hours

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

II. Major

Hours completed in the major: _____ 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 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. Some teacher education programs will require students to take the PRAXIS II examination(s) as a graduation requirement. Students who wish to secure an Arkansas teaching license are required to take and pass the PRAXIS II examination(s). Therefore, all students are strongly encouraged to take the PRAXIS II examination(s) prior to graduation. Check with your academic advisor to determine your PRAXIS II requirement(s).

VI. I, _____, understand that I will meet the minimum requirements for 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 for secondary education majors and professional education/major courses for early childhood, early childhood/special education, and middle level majors with the exception of the 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.)
5. Attainment of a minimum overall grade point average of 2.5 in all work taken and a grade point average of 2.50 in the major area (must be maintained through graduation). Some departments may require a 2.75 major GPA. Check with your advisor.
6. Completion of prescribed department requirements
7. Completion of Intent application forms for teaching internship eight weeks before the end of the semester or one week before the pre-registration date of the semester preceding teaching internship
8. Completion of a medical examination report (TB test) to be presented at the time the student applies for the teaching internship
9. Attendance at the mandatory orientation and seminar sessions for the teaching internship
10. No conviction of a felony and child maltreatment

Remaining department requirements: _____

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

I further acknowledge that during the 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.

Teacher Intern’s signature

Date

Advisor’s signature

Date

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

Appendix E

Fall 2014 or Spring 2015
Check Point 3
INTENT FOR TEACHING INTERNSHIP

Name: _____ ASU ID Number: _____

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

Permanent Address: _____ Phone Number: _____
Street or Box City State Zip

Undergraduate Majors

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

Graduate Students in METP

Program/Area Subject: _____

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

Secondary Grade Level (check one) 7-12 P-8 & 7-12

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

High school from which you graduated: _____

Public School Field Experiences: List schools and grades.

Level I Experience: _____ Grade: _____
School

Level II Experience: _____ Grade: _____
(MLED & Secondary only) School

Level III Experience: _____ Grade: _____
(ECH only) School

FOR ECH4 AND MLED ASSIGNMENTS ONLY – Circle preference of grade level
(ECH P-4: K & 1 – 2 – 3 – 4) (ECH/SpEd: K & RR) (MLED 4-8: 4 – 5 & 6 – 7 – 8)

Required courses after 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 actual assignment for 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 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.

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

I understand I must provide documentation that my Child Maltreatment Central Registry has cleared and my fingerprint non-criminal background check (NCBC) has been approved at the Arkansas Department of Education AELS Public Site to be eligible for the internship.

Applicant's Signature

Supervisor's Signature (Secondary only)

Advisor's Signature

Appendix F

P-4 and 4-8, Classification of Field Experience Sites - ANC

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

Adopted by COPE
September 26, 2000
Revised August 7, 2014

Category I Schools - Diverse student population over 35%

Large Schools (1500 + pop.)

Blytheville (2, 3)
Forrest City (3)
Jonesboro
*Visual and Performing Arts at Hillcrest (2, 3)
Kindergarten Center (3)
*Math and Science at Philadelphia (2, 3)
*Micro-Society at West (2, 3)
*Health, Wellness, & Environmental Studies at
South (2, 3)
Kennett, MO (3)
Marion (3)

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

Average to Small Schools

Caruthersville, MO (3)
Earle (3)
Marked Tree (1, 3)
Osceola (1, 3)
Senath-Hornersville, MO (3)
South Mississippi County (3)
Luxora Elem (2, 3)
Wilson Elem (2, 3)

Category II Schools - Diverse student population between 8-35%

Large Schools (1500 + pop.)

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

Average to Small Schools

Armored (1, 3)
Buffalo Island (1, 2, 3)
Cross County (1, 3)
East Poinsett (1, 3)
Gosnell (1, 2, 3)
Southland, MO (3)
South Mississippi County
Keiser Elem (2, 3)
S. Pemiscot (1)

Category III Schools - Diverse student population below 8%

Large Schools (1500 + pop.)

