DIVISION OF ELEMENTARY & SECONDARY EDUCATION

Professional Education Program Proposal

C O V E R S H E E T

Institution: Arkansas State University **Date Submitted:** March 15, 2021

Program Contact Person: Joanna Grymes

Position/Title: Assistant Chair, Dept of Teacher Education **Phone:** 870 680 8430 **Email:** grymesj@astate.edu

Name of program: Master of Arts in Teaching Art Education **CIP Code:** 13.1299

Degree or award level (B.S., M.A.T., graduate non-degree, etc.): MAT

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

Title: Art Education **Grade Range:** k12

Proposal is for:

- ☐ **New First-Time Licensure Program** (Complete Section A)
- ☐ **New Educator Licensure Endorsement Program** (Complete Section B)
- ☑ **Revision(s) to Approved Licensure Program** (Complete Section C)
- ☐ **Deletion of Approved Licensure Program** (Complete Section D)

Indicate the portion of the proposed program to be delivered via Distance Learning Technology (online): 100 **%**

Proposed program starting date: July 2021

Will this program be offered at more than one site? ☐Yes ☑No

If yes, list the sites where the program will be offered:

_____

Prior approval by AHECB is required for Arkansas public institutions and institutions certified under Ark. Code Ann. §6-61-301 to offer programs at off-campus sites.

Arkansas State University

A. Revisions to an Existing Program

Adding ART as an option to an existing MAT program

Proposals for revising existing programs should be prepared with each section clearly identified, appropriately labeled, and paginated. Proposals should be submitted electronically and include the following components:

1. Cover Sheet (Use the front page of this guide or the fillable form coversheet from the website, which contains basic information about the proposed program.)
2. Rationale
   a. Explain the reason for and a description of the proposed revision(s).
   This revision allows for individuals who wish to complete an alternate licensure pathway associated with a degree program to earn a standard license for K12 Art.

3. Institutional Approval **(Only required for major revisions)**
   a. NA.
   b. Provide official documentation, including signatures, showing approval was granted by all appropriate authorizing entities outlined in 3.a. If approval has not be granted, indicate when approval is expected.
   APPROVAL estimated by May 15, 2021

4. Documentation of Revisions
   a. Changes to Curriculum
      i Change is adding ARED 6703, Applied Visual Art Infusion: Contemporary Approaches to the current MLED/BTECH MAT program for an Art option. SEE ATTACHED PROGRAM CHECKSHEET Appendix A
      ii Include the number of hours required to complete the program.
      39 hours
      iii Provide a revised curriculum matrix that shows course alignment with the **current** corresponding Arkansas Educator Competencies for the content area or category of licensure, if applicable. ***SEE ATTACHED APPENDIX C***
      iv Provide a revised Arkansas Teaching Standards matrix for first-time licensure programs documenting how the Arkansas Teaching Standards are covered in the program of study ***SEE ATTACHED APPENDIX D***
      v Provide documentation outlining how the appropriate TESS or LEADS standards (TESS for classroom teachers, TESS for Specialty Areas, or LEADS) are used in the program of study, if applicable. SEE ABOVE
      vi Provide syllabi that include course descriptions for all new or revised professional education courses prescribed in the revised program and for new or revised content courses listed on the submitted curriculum matrix.
      SEE ATTACHED syllabus for ARED 6703, Applied Visual Art Infusion: Contemporary Approaches APPENDIX B
      - Syllabi should include objectives that align to the Arkansas

Teaching Standards (for first-time licensure programs), TESS/LEADS framework, and Educator Competencies

- Programs leading to licensure areas other than Elementary Education K-6 or Special Education K-12 should present evidence of alignment to the Foundations of Reading Competencies-Awareness Level or how they ensure candidates have previously completed the appropriate pathway. Note: DESE approved prescribed pathways for awareness are aligned to the awareness level competencies.
  RDNG 6013 is approved for the Awareness Pathway per DESE approved pathways.
- Syllabi should include a description of methods/assessments used to determine if a candidate has successfully met the learning objectives.

