Teacher Education Committee – September, 2022

1. College of Science, Technology, Engineering, & Mathematics - Department of Mathematics and Statistics

    a. Modify the Curriculum in Mathematics for Teacher Licensure as follows:
        (1) Delete HLED 1513: Lifetime Health and Fitness; and
        (2) Add 3 hours Elective.

2. College of Education and Health – Department of Curriculum and Instruction

    a. Delete ELED 4912: Internship in Elementary Education, from the course descriptions;
    b. Delete RDNG 4023: Disciplinary Reading and Writing, from the course descriptions;
    c. Add ELED 4003: Seminar in Elementary Education, to the course descriptions;
    d. Add ELED 4903: Residency A Elementary Education, to the course descriptions;
    e. Add ELED 4909: Residency B Elementary Education, to the course descriptions;
    f. Modify the Curriculum in Elementary Education, as follows:
        (1) Delete RDNG 4023L Disciplinary Reading and Writing, in Semester two of Senior year;
        (2) Delete ELED 4912: Internship in Elementary Education, in Semester two of Senior year;
        (3) Add ELED 4003: Seminar in Elementary Education, to Semester one of Senior year;
        (4) Add ELED 4903: Residency A in Elementary Education, to Semester one of Senior year;
        (5) Add ELED 4909: Residency Bin Elementary Education, to Semester two of Senior year;
        (6) Move ART 2123: Experiencing Art to Pre-Stage II;
        (7) Move PE 3593: Methods of Teaching Health and Physical Education for K-6 Teachers, to Stage II Semester two of Senior year; and
        (8) Move RDNG 4013 to Semester two of Senior year.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE DELETION

Department Initiating Proposal	Date
CURRICULUM & INSTRUCTION	7/1/22

Title	Signature	Date
Department Head	*Theresa Q Cullen*	8/1/22
Dean	*Linda Bean*	8.1.2022
Assessment	*Chu Ant*	8-11-2022
Registrar	*Tammy Weaver*	8/11/2022
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) ELED	Course Number: (e.g., 1003) 4912
Official Catalog Title: Internship in Elementary Education	

Is this course cross-listed with another existing course? If so, list course subject and number.

☐ Yes ☒ No

Will the cross-listed course be deleted? ☐ Yes ☒ No

(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)

Answer the following Assessment questions:

    a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

Not Applicable

    b. If this course was required for the major or minor, complete the following.

        1. How will <u>program level learning outcome(s) previously addressed</u> by this course now be addressed?

Course objectives will be covered in new course additions ELED 4903 Residency A in Elementary Education and ELED 4909 Residency B in Elementary Education

    c. What is the rationale for deleting this course? What evidence supports this action?

This course deletion will allow Arkansas Tech University to split the current Internship into two semesters instead of one semester. This will enable students in the Elementary Education Program to experience a full academic year in a public-school setting. This program is highly encouraged by the state department.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

NOTE: This deletion will be effective at the end of the spring term of the current catalog year.

ARKANSAS TECH UNIVERSITY ™

REQUEST FOR COURSE DELETION

Department Initiating Proposal	Date
CURRICULUM & INSTRUCTION	7/1/22

Title	Signature	Date
Department Head	*Theresa Cullen*	8/1/22
Dean	*Linda Bean*	8.1.2022
Assessment	*[signature]*	8-11-2022
Registrar	*Tammy [signature]*	8/11/2022
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) RDNG	Course Number: (e.g., 1003) 4023
Official Catalog Title: Disciplinary Reading and Writing	

Is this course cross-listed with another existing course? If so, list course subject and number.

☐ Yes ☒ No

Will the cross-listed course be deleted? ☐ Yes ☒ No

(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)

Answer the following Assessment questions:
   a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

Not Applicable

   b. If this course was required for the major or minor, complete the following.
      1. How will program level learning outcome(s) previously addressed by this course now be addressed?

Course objectives will be covered in new course additions ELED 4003 Seminar in Elementary Education as well as already being embedded in several other courses in the program: ELED 3123 Diagnosis & Assessment of Elementary Students, RDNG 3003 Teaching Literacy Foundations, and SPED 3153 Planning, Instruction, and Assessment for Students with Disabilities

   c. What is the rationale for deleting this course? What evidence supports this action?

This course deletion will allow Arkansas Tech University to split the current Internship into two semesters instead of one semester. This will enable students in the Elementary Education Program to experience a full academic year in a public-school setting. This program is highly encouraged by the state department.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

NOTE: This deletion will be effective at the end of the spring term of the current catalog year.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
CURRICULUM & INSTRUCTION	

Title	Signature	Date
Department Head	*Theresa A Cullen*	9/12/22
Dean Linda Bean	*Linda Bean*	9.14.2022
Assessment	*[signature]*	9.14.22
Registrar	*Tammy Weaver*	9/14/2022
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) ELED	Course Number: (e.g., 1003) 4003	Effective Term: ☐ Spring ☑ Summer I

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)
Seminar in Elementary Education

Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)
Seminar Elementary Education

Will this course be cross-listed with another existing course? If so, list course subject and number.

○ Yes ● No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number.   ○ Yes ● No

Is this course repeatable for additional earned hours?   ○ Yes ● No How many total hours?

Grading: ● Standard Letter   ○ P/F   ○ Other

Mode of Instruction (check appropriate box):

○ 01 Lecture   ○ 02 Lecture/Laboratory   ○ 03 Laboratory only

○ 05 Practice Teaching ○ 06 Internship/Practicum   ○ 07 Apprenticeship/Externship

○ 08 Independent Study ○ 09 Readings   ○ 10 Special Topics

○ 12 Individual Lessons ○ 13 Applied Instruction   ○ 16 Studio Course

○ 17 Dissertation   ○ 18 Activity Course   ● 19 Seminar   ○ 98 Other

Does this course require a fee?   ○ Yes ● No   How Much?   Select Fee Type

If selected other list fee type:

☐ Elective   ☑ Major   ☐ Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

Each Fall and Spring full semester

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

No

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?

No

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

Not Applicable

b. If this course is required for the major or minor, complete the following.
1. Provide the program level learning outcome(s) it addresses.

The primary objective of Seminar is to integrate coursework with the realities of the actual classroom to provide a practical and experimental learning environment for the Resident where the Resident can actively attempt to apply their developing knowledge and skills in a supportive environment. To accomplish this goal, specific objectives have been identified. The Resident will:

1. The student will be able to explain the attendance requirement in Arkansas public schools as provided in the state constitutional provisions. **State/INTASC Standards 9 (f), 9 (j), 9 (k), 9**

1

(n), 9 (o), 10 (f), 10 (g), 10 (h), 10 (i), 10(j). The Frameworks addressed are 4a, 4b, 4d, 4e, and 4f, which apply to objectives 1-11.

2. The students will be able to discuss the concepts of the right to an education and to list the steps in procedural due process.
3. The student will be able to explain the concept of freedom of speech and expression in relation to the concerns of the school.
4. The student will be able to explain the establishment clause of the first amendment and to discuss the limitations of religious activities in school.
5. The student will be able to explain the 4th amendment and to define the role of the school in conducting student searches.
6. The student will be able to discuss the legal obligations of school personnel regarding discipline.
7. The student will be able to discuss the background of racial and gender equality in the public school.
8. The student will be able to explain how to protect students' welfare in the public schools by being aware of tort liability.
9. The student will be able to discuss the legal, moral and ethical responsibilities of public school teachers.
10. The student will be able to identify key law terms.
11. Be able to define philosophy, metaphysics, epistemology, axiology, logic, perennialism, progressivism/experimentalism, essentialism, existentialism, behaviorism, and reconstructionism . **State Standard 10 (t).**
12. Given scenarios, identify whether a speaker is a perennialist, experimentalist, essentialist, existentialist, behaviorist, or reconstructionist. **State Standard 10 (t)**
13. Name and define the six major forces that have shaped American education--local control, universal education, public education, comprehensive education, secular education, changing ideas of the basics. **State Standard 10 (t)**
14. (This begins the content area reading objectives). Students will be able to name and show proper applications of phonological and phonemic awareness, concepts of print and alphabetic principle, and word analysis skills and strategies. **state /INTASC standards 1 (d), 1 (e), 2 (c), 4(g), 4 (h), 4 (l), 5 (n), 5 (s), 7 (a), 7 (b), 7 (j), 7 (k), 7 (n), 8 (a), 8 (e), 8 (h), 8 (k), 8 (n), 8 (s). Danielson Frameworks addressed are 1b, 1c, 1d, 1e, 1f, 3a, 3c, and 3e. Arkansas FOR Science of Reading 1.1.**
15. Students will demonstrate how to use the Directed Reading Approach in planning lessons in their content fields and will exhibit awareness of the development of reading comprehension via vocabulary development, reading comprehension skills and strategies for imaginative/literary texts and for informational/expository texts. **State /INTASC standards 1 (d), 1 (e), 2 (c), 4(g), 4 (h), 4 (l), 5 (n), 5 (s), 7 (a), 7 (b), 7 (j), 7 (k), 7 (n), 8 (a), 8 (e), 8 (h), 8 (k), 8 (n), 8 (s). Danielson Frameworks addressed are 1b, 1c, 1d, 1e, 1f, 3a, 3c, and 3e. Arkansas FOR Science of Reading 1.2.**
16. Students will demonstrate an awareness of reading assessment and instruction including their understanding of the interplay of word length, sentence length, and readers' experiences, in re-writing passages from secondary textbooks at a minimum of three grade levels lower than they were presented in those textbooks, formal and informal methods for assessing reading development, and other methods for increasing reading development. **State /INTASC standards 1 (d), 1 (e), 2 (c), 4(g), 4 (h), 4 (l), 5 (n), 5 (s), 7 (a), 7 (b), 7 (j), 7 (k), 7 (n), 8 (a), 8 (e), 8 (h), 8 (k), 8 (n), 8 (s). Danielson Frameworks addressed are 1b, 1c, 1d, 1e, 1f, 3a, 3c, and 3e. Arkansas FOR Science of Reading 1.3.**
17. Identify and/or explain aspects of a professional learning community (**Arkansas Teaching Standards 9 & 10, TESS 4d**).