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

Average to Small Schools

Bay (1, 2, 3)
Harrisburg (1, 3)
Manila (2, 3)
Marmaduke (1, 3)
Piggott (3)
Riverside (1, 2)

* Partner Schools

PUBLIC SCHOOL FIELD EXPERIENCES

Level 1 = 1 (Intro)

Level 2 = 2 (ECH Field III/MLED Field II)

Level 3 = 3 (Internship)

Guidelines for Field Experience Sites on next page

CLASSIFICATION OF FIELD EXPERIENCE SITES
ANC
P-4 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 ECH (P-4) major who graduated from Gosnell High School could gain experience in diverse educational settings, for example, by completing Level 1 at Manila (average to small school, below 8% diversity), Level 2 at Blytheville (large school, over 35% diversity), and Level 3 at Armored (average to small school, 8-35% diversity).

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

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

Adopted by COPE
September 26, 2000
Revised August 7, 2014

Category I Schools – Diverse student population over 35%

Large Schools (1500 + pop.)

Conway (1)

Little Rock (1)

North Little Rock (1)

Amboy Elem (3)

Lakewood Elem (3)

Lakewood Middle (2, 3)

Lynch Drive Elem (2, 3)

Meadow Park Elem (3)

Pike View Elem (2, 3)

Pulaski County Spec

Cato Elem (3)

Lawson Elem (3)

Murrell Taylor Elem (2, 3)

Northwood Middle (2, 3)

Oakbrooke Elem (3)

Sylvan Hills Elem (2, 3)

Scott Elem (3)

Sylvan Hills Middle (2, 3)

Warren Dupree Elem (2, 3)

Average to Small Schools

Brinkley (3)

England (1, 3)

Little Rock AFB (1)

Category II Schools - Diverse student population between 8-35%

Large Schools (1500 + pop.)

Beebe (1, 2, 3)

Beebe Elem (1, 2, 3)

Beebe Early Childhood (1, 2, 3)

Badger Elem (1, 2, 3)

Beebe Middle (1, 2, 3)

Beebe Jr. High (1, 2, 3)

Cabot (2, 3)

Eastside (2, 3)

Westside Elem. (2, 3)

Central Elem (2, 3)

Magness Creek Elem (2, 3)

Northside Elem (2, 3)

Middle School North (2, 3)

Middle School South (2, 3)

Junior High North (2, 3)

Junior High South (2, 3)

Ward Central Elem (2, 3)

Lonoke (2, 3)

North Little Rock

Crestwood (2, 3)

Indian Hills Elem (3)

Pulaski County Spec

Bayou Meto (2, 3)

Searcy (1, 2, 3)

Average to Small Schools

Bald Knob (1, 2, 3)

Carlisle (1, 2, 3)

Des Arc (1, 3)

Hazen (1)

Riverview (1, 3)

White County Central (1)

Category III Schools - Diverse student population below 8%

Large Schools (1500 + pop.)

Heber Springs (1)

Greenbrier (1)

Cabot (2, 3)

Southside Elem (2, 3)

Stagecoach Elem (2, 3)

Vilonia (1, 3)

Average to Small Schools

Bradford (1)

Pangburn (1, 3)

Rose Bud (1)

PUBLIC SCHOOL FIELD EXPERIENCES

Level 1 = 1 (Intro)

Level 2 = 2 (ECH Field III/MLED Field II)

Level 3 = 3 (Internship)

Guidelines for Field Experiences Sites on next page

CLASSIFICATION OF FIELD EXPERIENCE SITES

ASU - Beebe

P-4, Special Education, 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 ECH (P-4) 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, 8-35% diversity), Level 2 at Vilonia Primary (large school, below 8% 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, 8-35% diversity), Level 2 at Sylvan Hills Middle (large school, over 35% diversity), and Level 3 at Cabot Stagecoach (large school, below 8% diversity).

P-4 and 4-8, Classification of Field Experience Sites - EACC & Mid-South

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

Adopted by COPE
September 26, 2000
Revised August 7, 2014

Category I Schools - Diverse student population over 35%

Large Schools (1500 + pop.)

Blytheville (2, 3)
Forrest City (3)
Jonesboro
*Visual and Performing Arts at Hillcrest (2, 3)
*Health, Wellness, & Environmental Studies at South (2, 3)
*Kindergarten Center (3)
*Math and Science at Philadelphia (2, 3)
*Micro-Society at West (2, 3)
Marion (3)

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

Average to Small Schools

Brinkley (1)
Caruthersville, MO (3)
Earle (1, 2, 3)
Lee County (3)
Marked Tree (1, 3)
Senath-Hornersville, MO (3)
S. Mississippi County (3)
Luxora Elem (2, 3)
Wilson Elem (2, 3)

Category II Schools - Diverse student population between 8-35%

Large Schools (1500 + pop.)