Transition to DLT format:

i Describe the methods for instructor-to-student and student-to-student interaction in the distance learning courses/modules, including synchronous (e.g. videoconferencing and chat) and asynchronous (e.g. email and discussion boards) methods.
Courses are asynchronous; focus will be on discussion board and direct student-instructor contact via email and digital meeting options such as Blackboard collaborate or Zoom

iv. Describe the assessment processes used in the courses to determine students' achievement of intended outcomes
Students will submit written and videoed work.

v. Submit syllabi for DLT courses that reflect the revised methods for interaction and assessment processes.
SEE ATTACHED syllabus for ARED 6703, Applied Visual Art Infusion: Contemporary Approaches APPENDIX B

vii Indicate any changes to common assessments throughout the program, including any changes to when state mandated assessments are required. Provide samples and scoring rubrics for any new or revised common assessments.
NA for this revision

viii Describe any revisions to the field experiences (such as observations, practicums) and supervised clinical practice (student teaching, internships) required for candidates in the program.
NA for this revision

b. Transition to DLT format
NA for this revision

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

c. Changes to Policies Overseeing Candidate Quality
NA for this revision

5. Transition Plan

NA for this revision

Appendix A: Program Checksheet

Arkansas State University
College of Education and Behavioral Science
Teacher Education
Master of Arts in Teaching, ART (K – 12), 21 – 22 cohort
Advisor: Dr. Joanna Grymes, grymesj@astate.edu

All courses available online beginning Summer 2021
Admission to the Graduate MAT program includes meeting:
- ✓ A-State Graduate School Unconditional Admission Status (Graduate Bulletin),
- ✓ Admission to Teacher Education Basic Skills eligibility*,
- ✓ Passing Art: Content Knowledge Praxis Exam**

Suggested semester	COURSE	STUDENT/ID #	SEM	GRADE
	Licensure requirements apart from MAT Coursework/Program Requirements			
Prior to internship	ELSE 3643	Exceptional Student in the Regular Classroom (or equivalent transfer course)		
	A-State MAT Coursework (most courses offered only once per academic year)			
Sum 1	TE 6253	Perspectives on Professional Education		
SUM 1	MLED 6403	World of the Young Adolescent		
Fall 1	RDNG 6013	Theories, Issues, Methods of Reading		
Fall 1	TE 6293	Effective Teaching with Diverse Populations		
January		Admit to the Teacher Education Program by Spring 2022***	JAN	
Spring 1	TE 6243	Technology as a Tool for Teaching		
Spring 1	ARED 6703	Applied Art Infusion: Contemporary Approaches		
Sum 2	TE 6043	Effective Assessment		
Sum 2	TE 6293	Theories and Strategies of Classroom Management		
Sum 2	MLED 6423	Teaming, Teaching, and Learning in the Middle Grades		
Sum 2	MLED 6443	Advanced Methods for Teaching in the Middle Grades		
Fall 2	TE 6299	MAT Internship in Teacher Education		

For licensure and accreditation purposes, the MAT program is an initial teacher licensure program and candidates are required to meet expectations for initial licensure programs.

Basic Skills Test Admission requirements: ACT Scores: Math and Reading each $\geq$ 19, Writing $\geq$ 7 or Praxis Core minimum 162 for Math, Reading and Writing (required for admission to the MAT Graduate program)

** **Praxis Subject Art: Content Knowledge** #5134, qualifying score 158

***Admission to Teacher Education will include (but not be limited to)**:
- Overall minimum graduate GPA of 3.0; C or better in all MAT coursework; meeting Basic Skills Test requirements
- Complete the Professional Dispositions Self-Assessment as prescribed in the Teacher Education Handbook
- Documentation of an **Approved** Arkansas State Police (ASP) and FBI Background Check and the Arkansas Child Maltreatment Background Check
- Submit a completed application form
- Appear individually for a (virtual) personal interview before the Department Screening Committee
- Verify no conviction of a felony or crimes listed in the Teacher Education Handbook
- Verify that student has received a copy of the Mission & Values, Teacher Education Outcomes and Arkansas Teaching Standards