18. Appropriately recognize elements of a professional learning community when observed and/or experienced **(Arkansas Teaching Standard 10, TESS 4d).**

19. Examine student data in order to improve student learning and progress **(Arkansas Teaching Standards 9 & 10, TESS 4a).**

20. Demonstrate collaborative efforts to examine and/or improve student learning **(Arkansas Teaching Standard 10, TESS 4c, 4d).**

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

Measures to assess these different InTASC Standards and FFT criteria include Formative Observations

Arkansas Tech University Student Residency Formative Observation Form

Intern Name, Program, Email, and T number:	Evaluator Name and Email:	Date:
What is your supervisory role? (Circle one.)	ATU Campus-based Cohort ATU Content	School:
Which evaluation is this? (Circle one.)	1 2 3 4	

TESS Domain 1: Planning and Preparation

1a - Demonstrating Knowledge of Content and Pedagogy (Arkansas Teaching Standards (ATS)/InTASC Standard 4 Content Knowledge)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The intern's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The intern's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.

1b - Demonstrating Knowledge of Students (ATS/InTASC Standard 1 and 2 Learning Development and Differences)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The intern indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The intern actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.

1c - Setting Instructional Outcomes (ATS/InTASC Standard 4 Content Knowledge and Standard 7 Planning for Instruction)

INEFFECTIVE	PROGRESSING	EFFECTIVE
Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the intern makes no attempt at coordination or integration.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take the needs of individual students into account.

1d - Demonstrating Knowledge of Resources (ATS/InTASC Standard 7 Planning for Instruction)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The intern does not seek such knowledge.	The intern demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The intern does not seek to extend such knowledge.	The intern is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.

1e - Designing Coherent Instruction (ATS/InTASC Standard 4 Content Knowledge and Standard 7 Planning for Instruction)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The intern coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.

1f - Designing Student Assessments (ATS/InTASC Standard 6 Assessment)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The intern's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The intern intends to use assessment results to plan for future instruction for the class as a whole.	The intern's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The intern intends to use assessment results to plan for future instruction for groups of students.

Domain 1 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

TESS Domain 2: The Classroom Environment

2a - Creating an Environment of Respect and Rapport (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE	PROGRESSING	EFFECTIVE
Classroom interactions, both between the intern and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the intern and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the intern and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.

2b - Establishing a Culture for Learning (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The classroom environment conveys a negative culture for learning, characterized by low intern commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The intern's attempt to create a culture for learning is partially successful, with little intern commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the intern and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both intern and students, with students demonstrating pride in their work.

2c - Managing Classroom Procedures (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE	PROGRESSING	EFFECTIVE
Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.

2d - Managing Student Behavior (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE	PROGRESSING	EFFECTIVE
There is no evidence that standards of conduct have been established and little or no intern monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the intern has made an effort to establish standards of conduct for students. The intern tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the intern monitors student behavior against those standards. The intern's response to student misbehavior is appropriate and respects the students' dignity.

2e - Organizing Physical Space (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The physical environment is unsafe, or some students don't have access to learning.	The classroom is safe, and essential learning is accessible to most students; the intern's use of physical resources, including computer technology, is moderately effective. The intern may attempt to modify the physical	The classroom is safe, and learning is accessible to all students; the intern ensures that the physical arrangement is appropriate to the learning activities.

Alignment between the physical arrangement and the lesson activities is poor.	arrangement to suit learning activities, with partial success.	The intern makes effective use of physical resources, including computer technology.

Domain 2 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

TESS Domain 3: Instruction

3a - Communicating with Students (ATS/InTASC Standard 5 Application of Content and Standard 8 Instructional Strategies)

INEFFECTIVE	PROGRESSING	EFFECTIVE
Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The intern's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the intern's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students.

Communications are appropriate for students' cultures and levels of development. |

3b - Using Questioning and Discussion Techniques (ATS/InTASC Standard 8 Instructional Strategies)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.	Some of the intern's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The intern's attempts to engage all students in the discussion are only partially successful.	Most of the intern's questions elicit a thoughtful response, and the intern allows sufficient time for students to answer. All students participate in the discussion, with the intern stepping aside when appropriate.

3c - Engaging Students in Learning (ATS/InTASC Standard 5 Application of Content and Standard 8 Instructional Strategies)

INEFFECTIVE	PROGRESSING	EFFECTIVE
Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.

3d - Using Assessment in Instruction (ATS/InTASC Standard 6 Assessment)

INEFFECTIVE	PROGRESSING	EFFECTIVE
Assessment is not used in instruction, either through monitoring of progress by the intern or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the intern and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the intern and/or students, and high-quality feedback to students. Students are fully aware of the assessment

| | | criteria used to evaluate their work. |
| | | |

3e - Demonstrating Flexibility and Responsiveness (ATS/InTASC Standard 5 Application of Content and Standard 8 Instructional Strategies)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The intern brushes aside student questions; when students experience difficulty, the intern blames the students or their home environment.	The intern attempts to modify the lesson when needed and to respond to student questions, with moderate success. The intern accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	The intern promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.

Domain 3 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

TESS Domain 4: Professional Responsibilities

4a - Reflecting on Teaching (ATS/InTASC Standard 9 Professional Learning and Ethical Practice)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	The intern provides a partially accurate and objective description of the lesson but does not cite specific evidence. The intern makes only general suggestions as to how the lesson might be improved.	The intern provides an accurate and objective description of the lesson, citing specific evidence. The intern makes some specific suggestions as to how the lesson might be improved.

4b - Maintaining Accurate Records (ATS/InTASC Standard 9 Professional Learning and Ethical Practice)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.	The intern's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.	The intern's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.

4c - Communicating with Families (ATS/InTASC Standard 10 Leadership and Collaboration)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The intern makes no attempt to engage families in the instructional program.	The intern adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The intern communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.

4d - Participating in a Professional Community (ATS/InTASC Standard 10 Leadership and Collaboration)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The intern becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The intern participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.

4e - Growing and Developing Professionally (ATS/InTASC Standard 9 Professional Learning and Ethical Practice)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern does not participate in professional development activities and makes no effort to share knowledge with colleagues. The intern is resistant to feedback from supervisors or colleagues.	The intern participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The intern accepts, with some reluctance, feedback from supervisors and colleagues.	The intern seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The intern welcomes feedback from supervisors and colleagues.

4f - Showing Professionalism (ATS/InTASC Standard 9 Professional Learning and Ethical Practice and Standard 10 Leadership and Collaboration)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The intern fails to comply with school and district regulations and time lines.	The intern is honest and well intentioned in serving students and contributing to decisions in the school, but the intern's attempts to serve students are limited. The intern complies minimally with school and district regulations, doing just enough to get by.	The intern displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.

Domain 4 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

Use of Technology

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern is not aware of the technology available and/or cannot cite how s/he might use technology if it was available.	The intern can cite general examples of how s/he might use technology if it was available, and/or makes acceptable use of technology that is available for the lesson evaluated.	The intern can denote specific examples of how s/he would use technology if it was available and/or makes good use of technology that is available for the lesson evaluated.

Pursuit of Equity in Learning

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern has little sense of the backgrounds or needs of his or her students within the classroom resulting in inequitable learning opportunities. The intern has not considered supports that a student or group of students may need to help them reach the goals of learning and success in the classroom or disregards this potential.	The intern acknowledges that students come from different experiences and backgrounds and recognizes situations in which a student or group of students may need additional support for learning in the classroom and demonstrates some effort to address these needs effectively to provide equitable learning opportunities.	The intern recognizes when a student or group of students may need additional support for learning in the classroom, demonstrates clear efforts to address these needs, and provides equitable learning opportunities for his or her students.

13

Overall Impact on Student Learning

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern did not positively impact student learning in the classroom or had very minimal positive impact on student learning.	The intern positively impacted student learning of most students within the classroom.	The intern positively impacted student learning at high levels within the classroom.

Intern Signature: Evaluator Signature:

c.   What is the rationale for adding this course? What evidence demonstrates this need?

This course deletion will allow Arkansas Tech University to split the current Internship into two semesters instead of one semester. This will enable students in the Elementary Education Program to experience a full academic year in a public-school setting. This program is highly encouraged by the state department.

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

a. Course subject
b. Course number
c. Catalog course title
d. Catalog description
   1. Arkansas Course Transfer System (ACTS) course number, if applicable
   2. Cross-listing
   3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
   4. Prerequisites
   5. Co-requisites
   6. Description
   7. Notes (e.g., information not in description such as course may be repeated for credit)
   8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
   9. Fees (e.g., $36 art fee)
e. Section for Name of instructor, office hours, contact information (telephone, email)
f. Text required for course
g. Bibliography (supplemental reading list)
h. Justification/rationale for the course
i. Course objectives
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
k. Assessment methods (include grading policy with specific equivalents for A, B, C)
l. Policy on absences, cheating, plagiarism, etc.
m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

ARKANSAS
TECH
UNIVERSITY

Syllabus

ELED 4003-Seminar in Elementary Education Arkansas Tech University

Term

Vision

The Arkansas Tech University College of Education is dedicated to developing successful and innovative professionals who will internalize, initiate, and sustain a commitment to impact individuals in diverse and evolving communities.

Mission

Instructor:

Phone:

Office:

E-mail:

Office Hours:

Conceptual Framework: Professionals of the 21st Century

Relation to the Conceptual Framework:

1. All human beings grow, develop, and learn.
2. Educational processes have key components.
3. Educational practices are systemically coherent and developmentally appropriate.
4. Educators are moral and ethical professionals.
5. Educators focus on maximizing growth, development, and learning opportunities for all students.