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

Average to Small Schools

Armored (1, 3)
Bald Knob (3)
Buffalo Island (1, 2, 3)
Cross County (2, 3)
East Poinsett (1, 2, 3)
Gosnell (1, 2, 3)
Hazen (3)
McCrary (3)
South Mississippi County (3)
Keiser Elem (2, 3)

Category III Schools - Diverse student population between below 8%

Large Schools (1500 + pop.)

Brookland (1, 3)

Average to Small Schools

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

*Partner Schools

PUBLIC SCHOOL FIELD EXPERIENCES

Level 1 = 1 (Intro)

Level 2 = 2 (ECH Field III/MLED Field II)

Level 3 = 3 (Internship)

Guidelines for Field Experience Sites on next page

CLASSIFICATION OF FIELD EXPERIENCE SITES
EACC and Mid-South
P-4 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 ECH (P-4) 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, below 8% diversity), Level 2 at Wynne (large school, 8-35% diversity), and Level 3 at West Memphis (large school, over 35% diversity).

P-4, Special Education, and 4-8, Classification of Field Experience Sites ASU Jonesboro

Adopted by COPE
September 26, 2000
Revised August 7, 2014

Category I Schools - Diverse student population over 35%

Large Schools (1500 + pop.)

Blytheville (3)
Forrest City (3)
Jonesboro
 *Visual & Performing Arts at Hillcrest (2, 3)
 *Health, Wellness, & Environmental Studies
 at South (2, 3)
 Kindergarten Center (3)
 *Math & Science at Philadelphia (2, 3)
 *Micro-Society at West (2, 3)
Kennett, MO (3)
Marion (3)

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

Average to Small Schools

Brinkley (3)
Caruthersville, MO (3)
Earle (3)
Lee County (3)
Marked Tree (1, 3)
Newport (1, 3)
Osceola (3)
Senath-Hornersville, MO (3)
South Mississippi County (3)
 Luxora Elem (2, 3)
 Wilson Elem (2, 3)

Category II Schools - Diverse student population between 8-35%

Large Schools (1500 + pop.)

Batesville (3)
Jonesboro
 International Studies (2, 3)
Paragould (1, 3)
Searcy (3)
Trumann (1, 3)
Valley View
 Valley View Elem (2, 3)
 Valley View Interm (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)
Gosnell (3)
McCrary (3)
Southland, MO (3)
South Mississippi County
 Keiser Elem (2, 3)
White County Central (3)

Category III Schools - Diverse student population below 8%

Large Schools (1500 + pop.)

Brookland (1, 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, 3)
Hoxie (1, 3)
Lawrence County (1, 3)
Manila (3)
Jackson County (1, 3)
Marmaduke (1, 3)
Piggott (3)
Rector (3)
Riverside (1)
Sloan Hendrix (1, 3)

* Partner Schools

PUBLIC SCHOOL FIELD EXPERIENCES

Level 1 = 1 (Intro)

Level 2 = 2 (ECH Field III/MLED Field II)

Level 3 = 3 (Internship)

Guidelines for Field Experience Sites on next page

CLASSIFICATION OF FIELD EXPERIENCE SITES
P-4, Special Education, and 4-8
ASU - Jonesboro

Guidelines for Field Experience Sites:

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

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

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

FOR EXAMPLE:

An ECH (P-4) 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, 8-35% 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, below 8%, 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, 8-35% diversity), and Level 3 at Lawrence County (average to small school, below 8% diversity).

Secondary Classification of Field Experience Sites
 (School consolidation could change a school availability and classification category)

Adopted by COPE
 September 26, 2000
 Revised August 7, 2014

Category I Schools - Diverse student population over 35%

Large Schools (1500 + pop.)

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

West Memphis (3)
 East Jr. High School
 West Jr. High School
 Wonder Jr. High School
 West Memphis High School

Average to Small Schools

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

Category II Schools - Diverse student population between 8-35%

Large Schools (1500 + pop.)