***Additional Licensure Information*:**
In addition to passing at the Art: Content Knowledge Praxis exam, passing a Praxis Principles of Learning and Teaching Grades (5-9, #5623, score 160; or 7-12, #5624, score 157) is required for licensure. Other requirements for Licensure are detailed in the *Teacher Education Handbook* available on the Professional Education Programs webpage http://www.astate.edu/a/prof-ed-programs-office/index.dot
Program approved by ADE

Appendix B: Syllabus for ARED 6703

Proposed Syllabus

ARED 6703 Applied Visual Art Infusion: Contemporary Approaches
(7-week online course, Spring)

COURSE INFORMATION
ARED 6703 Applied Visual Art Infusion: Contemporary Approaches (web based)
Asynchronous Instruction

INSTRUCTOR INFORMATION:
Instructor: **Susan Whiteland**
Office: Fine Arts Bldg, Room 121
Virtual Office Hours: T 1-2CT and by appointment
Telephone: 870-972-3050
Email: swhiteland@astate.edu

COURSE DESCRIPTION:
ARED 6703 Applied Visual Art Infusion: Contemporary Approaches
Curriculum development and application of art infused contemporary models to integrate the visual arts with other subject area content. Pre-requisites: Acceptance to the MAT Teacher Education Program. Spring.
3.00 Credit hours

REQUIRED TEXTBOOKS
None Required

ART EDUCATION PROGRAM LEARNING OUTCOMES:
- Students will have a working knowledge of historical and contemporary art education theory and practice.
- Students will create lessons that appropriately incorporate state and national standards using contemporary art education pedagogy for children and young adults.
- Students will demonstrate their ability to act in a legal, professional, and compassionate manner while teaching a studio-based art lesson using art history, art criticism and aesthetics in both the elementary and secondary classroom.

COURSE LEARNING OUTCOMES:
(1) Problem Solving Skills:
The student will have a reasonable understanding of problem resolution through assigned projects. ATS 4,5,6 TESS 1,2,3,4
(2) Technical Competence:
Through various projects the student will develop some level of proficiency in various computer applications that may be applicable for future classroom use. ATS 1,2,3,4,5,6,7,8, TESS 1,2,3,4
(3) Communication Skills:
The student will be able to adequately discuss contemporary approaches in curriculum building both in oral and written format. ATS 1,2,3,4,5,7,8 TESS 1,2,4
(4) Organizational Skills:
The student will acquire demonstrable organizational skills through research, idea development, and time management in completing all of the projects by the assigned deadlines. ATS 4,5,6 TESS 1,2,3,4
(5) Collaboration Skills:
Through classroom exercises, assigned projects and group critique, students will acquire demonstrable collaboration skills. ATS 1,2,3,4,5,6,7,8,9,10 TESS 1,2,3,4

COURSE ASSESSMENT:
This class will study and explore contemporary approaches to infusing the visual arts into other subject area content. Project-based learning, and a final exam will be used to assess learning outcomes. Rubrics will accompany each assignment.

Graded Assignments:		**Alignment**
5 Reading Reviews 25 pts. each	125 pts.	ATS 1,2,3,4,5,8 TESS 4
6 Discussion Board Posts and Responses 50 pts. each	300 pts	ATS 1,2,4,5,7 TESS 1,2
Art Product for PBL	100 pts.	ATS 4,5,6 TESS 1,2,3,4
Lesson Plan for PBL	100 pts	ATS 1,2,3,4,5,6,7,8, TESS 1,2,3,4
Critique of Art Product for PBL	100 pts	ATS 4,5,6,7,8 TESS 1,3,4
Assessments for PBL	50 pts.	ATS 1,2,3,4,5,6,7,8 TESS 1,2,3,4
Pre-Recorded Presentation of PBL Lesson	100 pts	ATS 1,2,3,4,5,6,7,8,9,10 TESS 1,2,3,4
Final Exam	100 pts.	ATS 1,2,3,4,5,8 TESS 4
Professional Development and Participation	25 pts.	ATS 9,10 TESS 4
Total---	1000 pts	

GRADE SCALE:
A (90-100); B (80-89.9); C (70-79.9); D (60-69.9); F (0-59.9)