Catalog Description:

ELED 4003. Seminar in Elementary Education. Prerequisites: Admission to Stage II and Residency A. This course is to be taken concurrently with ELED 4903 Residency A in Elementary Education. This course is designed to provide elementary teacher candidates with knowledge and understanding of the history of American Education, school law, content area reading, and other contemporary education issues.

Required Materials/Subscriptions

Subscription to *Taskstream*. (this is actually for your exit portfolio rather than this class, but we will help you with your portfolio in this class)

Many of you may have subscribed last semester. You just need to make sure your subscription is good until the end of this semester. We will complete portions of the final portfolio as a part of this course. If you do not have a subscription, you can go ahead and subscribe now, online, at http://www.taskstream.com. The Director of Teacher Education Student Services will be placing you in the system soon—look for an email from their office.

A. Recommended Text:
Wong, H. K., & Wong, R. T. (2018). *The first days of school: How to be an effective teacher.*

Mountain View, CA: Harry K. Wong Publications.

Rules governing the Teacher Excellence and Support System. (2015). Little Rock, AR: Arkansas Dept. of Education

B. Supplemental Reading List:

Heinrichs, A., & Kania, M. (2018). *Arkansas.* Mankato, MN: The Child's World.

Prometrics. (2017). *Praxis II elementary education: Multiple subjects (5001) exam secrets study guide.* Mometrix Media LLC.

Course Rationales:

Law and History/Philosophy of Education The purpose of the legal portion of the course is to supply the pre-service teachers with the knowledge base in order to comply with the **State/INTASC Standards 9 (f), 9 (j), 9 (k), 9 (n), 9 (o), 10 (f), 10 (g), 10 (h), 10 (i), 10(j).**
The Danielson Frameworks addressed are 4a, 4b, 4d, 4e, and 4f..

The purpose of the history/philosophy portion of the course is to equip pre-service teachers with the knowledge base of the U. S.'s historical past so that they can analyze the events and trends of which they will shortly become a part, and will be able to anticipate events that may follow. This is related to the **State Standard 10 (t)** "The teacher embraces the challenge of continuous improvement and change." The philosophy portion will enable the pre-service teacher who will shortly be participating in state-mandated job interviews to deal with the inevitable question, "What is your philosophy of education?" Beyond the interview, teachers need to formulate a philosophy of what they believe good education is so that they themselves can subscribe to it and be governed by that philosophy.

Content Area Reading: The purpose of the content area reading portion of the course is familiarize elementary teachers with concepts and working knowledge of elementary level reading. Constructivism is a pervasive theme. Pre-service teachers in the elementary block will be reminded of word attack skills, comprehension, critical thinking skills, readability issues including the use of readability formulas, textbook selection as a function of issues in reading, and lesson planning among other aspects. **State /INTASC standards 1   (d),   1 (e), 2 (c), 4(g), 4 (h), 4 (l), 5 (n), 5 (s), 7 (a), 7 (b), 7 (j), 7 (k), 7 (n), 8 (a), 8 (e), 8   (h), 8 (k), 8 (n), 8 (s). Danielson Frameworks addressed are 1b, 1c, 1d, 1e, 1f, 3a, 3c, and 3e. Arkansas Foundations of Reading – Science of Reading 1.1, 1.2, and 1.3.**

Course Objectives for law, history, and philosophy (to be done prior to class beginning):

1. The student will be able to explain the attendance requirement in Arkansas public schools as provided in the state constitutional provisions. **State/INTASC Standards 9 (f), 9 (j), 9 (k), 9 (n), 9 (o), 10 (f), 10 (g), 10 (h), 10 (i), 10(j).   The Frameworks addressed are 4a, 4b, 4d, 4e, and 4f,** which apply to objectives 1-11.
2. The students will be able to discuss the concepts of the right to an education and to list the steps in procedural due process.
3. The student will be able to explain the concept of freedom of speech and expression in relation to the concerns of the school.
4. The student will be able to explain the establishment clause of the first amendment and to discuss the limitations of religious activities in school.
5. The student will be able to explain the 4th amendment and to define the role of the school in conducting student searches.
6. The student will be able to discuss the legal obligations of school personnel regarding discipline.
7. The student will be able to discuss the background of racial and gender equality in the public school.
8. The student will be able to explain how to protect students' welfare in the public schools by being aware of tort liability.
9. The student will be able to discuss the legal, moral and ethical responsibilities of public school teachers.
10. The student will be able to identify key law terms.
11. Be able to define philosophy, metaphysics, epistemology, axiology, logic, perennialism,

progressivism/experimentalism, essentialism, existentialism, behaviorism, and reconstructionism . **State Standard 10 (t).**

12. Given scenarios, identify whether a speaker is a perennialist, experimentalist, essentialist, existentialist, behaviorist, or reconstructionist. **State Standard 10 (t)**

13. Name and define the six major forces that have shaped American education--local control, universal education, public education, comprehensive education, secular education, changing ideas of the basics. **State Standard 10 (t)**

14. (This begins the content area reading objectives). Students will be able to name and show proper applications of phonological and phonemic awareness, concepts of print and alphabetic principle, and word analysis skills and strategies. **State /INTASC standards 1 (d), 1 (e), 2 (c), 4(g), 4 (h), 4 (l), 5 (n), 5 (s), 7 (a), 7 (b), 7 (j), 7 (k), 7 (n), 8 (a), 8 (e), 8 (h), 8 (k), 8 (n), 8 (s). Danielson Frameworks addressed are 1b, 1c, 1d, 1e, 1f, 3a, 3c, and 3e. Arkansas FOR Science of Reading 1.1.**

15. Students will demonstrate how to use the Directed Reading Approach in planning lessons in their content fields and will exhibit awareness of the development of reading comprehension via vocabulary development, reading comprehension skills and strategies for imaginative/literary texts and for informational/expository texts. **State /INTASC standards 1 (d), 1 (e), 2 (c), 4(g), 4 (h), 4 (l), 5 (n), 5 (s), 7 (a), 7 (b), 7 (j), 7 (k), 7 (n), 8 (a), 8 (e), 8 (h), 8 (k), 8 (n), 8 (s). Danielson Frameworks addressed are 1b, 1c, 1d, 1e, 1f, 3a, 3c, and 3e. Arkansas FOR Science of Reading 1.2.**

16. Students will demonstrate an awareness of reading assessment and instruction including their understanding of the interplay of word length, sentence length, and readers' experiences, in re-writing passages from secondary textbooks at a minimum of three grade levels lower than they were presented in those textbooks, formal and informal methods for assessing reading development, and other methods for increasing reading development. **State /INTASC standards 1 (d), 1 (e), 2 (c), 4(g), 4 (h), 4 (l), 5 (n), 5 (s), 7 (a), 7 (b), 7 (j), 7 (k), 7 (n), 8 (a), 8 (e), 8 (h), 8 (k), 8 (n), 8 (s). Danielson Frameworks addressed are 1b, 1c, 1d, 1e, 1f, 3a, 3c, and 3e. Arkansas FOR Science of Reading 1.3.**

17. Identify and/or explain aspects of a professional learning community **(Arkansas Teaching Standards 9 & 10, TESS 4d).**

18. Appropriately recognize elements of a professional learning community when observed and/or experienced **(Arkansas Teaching Standard 10, TESS 4d).**

19. Examine student data in order to improve student learning and progress **(Arkansas Teaching Standards 9 & 10, TESS 4a).**

20. Demonstrate collaborative efforts to examine and/or improve student learning **(Arkansas Teaching Standard 10, TESS 4c, 4d).**

Assessment and evaluation methods

The following are required:

1. attendance and participation to all PD days (*Arkansas Tech Student Handbook*). There are NO excused absences for ANYTHING unless ATU has released you from a requirement—
   a. please make sure you have people who can help in case of family illnesses, flat tires, sporting events, children's getting out of school, etc.
   b. No---you can not miss for attending a football game(band concert, basketball, FFA, FBLA, or any other event you help with) if it falls on a class day.
   c. We only meet 4 times. You can go late on your own or whatever you need to do, but you MUST be in our class or fail the class.
   d. DO NOT SCHEDULE ANY DOCTORS, DENTIST, ETC. APPOINTMENTS). Failure to attend class is failure in the class.
2. Be able to explain the theory of Grit and how that applies to student internship, the student's

future career, and to creating strong future students of their own.

3. For School Law, satisfactory performance on an completion of the mandated reporter IDEAS training and ethics video assignment
This must be completed and uploaded to blackboard by August 16 at 11:59 p.m.

4. We will have some online PD courses that you will take, complete, and upload the certificate of completion for.

5. Content Area Reading—
   a. Students are to write a lesson plans that on a topic that will be assigned relating to content area reading and that you teach from using and demonstrating a Constructivist Approach;
   b. Utilize the lesson plan format that will be discussed in class, used in yourEd. Psyc class, and will be used in student teaching.
   c. We will work on these in class on Day 2 and then students will turn in their a lesson plans when they return to a later PD day and teach from them.(100 points total);
   d. You will each teach a mini-lesson individually in a small group to peers from another subject area. Please include how you will assess the reading performance and what method you will use based on the three Arkansas Foundations of Reading – Science of Reading competencies.
   e. You will need to also have a copy of some information to give to your small group to teach them to read more effectively using science of reading approaches.
      i. Plan on making up to 8 copies of your article, chapter, etc. that you are teaching from.

6. Completion of the IDEAS science of reading modules.

7. Be able to explain TESS to other individuals

8. Students will create their resume up to industry standards by utilizing our student services on campus.

   a. Have a copy of your rough draft resume on Day 2.
   b. After listening to the representative from Career services speak, you will send her your revised resume which she will critique.
   c. Once they are up to standards, they will be uploaded to TaskStream. Students will have a signed e-mail or letter from those offices stating that you have worked with them.