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

Average to Small Schools

Armored (3)
 Bald Knob (3)
 Buffalo Island (1, 3)
 Cross County (1, 2, 3)
 East Poinsett (1, 3)
 Gosnell (3)

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

Category III Schools - Diverse student population below 8%

Large Schools (1500 + pop.)

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

Average to Small Schools

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

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

PUBLIC SCHOOL FIELD EXPERIENCES

Level 1 = 1 (Intro to Sec Teaching)
Level 2 = 2 (Performance Based Instructional Design)
Level 3 = 3 (Internship)

Guidelines for Field Experience Sites on next page

CLASSIFICATION OF FIELD EXPERIENCE SITES ASU - SECONDARY

Guidelines for Field Experience Sites:

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

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

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

FOR EXAMPLE:

A SECONDARY education major who graduated from Nettleton High School could gain experience in diverse educational settings, for example, by completing Level 1 at Bay (average to small school, below 8% diversity), Level 2 at Trumann (large school, 8-35% 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, 8-35% diversity), and Level 3 at Corning (average to small school, below 8% 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)*.

Teacher Education Majors and Endorsements	Areas of Licensure	Principles of Learning and Teaching (PLT)	Code	Required Score
Early Childhood P-4 Majors	All P-4 Teaching Areas	Principles of Learning and Teaching (PLT)	5621	157 (effective 9/1/13)
Elementary K-6 Majors	All K-6 Teaching Areas		5622	160 (effective 9/1/13)
Middle Level 4-8 Majors	All 4-8 Teaching Areas		5623	160 (effective 9/1/11)
Secondary 7-12 Majors	All 7-12 Teaching Areas		5624	157 (effective 9/1/11)
P-12 Majors	All P-12 Teaching Areas		choose 1 of the above test codes	
	Exemptions to PLT: World Languages			

Teacher Education Majors and Endorsements	Areas of Licensure	Subject Assessments	Code	Required Score
Agriculture Education (BSA, MSE)	Agriculture Science & Tech	Agriculture	5701	147
Art Education (BSE)	Art	Art: Content & Analysis	5135	161 (effective 9/1/11)
Business Technology	Business Technology	Business Education	5101	154 (effective 9/1/10)
Coaching (Endorsement)	Coaching	Physical Education: Content and Design	0095	169 (effective 9/1/11)
Early Childhood P-4 (BSE, MSE)	Grades P-4	Early Childhood: Content Knowledge	5022	157
Earth Science (Endorsement)	Earth Science	Earth Space Sciences: Content Knowledge	5571 (Computer)	145
Elementary	Elementary	Multiple Subjects	5031	155 (effective 9/1/13)
		Mathematics	5033	164 (effective 9/1/13)
		Reading and Language Arts	5032	165 (effective 9/1/13)
		Social Studies	5034	155 (effective 9/1/13)
		Science	5035	159 (effective 9/1/13)
English (BSE, MSE)	English	English, Language Arts: Content Knowledge	5039	168 (effective 9/1/14)
General Sci-Biology (BSE, MSE)	Life/Earth Science	Biology: Content Knowledge	5235	142

**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)*.

Teacher Education Majors and Endorsements	Areas of Licensure	Principles of Learning and Teaching (PLT)	Code	Required Score
Early Childhood P-4 Majors	All P-4 Teaching Areas	Principles of Learning and Teaching (PLT)	5621	157 (effective 9/1/11)
Elementary K-6 Majors	All K-6 Teaching Areas		5622	160 (effective 9/1/13)
Middle Level 4-8 Majors	All 4-8 Teaching Areas		5623	160 (effective 9/1/11)
Secondary 7-12 Majors	All 7-12 Teaching Areas		5624	157 (effective 9/1/11)
P-12 Majors	All P-12 Teaching Areas		choose 1 of the above test codes	
	Exemptions to PLT: World Languages			