Week 1 Students will become familiar with PBL rationale and STEAM pedagogy through readings, videos and discussion
ATS 1,2,3,4,5,8 TESS 4

Week 2 Students will engage in research and write a personally meaningful problem scenario and driving question that provides opportunity for art integration with another subject area ATS 1,2,4,5,7 TESS 1,2

Week 3 Students will determine an art product that may be used to solve the problem scenario and/or publicly inform an audience of the situation to seek a solution ATS 4,5,6 TESS 1,2,3,4

Week 4 Students will create lesson plans that may be used to guide learning of content standards for another subject area and visual art standards including processes and techniques needed to create an art product ATS 1,2,3,4,5,6,7,8, TESS 1,2,3,4

Week 5 Document process of creating art product. ATS 4,5,6,7,8 TESS 1,3,4

Week 6 Create all supplementary materials for teaching and assessing curriculum content ATS 1,2,3,4,5,6,7,8 TESS 1,2,3,4

Week 7 Present recorded lesson virtually through Voice thread or another similar platform ATS 1,2,3,4,5,6,7,8,9,10 TESS 1,2,3,4

COVID University Statement
Arkansas State University has made every effort to provide a safe and comfortable learning environment for our return to in-person instruction during the Fall 2020 semester. The University is following the most up-to-date guidelines set forth by the Arkansas Department of Health and the Centers for Disease Control and Prevention.

Given the uncertainty surrounding the continuing threat from the COVID-19 pandemic, we acknowledge there is potential for the interruption of in-person instruction during the course of this semester. While it is the goal of the institution to offer traditionally face-to-face classes, the social distancing measures arising out of the COVID-19 pandemic have caused many of the classes to be offered in a hybrid format this semester (i.e. a combination of face-to-face and remote modes of delivery). This means nearly every course offered will have a component where internet access is essential to course success. Students are strongly encouraged to secure WIFI access they can use for the semester either on or off campus. The purpose for this strategy is to protect our students, faculty, and staff while adhering to social distancing recommendations from public health officials while accomplishing the course learning objectives.

If the university transitions to all-online instruction, campus housing will remain available for students who do not have a safe place to move or who do not have access to the internet elsewhere. Students who leave campus will need to ensure that they have reliable access to the internet to continue their course work. Web cameras may also be required by instructors to facilitate remote instruction (please see technology recommendations section). University

officials will provide students with as much advanced notice and information as possible if the transition to all-online instruction becomes necessary.

Please remember, all official notifications are made through your official A-State email account, the university website, and Blackboard Learn. You are responsible for checking your university email to ensure you receive the latest updates regarding this course.

FERPA
Under the Family Educational Rights & Privacy Act, the instructor is prohibited from posting grades in any manner that reveals the identity of the student, and giving out information over the telephone, by email, FAX or via any other format in which positive identification cannot be established. If you have questions about your grade, please make an appointment to meet with instructor in person.

ACCESS & ACCOMMODATION SERVICES (A&AS)
A&AS facilitates equal access and inclusion for students with disabilities on A-State campuses regarding participation in programs, activities, and other services. A&AS advocates for inclusion of students with disabilities while maintaining high standards of academic excellence and student satisfaction through the provision of the accommodation process. The access and accommodation process supports students' personal, academic, social, and career development. Students who are allowed access and accommodations are likely to achieve academically and develop the confidence needed to navigate college life and excel in a university setting. Access & Accommodation Services offers academic and non-academic support programs such as transitional and mentoring services, alternative testing options, note-taking services, and advocacy support. Other ser-vices offered include: assistive technology, software training, alternative text, disability parking, golf cart transportation, physical set-ups in the classroom, and adjustments/ modifications of A-State buildings and grounds as required. In addition, students may participate in A&AS programs that promote volunteerism, including: The Ghostwriter/Volunteer Note-Taker Program, Academic Success and Access Program (ASAP), and Delta Sigma Omicron, a fraternity dedicated to promoting advocacy and inclusion of students with disabilities at Arkansas State University. For additional information, please visit our Access & Accommodation Services website at http://www.astate.edu/disability/ or call 870-972-3964.