9. Students will create a PGP which will help prepare them for becoming a reflective teacher as well as help prepare them for TESS when they become a classroom teacher. You will also be able to use these as a part of your portfolio. ☺

10. Students will complete several IDEAs modules to help:
    a. Further your understanding in several areas of teaching and management
    b. Complete courses that you will have to have the certificates to give to the licensure officer so that the state will license you.
       i. We are just trying to keep you on track with completing those in a timely manner. ☺

Calculation of the grade for ELED4003:

Ethics/Law assignment:	100 points
Resume rough draft in class	25 points
Resume final draft	50 points
Lesson Plan/quiz question	25 points

IDEAS PD modules   480 points

PGP   50 points

Attendance on each day (100 each day)   400 points

(Role will be taken at different points during the day and if you don't respond, you will lose points for that section of the class day.)

Reflective piece on the last day/final   50 points

There will be random points for exit slips at the end of some days—25 points

This is tentative and may change as the course evolves and changes.

90 -100 %	A
89 - 80 %	B
79 - 70 %	C
Below 70%	F

Late enrollment; absences, again: Due to the brief nature of "the block," students must attend all day on the 4 days we hold class. This three-semester hour course will be completed in 4 sessions plus outside of class assignments. All assignments are required when due. No late work. No exceptions. No requests from you to have extensions please. Consider this your job this semester. This is a fast-moving, intense pre-service educational experience.

Administrative Requirements:

1. You MUST go to blackboard and do the federally mandated attendance module during the first week of ATU classes.
2. You will be dropped by the registrar's office this semester if you do not, because we have to turn you in as non-attending since we have no other way of knowing if you are going to show up before our attendance deadline.
3. You must complete Module 1 of our class PRIOR to entering the public schools.
    4. Attendance policy: Students are expected to attend all class meetings, DRESS PROFESSIONALLY, and participate fully. Most class meetings will require the active involvement of students. For emergency absences, refer to the *Arkansas Tech Student Handbook.* Don't schedule Doctor's appointments, purchase tickets to something, go on vacation, have a sick sister/grandma/aunt/dog/goldfish or anything else that keeps you from PD days. YOU HAVE TO BE HERE!

    Don't get sick...(please)

    Other family emergencies will be dealt with on an individual basis (basically only a death in the family will be considered unless I have guidance from student services otherwise). ***This does not include sick children, spouses, etc. You need to make sure you have steady childcare (even for sick children) and reliable transportation. Do not ask to skip class or leave early to go do volunteer coaching etc.*** You will have after class time and all of internship for that.

*****DON'T ASK US TO MISS CLASS FOR A BALLGAME!!! We moved the class to Thursday to have less conflicts that we previously did. If you have a game, you will have to go late. Sorry. We only meet 4 times and there are a LOT of games.

5. Plagiarism and other academic misconduct: Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to the disciplinary section outlined in the *Arkansas Tech Student Handbook.*
6. Quality and timeliness of work: All work submitted should be of professional quality, neatly presented, grammatically correct and free of spelling and punctuation errors. **Work that is late will not receive credit. That does not mean you won't have to do it. Promptness and the ability to meet short deadlines are professionally-related competencies.** Make it your motto: "No excuses. I will **make it happen**."

7. We would suggest NOT waiting until the last minute to upload assignments. If they are late—they are late. If your internet, computer, tablet, or blackboard is down, that is your problem for not planning ahead—not ours.
8. Bring a device specifically a tablet or laptop (not phone) (we don't have lots of outlets—charge it), iPad, surface, etc. to work on. Sometimes, we will be doing on-line activities. EVERY MEETING

Policies:

Attendance
Class attendance and participation is required. Please refer to the course schedule and make a note of the class meeting dates for this course.

Academic Dishonesty
A university exists for the purpose of educating students and granting degrees to all students who complete graduation requirements. Therefore, Arkansas Tech University requires certain standards of academic integrity and conduct from all students. Arkansas Tech University expects an academic atmosphere to be maintained in all classes. This atmosphere is created by both the professor and the class to enable all students, enrolled to reach their academic potential. Students are expected to attend class, conduct themselves in a non-disruptive manner in class, and refrain from cheating, plagiarism, or both unfair and dishonest practices. Academic offenses involving dishonesty and misconduct not expressly set forth in the definitions may also be considered dishonesty or academic misconduct.

Code of Academic Integrity
On August 15, 2019, the ATU Board of Trustees approved a revised Code of Academic Integrity for use and inclusion in the Faculty and Student Handbooks starting this fall 2019. The code will provide guidance to students and faculty on the definition, types, and process for addressing academic integrity and possible violations.

This code reserves the right of faculty to set the academic sanctions for violations of academic integrity in their classes. For that reason, we offer the following guidance for what to include in your syllabi:

1. A clear statement of possible academic sanctions you might assign for a violation of academic integrity MUST be included in your syllabus.
2. The typical approach is to suggest the range of possible sanctions so faculty have the flexibility to make the sanction fit the context.
3. Be consistent with how you address like violations within your course.

Example: Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions.

All violations should be reported to Academic Affairs through the filing of an Academic Integrity Violation Referral form. This form has been developed as a central repository for academic integrity violations for the university. Students who violate the policy more than once or who appeal a finding of academic integrity violation by the faculty member will be referred to the Academic Appeals Committee of the Faculty Senate per the Code of Academic Integrity.

The Code can be found in the Faculty Handbook (2019 update) and in the Student Handbook, as well as (coming soon) a university web site dedicated to Academic Integrity resources. The URL for the website will be https://www.atu.edu/academic-integrity and should be running by the first week of classes.

Definitions

Academic Dishonesty

Academic dishonesty refers to the various categories of cheating and plagiarism in the classroom.

Cheating

Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples of this are: a) copying from the examination or quiz of another student; b) bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on the exam or quiz, and which were not approved by the instructor of the class; c) obtaining advance copies of exams or quizzes by any means;

d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers from the Internet or any other source; and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.

Plagiarism

Plagiarism is stealing the ideas or writing of another person and them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written work without acknowledgement to the true author. Any paper written by cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact that the sentence or phrase is plagiarized.

Acknowledgement of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgement of source must be made in this case as well.

Academic Misconduct

Academic misconduct concerns the student's classroom behavior. This includes the manner of interacting with the professor and other students in the class. For example, students may disrupt the learning environment in a classroom through inappropriate behavior, such as,

talking to students, unnecessary interruptions, attempting to monopolize the professor's attention, or being chronically late to class. Misconduct also covers verbal or nonverbal harassment and/or

threats in the relation to classes. Student behavior should not infringe on the rights of other students or faculty during a class. (Arkansas Tech University Graduate Catalogue).

Tobacco Products
No tobacco products are allowed in classrooms.

Technology
Students are requested to use proper netiquette when communicating with students during online assignment, to ensure a quality learning environment for all. There are *inherent* technological expectations that need to be considered with this class. As part of this course, students will submit assignments in Blackboard, Arkansas IDEAS, and Taskstream.

Technical Support
Technical support for using Blackboard is provided by the Campus Support Center which is located in the Ross Pendergraft Library and Technology Center Room 150.

Phone: (479) 968-0646

Toll-Free: (866) 400-8022

Email: campussupport@atu.edu

Hours of Operation: 24 hours a day, 7 days a week Website: https://ois.atu.edu/

Incomplete Grade Contract

A grade of "I" (Incomplete) may be recorded for a student who has not completed all the requirements of a course ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least 75% of the course requirements, provided work already completed is of passing quality. If a grade of "I" is assigned, the instructor will complete an "Incomplete Grade Contract," setting a reasonable time limit within the following semester in which the work must be completed. The incomplete grade contract is to be signed by both the instructor and the student.

An "I" grade must be removed by the end of the succeeding regular semester of enrollment after the "I" is

received. Beginning in the first summer term, 1990, and thereafter, a grade of "I" will not be computed in the grade point average for the semester recorded; however, the "I" will automatically change to a grade of "F" and be computed in the grade point average at the end of the next regular semester (fall or spring), unless course requirements are completed and the final grade is reported before the end of the semester.

Inclement Weather Policy

Classes meet unless the University has closed due to inclement weather. In the event dangerous road conditions exist where you live or in the area you travel, you must exercise sound judgment in deciding whether to attend class. Please check Blackboard to learn of the University's closing. If the University has not closed and you decide it would be unsafe to attend class, please notify the professor by email concerning your decision.

Access, Accommodations, and Diversity

Access

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit http://www.atu.edu/disabilities/index.php.

Accommodation

If a specific accommodation is needed due to temporary or long-term injury, handicap, or disability, please contact the instructor as soon as possible. Please remember this is a teaching institution that focuses on its teaching mission. If clarification or other individual help with course material or objectives is required, contact the instructor as soon as possible. Please take advantage of all the resources available to you.

Diversity

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech

University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: http://www.atu.edu/titleix/index.php.

Student Needs Statement:

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so.

Community resources are available for students and can be found at the following webpage: https://www.atu.edu/localresources/

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

Privacy &Accessibility Policies:

See the following links:

Third-Party Privacy and Accessibility Policies or https://www.atu.edu/etech/privacy_accessibility.php

COVID-19 Considerations:

In order to help keep our ATU community safe, healthy, and to prevent the spread of COVID-19, students must follow several steps:

4. Masks must be worn by all students in public spaces, including classrooms and laboratories. Any student showing up for class without a mask will be given the opportunity to retrieve one. Entry into classrooms and laboratories without a mask will be prohibited. Please refer to the guidance from CDC as to the proper use of cloth masks (https://www.cdc.gov/coronavirus/2019-ncov/prevent-gettingsick/how-to-wear-cloth-face-coverings.html). Note that CDC does not

recommend the use of a face shield in the place of a cloth mask (https://www.cdc.gov/coronavirus/2019-ncov/prevent-gettingsick/cloth-face-cover-guidance.html).