Teacher Education Majors and Endorsements	Areas of Licensure	Subject Assessments	Code	Required Score
Gen. Sci.-Chem. (BSE, MSE) and Gen. Sci.-Physics (BSE)	Physical Science	Physical Science: Content Knowledge	0481	145
Gifted and Talented	Gifted and Talented	Gifted Education	5358	155
Guidance/Counseling	Guidance & Counseling	Professional School Counselor	5421	156
Mathematics (BSE, MSE)	Mathematics, Secondary	Mathematics: Content Knowledge	5161	160 (effective 9/1/14)
Middle Level Education (Grades 4-8)	Middle Childhood	English Language Arts	5047	164 (effective 9/1/13)
		Mathematics	5169	165 (effective 9/1/13)
		Science	5440	146 (effective 9/1/14)
		Social Studies	5089	149 (effective 9/1/13)
Music-Instr. & Vocal (BME, MME)	Music	Music: Content Knowledge	5113	157 (effective 4/1/14)

**ARKANSAS STATE UNIVERSITY
PRAXIS II SCORES**

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

Teacher Education Majors and Endorsements	Areas of Licensure	Principles of Learning and Teaching (PLT)	Code	Required Score
Early Childhood P-4 Majors	All P-4 Teaching Areas	Principles of Learning and Teaching (PLT)	5621	157 (effective 9/1/11)
Elementary K-6 Majors	All K-6 Teaching Areas		5622	160 (effective 9/1/13)
Middle Level 4-8 Majors	All 4-8 Teaching Areas		5623	160 (effective 9/1/11)
Secondary 7-12 Majors	All 7-12 Teaching Areas		5624	157 (effective 9/1/11)
P-12 Majors	All P-12 Teaching Areas			choose 1 of the above test codes
	Exemptions to PLT: World Languages			

Teacher Education Majors and Endorsements	Areas of Licensure	Subject Assessments	Code	Required Score
Physical Education (BME, MSE)	Physical Education, Wellness and Leisure	Health & Physical Education: Content Knowledge	5857	155 (effective 9/1/14)
Reading (MSE)	Reading Specialist	Reading Specialist	5301	164
Social Science (BSE, MSE)	Social Studies	Social Studies: Content & Interpretation	5086	153 (effective 9/1/11)
Spanish (BSE)	Foreign Language (Spanish)	Spanish: World Languages	5195	168 (effective 9/1/10)
		World Languages Pedagogy	5841	158 (effective 9/1/10)
Special Education	Special Ed: inst. Specialist Infant-Toddler P-4	Sp. Ed.: Core Knowledge and Applications	5354	151 (effective 1/1/11)
Special Education (MSE)	Special Ed.: Inst. Specialist 4-12	Sp. Ed.: Core Knowledge and Applications	5354	151 (effective 1/1/11)

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

Appendix I



ARKANSAS STATE POLICE

Identification Bureau Individual Record Check Form

Procedure For Criminal History Check

1. The ASP form, Individual Record Check Form, must be completed in its entirety.
2. A check or money order in the amount of \$25.00, made payable to the Arkansas State Police, must be included. An additional check or money order for \$16.50, made payable to the Arkansas State Police, must be included for the FBI (national) record check.
3. The signature on the ASP form or approved agency form must be notarized.

RETURN THIS FORM AND FINGERPRINT CARD TO:
Arkansas State Police, Identification Bureau
#1 State Police Plaza Drive, Little Rock, AR 72209

To contact the Identification Bureau you may call 501-618-8500. (For questions about Certified Teachers you may contact Jean Hill directly at 501-618-8478)

SEE OTHER SIDE FOR APPLICATION

Instructions for completing fingerprint card:

The F.B.I. requires a classifiable set of your fingerprint impressions. Your card will be rejected otherwise.

*Please type or print clearly with black ink.

*Employer Space: If not employed as a teacher type/write "No applicable employment at present".

*OCA Space: Blank

*For Race Use: A=ASIAN B=BLACK I=AMERICAN INDIAN
W=WHITE U=UNKNOWN/OTHER

*The following 3 character codes should be used for the hair and eye color:

Eyes: BLU=Blue GRY=Gray MAR=Maroon BRO=Brown GRN= Green PNK=Pink
BLK=Black HAZ=Hazel XXX=Unknown

Hair: BAL=Bald BLK=Black BLN=Blond BRN=Brown GRY=Gray RED=Red
SDY=Sandy WHI=White XXX=Unknown

Please notice BAL is Bald—NOT Blonde

*Please double-check all information.