ATTENDANCE POLICY
The teacher intern is expected to be present in the cooperating school every day and should assume the same school day as the clinical supervisor. Ordinarily this means being present thirty minutes before school begins and thirty minutes after school. The duties of the day and preparation for the next day, however, will determine if additional time is necessary. The teacher intern will adhere to the holiday schedule set forth by the public school and not that of Arkansas State University.

INCLEMENT WEATHER POLICY
Assume the same school day as the clinical supervisor.

Illness or emergencies may occur to cause an intern to be absent. The teacher intern is to call the clinical supervisor and the university supervisor to inform of the absence. If absent, tardy, or leaving early, the intern should fill out the Teacher Intern Attendance form. After the third absence, an intern will be required to make up subsequent days of absence. All absences must be made up during regularly scheduled school days. It is the intern's responsibility to document make-up days and to submit the Teacher Intern Make-Up Days Form to the Professional Education Programs office, ED213. Should the teaching internship experience extend beyond the end of the semester, an incomplete grade will be assigned until the completion of the internship experience. This form initiates the removal of an "I" to a grade for the internship.

IN-CLASS BEHAVIOR:

Attention by the teacher intern to daily duties as assigned by the clinical supervisor, is a matter of professional responsibility as well as of academic expectancy. A teacher intern is expected to be professional at all times. The College of Education and the College of Fine Arts requires that each teacher intern maintain the highest level of ethical conduct by adhering to the principles defined in the Arkansas State University Professional Code of ethics and specific organizational Code of Ethics.

According to the ASU Student Handbook, “Arkansas State University is an interdependent learning community consisting of students, faculty, and staff. Just as any community has a culture, along with written and unwritten "expectations" for conduct, we too have a culture and associated expectations for behavior. the community's expectation is that conduct is marked by integrity. Any student who chooses to enroll at ASU also chooses to become part of this community and constructively contribute to its culture. This choice is attended by an obligation to conduct oneself in such a way as to facilitate the mission of the community which is to "...pursue and share knowledge...". The following principles are part of the collective expectation of the members of this community relative to personal conduct. We hope they serve to explain and illustrate our position.

* Civility- Members of a learning community interact with others in a courteous and polite manner. Members of the community have a right to respect the values, opinions, or feelings of others.
* Ethical Behavior- The pursuit of a higher education is a privilege. Associated with that privilege is an obligation to aspire to a set of principles and values that demonstrate a commitment to fairness, honesty, empathy, and achievement.
* Morality- Members of a learning community commit to ideals of right human conduct. This is a lifestyle which seeks to harm no one and attempts to be a positive contributor in every interaction.
• Respect- Every member of this community should seek to both gain and demonstrate respect. Members should hold one another in high regard. Each individual should conduct him or herself in a manner worthy of that regard. That regard is gained by decent and correct behavior.”

It is expected that all students follow the ASU Code of Conduct. Inappropriate or disruptive behavior will not be tolerated in class. Students may be asked to leave the classroom. If disruptive behavior persists, student may be brought up on charges through the ASU Student Judicial System. Such charges can lead to a hearing to determine suitable punishment, from being dropped from the course or expulsion from the ASU.

Academic Integrity Policy of the Art Department, Arkansas State University:

I. Academic Integrity

A. Academic integrity calls for students to do their own work and not to claim as their work anything someone else has done. Intellectual growth calls for doing one's own work; so does academic honesty.

B. Infringements of academic integrity include offering someone else's work as your own (see Plagiarism below), buying term papers, and cheating (see Test cheating below). Specific penalties may result.

II. Plagiarism

A. “Plagiarism” means giving the impression in an assigned paper or studio work that someone else's thoughts, ideas, images and/or words are your own.

B. To avoid plagiarism give written credit and acknowledgement to the source of the thought, idea, image and/or words, whether you have used direct quotation, paraphrasing, or just a reference to a general idea.

C. If you directly quote words written by someone else, enclose the quotation in quotation marks and provide a footnote.

D. If you directly incorporate an image by someone else, you should give credit to that person, in the title, or following your signature, or in some other appropriate way. Example: “.. after Rembrandt.”