5. All students are required to participate in a daily health self-screen (https://www.atu.edu/pandemicrecovery/student-healthscreening.php). For students commuting to campus, please complete

before coming to campus. For residential students, please complete each day before leaving your residence hall. If you do not own a thermometer, please have your temperature taken at one of the temperature testing sites listed in the student health screening document and repeated below:

• Department of Public Safety available beginning July 6th (716 N El Paso Avenue); Monday-Friday; 8am-5pm
• Health and Wellness Center available beginning August 3rd (outdoor tent station by north entrance of Doc Bryan Student Services Center); Monday-Friday; 8am-5pm
• University Commons Clubhouse available beginning August 10th; Monday-Friday; 8am-10pm and Sunday; 5pm-10pm

6. All students must maintain at least 6 feet of distance from every person present in all instructional spaces used in this course (classrooms, laboratories, etc.).

7. Any student who tests positive for COVID-19 is asked to self-report to the ATU Health and Wellness Center by calling (479) 968-0329 or sending email to hwc@atu.edu. Doing so will allow the university to communicate

directly with others who might have been exposed to the virus and take any appropriate cleaning and sanitizing measures.

For more information about ATU COVID-19 policies, please refer to the ATU Pandemic Framework

(https://www.atu.edu/pandemicrecovery/docs/Pandemic%20Framework2020.pdf) as well as the University's Pandemic Recovery webpage

(https://www.atu.edu/pandemicrecovery/).

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal		Date
CURRICULUM & INSTRUCTION		7/1/22

Title	Signature	Date
Department Head	Theresa A Cullen	8/1/22
Dean	Linda Bean	8.1.2022
Assessment		8-11-2022
Registrar	Yomni Jawawa	8/11/22
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) ELED	Course Number: (e.g., 1003) 4903	Effective Term: ☐ Spring ☒ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Residency A in Elementary Education		

Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)

RESIDENCY A ELEM EDUCATION

Will this course be cross-listed with another existing course? If so, list course subject and number.

☐ Yes ☒ No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number. ☐ Yes ☒ No

Is this course repeatable for additional earned hours? ☐ Yes ☒ No How many total hours?

Grading: ☒ Standard Letter   ☐ P/F   ☐ Other

Mode of Instruction (check appropriate box):

☒ 01 Lecture   ☐ 02 Lecture/Laboratory   ☐ 03 Laboratory only

☐ 05 Practice Teaching   ☒ 06 Internship/Practicum   ☐ 07 Apprenticeship/Externship

☐ 08 Independent Study   ☐ 09 Readings   ☐ 10 Special Topics

☐ 12 Individual Lessons   ☐ 13 Applied Instruction   ☐ 16 Studio Course

☐ 17 Dissertation   ☐ 18 Activity Course   ☐ 19 Seminar   ☐ 98 Other

Does this course require a fee? ☐ Yes ☒ No How Much?   Select Fee Type

If selected other list fee type:

☐ Elective   ☐ Major   ☐ Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?
Every Fall and Spring full semester

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?
No

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
No

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

Not Applicable

b. If this course is required for the major or minor, complete the following.
   1. Provide the program level learning outcome(s) it addresses.

The primary goal of Residency A is to integrate coursework with the realities of the actual classroom to provide a practical and experimental learning environment for the intern where the intern can actively attempt to apply his or her developing knowledge and skills in a supportive environment. To accomplish this goal, specific objectives have been identified. The Intern will:

1. **Communicate accurately and effectively in the content area.**
2. **Maintain professional rapport with students.**
3. **Obtain feedback from and communicate with students in a way that enhances student learning.**

4. Encourage the development of student involvement, responsibility, and critical thinking skills.
5. Manage the classroom in a way that ensures the best use of instructional time.
6. Create an atmosphere conducive to learning, self-discipline, and development of positive self-concept.
7. Use a variety of instructional techniques, methods, and media related to the objectives.
8. Organize instruction to take into account individual and cultural differences among learners.
9. Plan instruction to achieve selected objectives.
10. Demonstrate understanding of human growth and development characteristics of students.
11. Demonstrate the value of self-evaluation and reflective thinking.
12. Demonstrate an understanding of the importance of educational research.
13. Demonstrate knowledge of foundations of public education in America, both at the state and district levels.
14. Demonstrate knowledge of legal responsibilities of the public-school system.
15. Prepare to arrange for conference and referral opportunities.

   2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

This program change will allow the student program to be more practiced based which is called for by the State of Arkansas. This program change is in reaction to a Forward Arkansas Grant we were awarded with the support of the Arkansas Department of Elementary and Secondary Education. This will allow students to have meaningful co-teaching experiences in the field and a seminar during the first semester of their senior year to increase their classroom experiences and mentoring experiences.

   c. What is the rationale for adding this course? What evidence demonstrates this need?

The addition of this course will provide students with more time in the public school classrooms allowing them to put theory into practice while have multiple systems of support including but not limited to mentor teachers, site coordinators, and instructors. It will also allow students to experience a full year of public school prior to becoming certified teachers and having a classroom of their own.

Measures to assess these different InTASC Standards and FFT criteria include Formative Observations

Arkansas Tech University Student Residency Formative Observation Form

Intern Name, Program, Email, and T number:	Evaluator Name and Email:	Date:
What is your supervisory role? (Circle one.)	ATU Campus-based Cohort ATU Content	School:

Which evaluation is this? (Circle one.)	1 2 3 4	

TESS Domain 1: Planning and Preparation

1a - Demonstrating Knowledge of Content and Pedagogy (Arkansas Teaching Standards (ATS)/InTASC Standard 4 Content Knowledge)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The intern's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The intern's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.

1b - Demonstrating Knowledge of Students (ATS/InTASC Standard 1 and 2 Learning Development and Differences)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The intern indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The intern actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.

1c - Setting Instructional Outcomes (ATS/InTASC Standard 4 Content Knowledge and Standard 7 Planning for Instruction)

INEFFECTIVE	PROGRESSING	EFFECTIVE
Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the intern makes no attempt at coordination or integration.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take the needs of individual students into account.

1d - Demonstrating Knowledge of Resources (ATS/InTASC Standard 7 Planning for Instruction)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The intern does not seek such knowledge.	The intern demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The intern does not seek to extend such knowledge.	The intern is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.

1e - Designing Coherent Instruction (ATS/InTASC Standard 4 Content Knowledge and Standard 7 Planning for Instruction)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The intern coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.

1f - Designing Student Assessments (ATS/InTASC Standard 6 Assessment)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The intern's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The intern intends to use assessment results to plan for future instruction for the class as a whole.	The intern's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The intern intends to use assessment results to plan for future instruction for groups of students.

Domain 1 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

TESS Domain 2: The Classroom Environment

2a - Creating an Environment of Respect and Rapport (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE	PROGRESSING	EFFECTIVE
Classroom interactions, both between the intern and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the intern and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the intern and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental

		differences among groups of students.

2b - Establishing a Culture for Learning (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The classroom environment conveys a negative culture for learning, characterized by low intern commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The intern's attempt to create a culture for learning is partially successful, with little intern commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the intern and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both intern and students, with students demonstrating pride in their work.

2c - Managing Classroom Procedures (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE	PROGRESSING	EFFECTIVE
Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.

2d - Managing Student Behavior (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE	PROGRESSING	EFFECTIVE
There is no evidence that standards of conduct have been established and little or no intern monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the intern has made an effort to establish standards of conduct for students. The intern tries, with uneven results, to monitor student behavior and	Standards of conduct appear to be clear to students, and the intern monitors student behavior against those standards. The intern's response to student misbehavior is appropriate and respects the students' dignity.

	respond to student misbehavior.	

2e - Organizing Physical Space (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The physical environment is unsafe, or some students don't have access to learning.

Alignment between the physical arrangement and the lesson activities is poor. | The classroom is safe, and essential learning is accessible to most students; the intern's use of physical resources, including computer technology, is moderately effective. The intern may attempt to modify the physical arrangement to suit learning activities, with partial success. | The classroom is safe, and learning is accessible to all students; the intern ensures that the physical arrangement is appropriate to the learning activities. The intern makes effective use of physical resources, including computer technology. |

Domain 2 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

TESS Domain 3: Instruction

3a - Communicating with Students (ATS/InTASC Standard 5 Application of Content and Standard 8 Instructional Strategies)

INEFFECTIVE	PROGRESSING	EFFECTIVE
Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The intern's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the intern's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.

3b - Using Questioning and Discussion Techniques (ATS/InTASC Standard 8 Instructional Strategies)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.	Some of the intern's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The intern's attempts to engage all students in the discussion are only partially successful.	Most of the intern's questions elicit a thoughtful response, and the intern allows sufficient time for students to answer. All students participate in the discussion, with the intern stepping aside when appropriate.

3c - Engaging Students in Learning (ATS/InTASC Standard 5 Application of Content and Standard 8 Instructional Strategies)

INEFFECTIVE	PROGRESSING	EFFECTIVE
Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.

3d - Using Assessment in Instruction (ATS/InTASC Standard 6 Assessment)

INEFFECTIVE	PROGRESSING	EFFECTIVE
Assessment is not used in instruction, either through monitoring of progress by the intern or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the intern and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the intern and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.

3e - Demonstrating Flexibility and Responsiveness (ATS/InTASC Standard 5 Application of Content and Standard 8 Instructional Strategies)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The intern brushes aside student questions; when students experience difficulty, the intern blames the students or their home environment.	The intern attempts to modify the lesson when needed and to respond to student questions, with moderate success. The intern accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	The intern promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.