E. No written paper or studio project created for credit in one class should be used for credit in another class without the knowledge and permission of all professors concerned.

F. The research as well as the complete written paper or studio project should be the work of the person seeking academic credit for the course.

III. Faculty members may respond to plagiarism in any of the following ways:

A. Return the work to be redone; the grade may be reduced.

B. Give a failing grade on the work (“F” or zero).

C. Give the student a failing grade in the course.

IV. Test Cheating may consist of any of the following:

A. Having access to exam questions beforehand.

B. Having access to course information during an exam period.

C. Observing another person's test during the exam period.

V. If cheating occurs during a test, a faculty member may:

A. Seize the test of the offending student, or
B. Allow the testing to continue without interruption, informing the offending student at the end of the period about the offense.
VI. Faculty members may respond to cheating in any of the following ways:
A. Give a failing grade on the exam ("F" or zero).
B. Give a failing grade in the course.
C. Refer the matter for disciplinary action to the Office of Student Affairs.
VII. Scope: These policies cover all classes in the Department of Art.

SAFETY:
This course may require the use of hazardous chemicals, equipment or processes that the University Safety Committee recognizes as potentially hazardous to a student's safety and health should the intern require being on the ASU campus during internship.
Every instructor is required to provide instructional information and training on safe handling and usage procedures prior to engaging students in the use of hazardous chemicals or equipment. In addition, students are advised to notify the instructor or laboratory supervisor of any medications or conditions that may impair their mental alertness and/or their ability to safely engage in the use of any hazardous chemical or equipment.
All students should participate in the use of hazardous chemicals and equipment only under the direct supervision of the instructor or by approval of the instructor, using recommended methods and procedures. Failure to adhere to the outlined safety precautions could result in disciplinary action.
Students will be alerted to potentially hazardous materials used in class. However, all art labs contain many potentially hazardous materials and equipment. No one is allowed to use any chemical or equipment until they have successfully completed an orientation including safe handling techniques. All students are responsible for reading the MSDS sheets for the lab and following proper procedures and precautions for handling all materials. The MSDS sheets are located in the Big Yellow Binder in each room.
Please inform the instructor of any allergy or physical condition (including asthma and pregnancy) that could place the student at risk.

Instructor has the right to modify syllabus and timelines to help students perform to the best of their ability.

Appendix C: ATS Matrix

	Common MAT Coursework							MLED/BUS TECH/ART ED			ART
	TE 6043 Effective Assessment	TE 6223 Effective Teaching	TE 6243 Tech as a Tool for Teaching	TE 6253 Perspect ives on Prof Ed	TE 6293 Classroom Manage ment	TE 6299 Internship	RDNG 6013 Theories & Issues	MLED 6403 World of Young Adol	MLED 6423 Team Teach Learn MLED	MLED 6443 Advanced Methods	ARED 6703 Applied Art Infusion Contemporar y Approaches
Standard #1 Learner Development											
Performances											
1 (a)	x					x				x	X
1 (b)		x				x		x	x	x	X
1 (c)	x					x		x	x	x	X
Essential Knowledge											
1 (d)			x			x	x	x	x	x	X
1 (e)	x	x	x			x		x	x	x	X
1 (f)						x			x	x	X
1 (g)						x	x	x		x	X
Critical Dispositions											
1 (h)	x				x	x				x	X
1 (i)						x				x	X
1 (j)	x					x				x	X
1 (k)	x					x				x	X
Standard #2 Learning Differences											
Performances											
2 (a)	x		x		x	x		x	x	x	X
2 (b)						x			x	x	X
2 (c)		x				x			x	x	X
2 (d)					x	x				x	X
2 (e)						x				x	X