Domain 3 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

TESS Domain 4: Professional Responsibilities

4a - Reflecting on Teaching (ATS/InTASC Standard 9 Professional Learning and Ethical Practice)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	The intern provides a partially accurate and objective description of the lesson but does not cite specific evidence. The intern makes only general suggestions as to how the lesson might be improved.	The intern provides an accurate and objective description of the lesson, citing specific evidence. The intern makes some specific suggestions as to how the lesson might be improved.

4b - Maintaining Accurate Records (ATS/InTASC Standard 9 Professional Learning and Ethical Practice)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.	The intern's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.	The intern's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.

4c - Communicating with Families (ATS/InTASC Standard 10 Leadership and Collaboration)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The intern makes no attempt to engage families in the instructional program.	The intern adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The intern communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.

4d - Participating in a Professional Community (ATS/InTASC Standard 10 Leadership and Collaboration)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The intern becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The intern participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.

4e - Growing and Developing Professionally (ATS/InTASC Standard 9 Professional Learning and Ethical Practice)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern does not participate in professional development activities and makes no effort to share knowledge with colleagues. The intern is resistant to feedback from supervisors or colleagues.	The intern participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The intern accepts, with some reluctance, feedback from supervisors and colleagues.	The intern seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The intern welcomes feedback from supervisors and colleagues.

4f - Showing Professionalism (ATS/InTASC Standard 9 Professional Learning and Ethical Practice and Standard 10 Leadership and Collaboration)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The intern fails to comply with school and district regulations and time lines.	The intern is honest and well intentioned in serving students and contributing to decisions in the school, but the intern's attempts to serve students are limited. The intern complies minimally with school and district regulations, doing just enough to get by.	The intern displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.

Domain 4 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

Use of Technology

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern is not aware of the technology available and/or cannot cite how s/he might use technology if it was available.	The intern can cite general examples of how s/he might use technology if it was available, and/or makes acceptable use of technology that is available for the lesson evaluated.	The intern can denote specific examples of how s/he would use technology if it was available and/or makes good use of technology that is available for the lesson evaluated.

Pursuit of Equity in Learning

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern has little sense of the backgrounds or needs of his or her students within the classroom resulting in inequitable learning opportunities. The intern has not considered supports that a student or group of students may need to help them reach the goals of learning and success in the classroom or disregards this potential.	The intern acknowledges that students come from different experiences and backgrounds and recognizes situations in which a student or group of students may need additional support for learning in the classroom and demonstrates some effort to address these needs effectively to provide equitable learning opportunities.	The intern recognizes when a student or group of students may need additional support for learning in the classroom, demonstrates clear efforts to address these needs, and provides equitable learning opportunities for his or her students.

Overall Impact on Student Learning

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern did not positively impact student learning in the classroom or had very minimal positive impact on student learning.	The intern positively impacted student learning of most students within the classroom.	The intern positively impacted student learning at high levels within the classroom.

Intern Signature: Evaluator Signature:

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

a. Course subject
b. Course number
c. Catalog course title
d. Catalog description
   1. Arkansas Course Transfer System (ACTS) course number, if applicable
   2. Cross-listing
   3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
   4. Prerequisites
   5. Co-requisites
   6. Description
   7. Notes (e.g., information not in description such as course may be repeated for credit)
   8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
   9. Fees (e.g., $36 art fee)
e. Section for Name of instructor, office hours, contact information (telephone, email)
f. Text required for course
g. Bibliography (supplemental reading list)
h. Justification/rationale for the course
i. Course objectives
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
k. Assessment methods (include grading policy with specific equivalents for A, B, C)
l. Policy on absences, cheating, plagiarism, etc.
m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

ARKANSAS TECH UNIVERSITY

ELED 4903 - Residency A in Elementary Education
Arkansas Tech University

Term

Vision
The Arkansas Tech University College of Education is dedicated to developing successful and innovative professionals who will internalize, initiate, and sustain a commitment to impact individuals in diverse and evolving communities.

Mission
The Arkansas Tech University College of Education prepares professionals, who will positively impact learners, systems, and communities, by providing competency- and outcomes-based undergraduate and graduate programs.

Course Number: 4903
Course Title: Residency A in Elementary Education

Instructor Information:
Office:
Office Hours:
Office Phone:
Email: (Email communications will be directed primarily through each student's ATU email account. Please check your ATU account frequently or forward the ATU email to your private email account.)

Course Description:
Prerequisites: Stage II Acceptance, Residency A Application, Approved Arkansas Educators License System (AELS) Background Check, Degree Audit, 2.7 or higher GPA, Arkansas IDEAS Account.
This course is to be taken concurrently with ELED 4003 Seminar in Elementary Education. Part I of an intensive yearlong residency in elementary education. Students will spend time in elementary education (K-6) environments applying their knowledge and skills in reflective decision making with children and families.
This course involves professional applications of pedagogical and professional practice of elementary educators. The course is structured around the professional expectations including state requirements for pedagogical and professional assessments through the Teacher Excellence Support System (TESS). A complete handbook regarding Residency A expectations and requirements in located on the Arkansas Tech Teacher Education website (www.atu.edu/teachereducation)
This course involves the completion of requirements for teacher licensure required for by Arkansas Act 416 of 2017.

Recommended Text:

Wong, H. K., & Wong, R. T. (2018). *The first days of school: How to be an effective teacher.*

Mountain View, CA: Harry K. Wong Publications.

Rules governing the Teacher Excellence and Support System. (2015). Little Rock, AR: Arkansas Dept. of Education

Supplemental Reading List:

Heinrichs, A., & Kania, M. (2018). *Arkansas*. Mankato, MN: The Child's World.

Prometrics. (2017). *Praxis II elementary education: Multiple subjects (5001) exam secrets study guide*. Mometrix Media LLC.

Rationale for the Course:

This course is based on the premise that a student can receive guidance to complete licensure requirements not covered in previous courses prior to the Residency semesters. In this course, a student will work through guided modules to complete the independent state requirement modules and Praxis test(s) required for licensure, provide guidance and opportunity to develop communitive and professional artifacts that can be utilized in the Residency A Portfolio, and provide an opportunity for growth in knowledge and understanding of digital teaching capabilities. The student's personal journey of growth as a novice educator will also serve as a component of the course.

Course Objectives:

The primary goal of Residency is to integrate coursework with the realities of the actual classroom in order to provide a practical and experimental learning environment for the resident where the resident can actively attempt to apply his or her developing knowledge and skills in a supportive environment. In order to accomplish this goal, specific objectives have been identified. The Resident will:

- o Communicate accurately and effectively in the content area.
- o Maintain professional rapport with students.
- o Obtain feedback from and communicate with students in a way that enhances student learning.
- o Encourage the development of student involvement, responsibility, and critical thinking skills.
- o Manage the classroom in a way that ensures the best use of instructional time.
- o Create an atmosphere conducive to learning, self-discipline, and development of positive self- concept.
- o Use a variety of instructional techniques, methods, and media related to the objectives.
- o Organize instruction to take into account individual and cultural differences among learners.
- o Plan instruction to achieve selected objectives.
- o Demonstrate understanding of human growth and development characteristics of students.
- o Demonstrate the value of self-evaluation and reflective thinking.
- o Demonstrate an understanding of the importance of educational research.
- o Demonstrate knowledge of foundations of public education in America, both at the state and district levels.
- o Demonstrate knowledge of legal responsibilities of the public-school system.
- o Prepare to arrange for conference and referral opportunities.

Course Expectations & Requirements:

A complete handbook regarding Residency A expectations and requirements in located on the Arkansas Tech Teacher Education website (www.atu.edu/teachereducation)

This course involves the completion of requirements for teacher licensure required for by Arkansas Act 416 of 2017. Plagiarism must be avoided. This includes plagiarism of both published and unpublished information. All work submitted must be your own work.

Along with course requirements students will need to complete the following modules for Arkansas Licensure:

1. **Arkansas IDEAS Modules Required for Initial Licensure**

Upon completion of ELED the student will have record of the Arkansas IDEAS modules required for initial teacher licensure.

- Science of Reading Modules 1-14 (15.5 hrs.)
- Professional Ethics-ERC 19048- (1 hr.)
- Dyslexia Awareness-(1 hr.)
- Child Maltreatment-HWB17118 (2 hrs.)
- Parental Involvement-(2 hrs.)
- Youth Suicide Prevention-(2 hrs.)

2. **Tests Required for Licensure**

Upon completion of ELED the student will have record of completion and/or passing scores of Praxis content area tests, the Principles of Learning and Teaching test, and Pearson's Foundations of Reading test required for an Arkansas Initial Teaching License.

- Praxis Principles of Learning & Teaching
- Praxis Content Area Assessment:
  - 5002-Reading & Language Arts (157 Pass)
  - 5003-Mathematics (157 Pass)
  - 5004-Social Studies (154 Pass)
  - 5005-Science (159 Pass)
- Pearson's Foundations of Reading

3. **Residency A Portfolio**
   - www.atu.edu/techereducation

Grading:

The progress toward goals and objectives should be noted, recorded, and discussed periodically. When evaluating the resident for grading purposes, the appropriate mentoring teacher should base decisions upon the following evaluation guidelines:

FOR GRADE "C"
Resident should approximate the following requirements:

1. Be regular in attendance; be on time in arrival and departure.
2. Dress professionally.
3. Complete all required work on time.
4. Be cooperative and professional at all times.
5. Take and act upon constructive feedback positively in a professional manner.
6. Keep lesson plans on file for each lesson for which they have primary responsibility.
7. Keep students engaged in worthwhile activities the full period.
8. Demonstrate appropriate management skills.
9. Meets most professional standards and expectations.
10. Integrate technology into curriculum.

FOR GRADE "B"
Satisfy all conditions for a grade of "C" and approximate the following:

1. Show initiative in carrying out responsibilities and show attention to detail.
2. Demonstrate the ability to select activities.

3. Elicit positive responses from the students.
4. Show growth and demonstrate reflective thinking.
5. Meets professional standards and expectations.
6. Enhance learning with the use of appropriate technology.

FOR GRADE "A"
Satisfy all conditions for a grade of "B" and approximate the following:

1. Exhibit outstanding and consistent initiative and originality in carrying out responsibilities.
2. Exhibit masterful application of principles of learning and teaching through demonstrating an outstanding ability to select activities.
3. Elicit positive and sustained response from the students.
4. Show significant growth and increase in reflective thinking.
5. Meets or exceeds professional standards and expectations.
6. Demonstrate use of technology as a substantive tool for learning.

If the resident receives a grade below "C", the resident is not recommended for licensure and is obligated to repeat the Residency experience. If it appears that the student will receive a grade below "C", the Campus-based Supervisor or liaison, as appropriate, must inform the Director of Teacher Education Student Services of the problem and alternatives discussed with the resident. This disclosure should be made in a timely manner so the resident can withdraw from Residency if remediation efforts are not successful.

Policies:
Attendance
Class attendance and participation is required. Please refer to the course schedule and make a note of the class meeting dates for this course.
Academic Dishonesty
A university exists for the purpose of educating students and granting degrees to all students who complete graduation requirements. Therefore, Arkansas Tech University requires certain standards of academic integrity and conduct from all students. Arkansas Tech University expects an academic atmosphere to be maintained in all classes. This atmosphere is created by both the professor and the class to enable all students, enrolled to reach their academic potential. Students are expected to attend class, conduct themselves in a non-disruptive manner in class, and refrain from cheating, plagiarism, or both unfair and dishonest practices. Academic offenses involving dishonesty and misconduct not expressly set forth in the definitions may also be considered dishonesty or academic misconduct.
Code of Academic Integrity
On August 15, 2019, the ATU Board of Trustees approved a revised Code of Academic Integrity for use and inclusion in the Faculty and Student Handbooks starting this fall 2019. The code will provide guidance to students and faculty on the definition, types, and process for addressing academic integrity and possible violations.

This code reserves the right of faculty to set the academic sanctions for violations of academic integrity in their classes. For that reason, we offer the following guidance for what to include in your syllabi:
1. A clear statement of possible academic sanctions you might assign for a violation of academic integrity MUST be included in your syllabus.
2. The typical approach is to suggest the range of possible sanctions so faculty have the flexibility to make the sanction fit the context.
3. Be consistent with how you address like violations within your course.
Example: Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to

failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions.

All violations should be reported to Academic Affairs through the filing of an Academic Integrity Violation Referral form. This form has been developed as a central repository for academic integrity violations for the university. Students who violate the policy more than once or who appeal a finding of academic integrity violation by the faculty member will be referred to the Academic Appeals Committee of the Faculty Senate per the Code of Academic Integrity.

The Code can be found in the Faculty Handbook (2019 update) and in the Student Handbook, as well as (coming soon) a university web site dedicated to Academic Integrity resources. The URL for the website will be https://www.atu.edu/academic-integrity and should be running by the first week of classes.

Definitions
Academic Dishonesty
Academic dishonesty refers to the various categories of cheating and plagiarism in the classroom.
Cheating
Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples of this are: a) copying from the examination or quiz of another student; b) bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on the exam or quiz, and which were not approved by the instructor of the class; c) obtaining advance copies of exams or quizzes by any means;
d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers from the internet or any other source; and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.

Plagiarism
Plagiarism is stealing the ideas or writing of another person and them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written work without acknowledgement to the true author. Any paper written by cutting and pasting from the internet or any other source is plagiarized. Slight modifications in wording do not change the fact that the sentence or phrase is plagiarized.
Acknowledgement of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgement of source must be made in this case as well.

Academic Misconduct
Academic misconduct concerns the student's classroom behavior. This includes the manner of interacting with the professor and other students in the class. For example, students may disrupt the learning environment in a classroom through inappropriate behavior, such as,
talking to students, unnecessary interruptions, attempting to monopolize the professor's attention, or being chronically late to class. Misconduct also covers verbal or nonverbal harassment and/or threats in the relation to classes. Student behavior should not infringe on the rights of other students or faculty during a class. (Arkansas Tech University Graduate Catalogue).

Tobacco Products
No tobacco products are allowed in classrooms.

Technology

Students are requested to use proper netiquette when communicating with students during online assignment, to ensure a quality learning environment for all. There are **_inherent_** technological expectations that need to be considered with this class. As part of this course, students will submit assignments in Blackboard, Arkansas IDEAS, and Taskstream.

Technical Support
Technical support for using Blackboard is provided by the Campus Support Center which is located in the Ross Pendergraft Library and Technology Center Room 150.
Phone: (479) 968-0646
Toll-Free: (866) 400-8022
Email: campussupport@atu.edu
Hours of Operation: 24 hours a day, 7 days a week Website: https://ois.atu.edu/

Incomplete Grade Contract
A grade of "I" (Incomplete) may be recorded for a student who has not completed all the requirements of a course ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least 75% of the course requirements, provided work already completed is of passing quality. If a grade of "I" is assigned, the instructor will complete an "Incomplete Grade Contract," setting a reasonable time limit within the following semester in which the work must be completed. The incomplete grade contract is to be signed by both the instructor and the student.

An "I" grade must be removed by the end of the succeeding regular semester of enrollment after the "I" is
received. Beginning in the first summer term, 1990, and thereafter, a grade of "I" will not be computed in the grade point average for the semester recorded; however, the "I" will automatically change to a grade of "F" and be computed in the grade point average at the end of the next regular semester (fall or spring), unless course requirements are completed and the final grade is reported before the end of the semester.

Inclement Weather Policy
Classes meet unless the University has closed due to inclement weather. In the event dangerous road conditions exist where you live or in the area you travel, you must exercise sound judgment in deciding whether to attend class. Please check Blackboard to learn of the University's closing. If the University has not closed and you decide it would be unsafe to attend class, please notify the professor by email concerning your decision.

Access, Accommodations, and Diversity

Access
Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit http://www.atu.edu/disabilities/index.php.

Accommodation
If a specific accommodation is needed due to temporary or long-term injury, handicap, or disability, please contact the instructor as soon as possible. Please remember this is a teaching institution that focuses on its teaching mission. If clarification or other individual help with course material or objectives is required, contact the instructor as soon as possible. Please take advantage of all the resources available to you.

Diversity

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: http://www.atu.edu/titleix/index.php.

Student Needs Statement:
Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: https://www.atu.edu/localresources/
If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

Privacy &Accessibility Policies:
See the following links:
Third-Party Privacy and Accessibility Policies or https://www.atu.edu/etech/privacy_accessibility.php

COVID-19 Considerations:
In order to help keep our ATU community safe, healthy, and to prevent the spread of COVID-19, students must follow several steps:

4. Masks must be worn by all students in public spaces, including classrooms and laboratories. Any student showing up for class without a mask will be given the opportunity to retrieve one. Entry into classrooms and laboratories without a mask will be prohibited. Please refer to the guidance from CDC as to the proper use of cloth masks

(https://www.cdc.gov/coronavirus/2019-ncov/prevent-gettingsick/how-to-wear-cloth-face-coverings.html). Note that CDC does not
recommend the use of a face shield in the place of a cloth mask
(https://www.cdc.gov/coronavirus/2019-ncov/prevent-gettingsick/cloth-face-cover-guidance.html).

5. All students are required to participate in a daily health self-screen
   (https://www.atu.edu/pandemicrecovery/student-healthscreening.php). For students commuting to campus, please complete
before coming to campus. For residential students, please complete each day before leaving your residence hall. If you do not own a thermometer, please have your temperature taken at one of the temperature testing sites listed in the student health screening document and repeated below:

- Department of Public Safety available beginning July 6th (716 N El Paso Avenue); Monday-Friday; 8am-5pm
- Health and Wellness Center available beginning August 3rd (outdoor tent station by north entrance of Doc Bryan Student Services Center); Monday-Friday; 8am-5pm
- University Commons Clubhouse available beginning August 10th; Monday-Friday; 8am-10pm and Sunday; 5pm-10pm

6. All students must maintain at least 6 feet of distance from every person present in all instructional spaces used in this course (classrooms, laboratories, etc.).

7. Any student who tests positive for COVID-19 is asked to self-report to the ATU Health and Wellness Center by calling (479) 968-0329 or sending email to hwc@atu.edu. Doing so will allow the university to communicate

directly with others who might have been exposed to the virus and take any appropriate cleaning and sanitizing measures.

For more information about ATU COVID-19 policies, please refer to the ATU Pandemic Framework (https://www.atu.edu/pandemicrecovery/docs/Pandemic%20Framework2020.pdf) as well as the University's Pandemic Recovery webpage (https://www.atu.edu/pandemicrecovery/).

ARKANSAS TECH UNIVERSITY

ELED 4903 – Residency A in Elementary Education

Arkansas Tech University

Term

Vision
The Arkansas Tech University College of Education is dedicated to developing successful and innovative professionals who will internalize, initiate, and sustain a commitment to impact individuals in diverse and evolving communities.

Mission
The Arkansas Tech University College of Education prepares professionals, who will positively impact learners, systems, and communities, by providing competency- and outcomes-based undergraduate and graduate programs.

Course Number: 4903

Course Title: Residency A in Elementary Education

Instructor Information:

    Office:

    Office Hours:

    Office Phone:

    Email: (Email communications will be directed primarily through each student's ATU email account. Please check your ATU account frequently or forward the ATU email to your private email account.)

Course Description:

    Prerequisites: Stage II Acceptance, Residency A Application, Approved Arkansas Educators License System (AELS) Background Check, Degree Audit, 2.7 or higher GPA, Arkansas IDEAS Account.