3/1/2021

2 (f)					x	x				x	X
Essential Knowledge											
2 (g)	x	x	x			x				x	X
2 (h)						x	x			x	X
2 (i)						x	x			x	
2 (j)	x					x	x			x	X
2 (k)				x		x	x			x	X
Critical Dispositions											
2 (l)						x				x	X
2 (m)				x		x				x	X
2 (n)						x				x	X
2 (o)						x	x			x	
Standard #3 Learning Environments											
Performances											
3 (a)					x	x			x	x	X
3 (b)					x	x			x	x	X
3 (c)					x	x			x	x	X
3 (d)	x				x	x			x	x	X
3 (e)	x				x	x			x	x	X
3 (f)					x	x				x	X
3 (g)	x				x	x				x	X
3 (h)					x	x				x	X
Essential Knowledge											
3 (i)						x				x	X
3 (j)						x				x	X
3 (k)						x				x	X
3 (l)						x	x			x	X
3 (m)			x			x				x	X
Critical Dispositions											
3 (n)				x		x				x	X
3 (o)						x				x	X
3 (p)						x				x	X
3 (q)						x				x	X

3 (r)						x				x	X
Standard #4 Content Knowledge											
Performances											
4 (a)						x			x	x	X
4 (b)						x				x	X
4 (c)						x			x	x	X
4 (d)						x			x	x	X
4 (e)						x				x	X
4 (f)		x				x				x	X
4 (g)						x				x	X
4 (h)						x				x	X
4 (i)						x				x	X
Essential Knowledge											
4 (j)						x	x			x	X
4(k)						x				x	X
4 (l)						x				x	X
4 (m)						x				x	X
4 (n)						x				x	X
Critical Dispositions											
4 (o)						x				x	X
4 (p)						x				x	X
4 (q)						x				x	X
4 (r)						x				x	X
Standard #5 Application of Content											
Performances											
5 (a)						x				x	X
5 (b)						x				x	X
5 (c)		x				x				x	X
5 (d)		x				x				x	X
5 (e)						x				x	X
5 (f)						x				x	X
5 (g)						x				x	X

5 (h)		x				x				x	X
Essential Knowledge											X
5 (i)						x				x	X
5 (j)		x				x				x	X
5 (k)						x				x	X
5 (l)		x	x			x				x	X
5 (m)						x				x	X
5 (n)						x				x	X
5 (o)						x				x	X
5 (p)						x				x	X
Critical Dispositions											
5 (q)						x				x	X
5 (r)						x				x	X
5 (s)						x				x	X
Standard #6 Assessment											
Performances											
6 (a)	x	x				x				x	X
6 (b)	x	x				x				x	X
6 (c)	x					x				x	X
6 (d)	x					x				x	X
6 (e)	x	x				x				x	X
6 (f)	x					x				x	X
6 (g)						x				x	X
6 (h)	x					x				x	X
6 (i)	x	x	x			x				x	X
Essential Knowledge											
6 (j)	x	x				x				x	X
6 (k)	x	x				x				x	X
6 (l)	x					x				x	X
6 (m)	x					x				x	X
6 (n)	x	x				x				x	X
6 (o)	x	x				x				x	X
6 (p)	x					x				x	X
Critical Dispositions											

6 (q)	x					x				x	X
6 (r)	x					x				x	X
6 (s)	x					x				x	X
6 (t)	x					x				x	X
6 (u)	x					x				x	X
6 (v)						x				x	X
Standard #7 Planning for Instruction											
Performances											
7 (a)	*x*	x				*x*				*x*	X
7 (b)	*x*	x				*x*				*x*	X
7 (c)	*x*	x				*x*				*x*	X
7 (d)	*x*					*x*				*x*	X
7 (e)	x					x				x	
7 (f)						x				x	X
Essential Knowledge											
7 (g)		x				x				x	X
7 (h)						x				x	X
7 (i)						x				x	X
7 (j)	x	x				x				x	X
7 (k)						x				x	X
7 (l)	x					x				x	X
7 (m)	x					x				x	X
Critical Dispositions											
7 (n)	x					x				x	X
7 (o)				x		x				x	X
7 (p)						x				x	X
7 (q)						x				x	X
Standard # 8 Instructional Strategies											
Performances											
8 (a)	*x*	x				*x*				*x*	X
8 (b)	*x*					*x*				*x*	X
8 (c)		x				*x*				*x*	X

8 (d)						*x*				*x*	X
8 (e)		x				x				x	X
8 (f)						x				x	X
8 (g)		x	x			x				x	X
8 (h)		x				x				x	X
8 (i)						x				x	X
Essential Knowledge											
8 (j)		x				x				x	X
8 (k)						x	x			x	X
8 (l)						x	x			x	X
8 (m)						x				x	X
8 (n)	x					x	x			x	X
8 (o)			x			x				x	X
Critical Dispositions											
8 (p)						x				x	X
8 (q)						x				x	X
8 (r)						x				x	X
8 (s)						x				x	X
Standard #9 Professional Learning and Ethical											
Performances											
9 (a)					*x*	*x*					
9 (b)					*x*	*x*					
9 (c)	*x*					*x*					X
9 (d)	*x*					*x*					X
9 (e)						x					X
9 (f)	x		x			x					X
Essential Knowledge											
9 (g)						x	x				X
9 (h)	x					x					X
9 (i)				x		x					X
9 (j)	x			x	x	x					
9 (k)						x					
Critical Dispositions											

9 (l)	x					x					X
9 (m)				x		x					X
9 (n)						x					X
9 (o)	x			x		x					X
Standard #10: Leadership and Collaboration											
Performances											
10 (a)						*x*					
10 (b)						*x*					X
10 (c)						*x*					
10 (d)	*x*					*x*					
10 (e)						x					X
10 (f)						x					
10 (g)						x					
10 (h)						x					
10 (i)						x					
10 (j)						x					
10 (k)						x					
Essential Knowledge											
10 (l)				x		x					
10 (m)				x		x					
10 (n)	x			x		x					X
10 (o)				x		x					X
Critical Dispositions											
10 (p)											
10 (q)				x							X
10 (r)				x							X
10 (s)				x							

Appendix D: TESS Matrix

	Common MAT Coursework							MLED/BUS TECH/ART			ART
	TE 6043 Effective Assessment	TE 6223 Effective Teaching	TE 6243 Tech as a Tool for Teaching	TE 6253 Perspectives on Prof Ed	TE 6293 Classroom Manage ment	TE 6299 Internship	RDNG 6013 Theories & Issues	MLED 6403 World of Young Adole	MLED 6423 Team Teach Learn MLED	MLED 6443 Advanced Methods	ARED 6703 Applied Art Infusion Contemporar y Approaches
Section I: Framework for Teaching											
Domain 1: Planning and Preparation											
1.a		x	x			x	x			x	X
1.b	x	x				x	x	x	x	x	X
1.c	x	x				x	x	x	x	x	X
1.d	x	x	x			x			x	x	X
1.e	x	x	x			x				x	X
1.f	x	x				x		x	x	x	X
Domain 2: The Classroom											
2.a	x	x			x	x			x	x	X
2.b	x	x				x		x	x	x	X
2.c					x	x				x	X
2.d					x	x				x	X
2.e						x				x	X
Domain 3: Instruction											
3.a	x	x			x	x		x	x	x	X

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3.b		x				x			x	x	X	
3.c		x	x			x		x	x	x	X	
3.d		x				x			x	x	X	
3.e	x					x			x	x		
Domain 4: Professional												
4.a	x	x			x	x	x		x		X	
4.b	x					x					X	
4.c	x			x		x		x	x			
4.d				x		x		x	x	x		
4.e				x		x				x		
4.f	x	x	x	x		x					X	
Section II: Law and Process												
1. TESS Objectives												
1.1						x						
1.2						x						
1.3						x						
1.4						x						
1.5						x						
1.6						x						
2. TESS Teacher Requirements												
2.1						x						
2.2						x						
2.3						x						

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3. Framework for Teaching Design												
3.1						x						
3.2						x						
3.3						x						
3.4						x						
4. TESS Evidence Collection												
4.1						x						
4.2						x						
4.3						x						
4.4						x						
4.5						x						
4.6						x						
5. TESS Rubric Formula												
5.1						x						
6. Arkansas TESS Teacher Tracks												
6.1						x						
6.2						x						
6.3						x						
6.4												
7. Professional Growth Plan												
7.1						x						
7.2						x						
7.3						x						
7.4						x						

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8. Mentor Process												
8.1						x						
8.2						x						
8.3						x						
8.4						x						