    This course is to be taken concurrently with ELED 4003 Seminar in Elementary Education. Part I of an intensive yearlong residency in elementary education. Students will spend time in elementary education (K-6) environments applying their knowledge and skills in reflective decision making with children and families.

1

This course involves professional applications of pedagogical and professional practice of elementary educators. The course is structured around the professional expectations including state requirements for pedagogical and professional assessments through the Teacher Excellence Support System (TESS). A complete handbook regarding Residency A expectations and requirements in located on the Arkansas Tech Teacher Education website (www.atu.edu/teachereducation)

This course involves the completion of requirements for teacher licensure required for by Arkansas Act 416 of 2017.

Recommended Text:

Wong, H. K., & Wong, R. T. (2018). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications.

Rules governing the Teacher Excellence and Support System. (2015). Little Rock, AR: Arkansas Dept. of Education

Supplemental Reading List:

Heinrichs, A., & Kania, M. (2018). *Arkansas*. Mankato, MN: The Child's World.

Prometrics. (2017). *Praxis II elementary education: Multiple subjects (5001) exam secrets study guide*. Mometrix Media LLC.

Rationale for the Course:

This course is based on the premise that a student can receive guidance to complete licensure requirements not covered in previous courses prior to the Residency semesters. In this course, a student will work through guided modules to complete the independent state requirement modules and Praxis test(s) required for licensure, provide guidance and opportunity to develop communitive and professional artifacts that can be utilized in the Residency A Portfolio, and provide an opportunity for growth in knowledge and understanding of digital teaching capabilities. The student's personal journey of growth as a novice educator will also serve as a component of the course.

Course Objectives:

The primary goal of Residency is to integrate coursework with the realities of the actual classroom in order to provide a practical and experimental learning environment for the resident where the resident can actively attempt to apply his or her developing knowledge and skills in a supportive environment. In order to accomplish this goal, specific objectives have been identified. The Resident will:

- o Communicate accurately and effectively in the content area.
- o Maintain professional rapport with students.
- o Obtain feedback from and communicate with students in a way that enhances student learning.
- o Encourage the development of student involvement, responsibility, and critical thinking skills.
- o Manage the classroom in a way that ensures the best use of instructional time.

- o Create an atmosphere conducive to learning, self-discipline, and development of positive self-concept.
- o Use a variety of instructional techniques, methods, and media related to the objectives.
- o Organize instruction to take into account individual and cultural differences among learners.
- o Plan instruction to achieve selected objectives.
- o Demonstrate understanding of human growth and development characteristics of students.
- o Demonstrate the value of self-evaluation and reflective thinking.
- o Demonstrate an understanding of the importance of educational research.
- o Demonstrate knowledge of foundations of public education in America, both at the state and district levels.
- o Demonstrate knowledge of legal responsibilities of the public-school system.
- o Prepare to arrange for conference and referral opportunities.

Course Expectation& Requirements:

A complete handbook regarding Residency A expectations and requirements in located on the Arkansas Tech Teacher Education website (www.atu.edu/teachereducation)

This course involves the completion of requirements for teacher licensure required for by Arkansas Act 416 of 2017. Plagiarism must be avoided. This includes plagiarism of both published and unpublished information. All work submitted must be your own work.

Along with course requirements students will need to complete the following modules for Arkansas Licensure:

1. **Arkansas IDEAS Modules Required for Initial Licensure**
   Upon completion of ELED the student will have record of the Arkansas IDEAS modules required for initial teacher licensure.
   - Science of Reading Modules 1-14 (15.5 hrs.)
   - Professional Ethics-ERC 19048- (1 hr.)
   - Dyslexia Awareness-(1 hr.)
   - Child Maltreatment-HWB17118 (2 hrs.)
   - Parental Involvement-(2 hrs.)
   - Youth Suicide Prevention-(2 hrs.)

2. **Tests Required for Licensure**
   Upon completion of ELED the student will have record of completion and/or passing scores of Praxis content area tests, the Principles of Learning and Teaching test, and Pearson's Foundations of Reading test required for an Arkansas Initial Teaching License.
   - Praxis Principles of Learning & Teaching
   - Praxis Content Area Assessment:
     - o 5002-Reading & Language Arts (157 Pass)
     - o 5003-Mathematics (157 Pass)
     - o 5004-Social Studies (154 Pass)
     - o 5005-Science (159 Pass)
   - Pearson's Foundations of Reading

3. **Residency A Portfolio**
   - www.atu.edu/techereducation

3

Grading:

The progress toward goals and objectives should be noted, recorded, and discussed periodically. When evaluating the resident for grading purposes, the appropriate mentoring teacher should base decisions upon the following evaluation guidelines:

FOR GRADE "C"
Resident should approximate the following requirements:

1. Be regular in attendance; be on time in arrival and departure.
2. Dress professionally.
3. Complete all required work on time.
4. Be cooperative and professional at all times.
5. Take and act upon constructive feedback positively in a professional manner.
6. Keep lesson plans on file for each lesson for which they have primary responsibility.
7. Keep students engaged in worthwhile activities the full period.
8. Demonstrate appropriate management skills.
9. Meets most professional standards and expectations.
10. Integrate technology into curriculum.

FOR GRADE "B"
Satisfy all conditions for a grade of "C" and approximate the following:

1. Show initiative in carrying out responsibilities and show attention to detail.
2. Demonstrate the ability to select activities.
3. Elicit positive responses from the students.
4. Show growth and demonstrate reflective thinking.
5. Meets professional standards and expectations.
6. Enhance learning with the use of appropriate technology.

FOR GRADE "A"
Satisfy all conditions for a grade of "B" and approximate the following:

1. Exhibit outstanding and consistent initiative and originality in carrying out responsibilities.
2. Exhibit masterful application of principles of learning and teaching through demonstrating an outstanding ability to select activities.
3. Elicit positive and sustained response from the students.
4. Show significant growth and increase in reflective thinking.
5. Meets or exceeds professional standards and expectations.
6. Demonstrate use of technology as a substantive tool for learning.

If the resident receives a grade below "C", the resident is not recommended for licensure and is obligated to repeat the Residency experience. If it appears that the student will receive a grade below "C", the Campus-based Supervisor or liaison, as appropriate, must inform the Director of Teacher Education Student Services of the problem and alternatives discussed with the resident. This disclosure should be made in a timely manner so the resident can withdraw from Residency if remediation efforts are not successful.

Policies:

Attendance
Class attendance and participation is required. Please refer to the course schedule and make a note of the class meeting dates for this course.

Academic Dishonesty
A university exists for the purpose of educating students and granting degrees to all students who complete graduation requirements. Therefore, Arkansas Tech University requires certain standards of academic integrity and conduct from all students. Arkansas Tech University expects an academic atmosphere to be maintained in all classes. This atmosphere is created by both the professor and the class to enable all students, enrolled to reach their academic potential. Students are expected to attend class, conduct themselves in a non-disruptive manner in class, and refrain from cheating, plagiarism, or both unfair and dishonest practices. Academic offenses involving dishonesty and misconduct not expressly set forth in the definitions may also be considered dishonesty or academic misconduct.

Code of Academic Integrity
On August 15, 2019, the ATU Board of Trustees approved a revised Code of Academic Integrity for use and inclusion in the Faculty and Student Handbooks starting this fall 2019. The code will provide guidance to students and faculty on the definition, types, and process for addressing academic integrity and possible violations.

This code reserves the right of faculty to set the academic sanctions for violations of academic integrity in their classes. For that reason, we offer the following guidance for what to include in your syllabi:

1. A clear statement of possible academic sanctions you might assign for a violation of academic integrity MUST be included in your syllabus.
2. The typical approach is to suggest the range of possible sanctions so faculty have the flexibility to make the sanction fit the context.
3. Be consistent with how you address like violations within your course.
   Example: Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions.

All violations should be reported to Academic Affairs through the filing of an Academic Integrity Violation Referral form. This form has been developed as a central repository for academic integrity violations for the university. Students who violate the policy more than once or who appeal a finding of academic integrity violation by the faculty member will be referred to the Academic Appeals Committee of the Faculty Senate per the Code of Academic Integrity.

The Code can be found in the Faculty Handbook (2019 update) and in the Student Handbook, as well as (coming soon) a university web site dedicated to Academic Integrity resources. The URL for the website will be https://www.atu.edu/academic-integrity and should be running by the first week of classes.

Definitions
  Academic Dishonesty
  Academic dishonesty refers to the various categories of cheating and plagiarism in the classroom.

Cheating

Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples of this are: a) copying from the examination or quiz of another student; b) bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on the exam or quiz, and which were not approved by the instructor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers from the internet or any other source; and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.

Plagiarism

Plagiarism is stealing the ideas or writing of another person and them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written work without acknowledgement to the true author. Any paper written by cutting and pasting from the internet or any other source is plagiarized. Slight modifications in wording do not change the fact that the sentence or phrase is plagiarized. Acknowledgement of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgement of source must be made in this case as well.

Academic Misconduct

Academic misconduct concerns the student's classroom behavior. This includes the manner of interacting with the professor and other students in the class. For example, students may disrupt the learning environment in a classroom through inappropriate behavior, such as, talking to students, unnecessary interruptions, attempting to monopolize the professor's attention, or being chronically late to class. Misconduct also covers verbal or nonverbal harassment and/or threats in the relation to classes. Student behavior should not infringe on the rights of other students or faculty during a class. (Arkansas Tech University Graduate Catalogue).

Tobacco Products
No tobacco products are allowed in classrooms.

Technology
Students are requested to use proper netiquette when communicating with students during online assignment, to ensure a quality learning environment for all. There are *__inherent__* technological expectations that need to be considered with this class. As part of this course, students will submit assignments in Blackboard, Arkansas IDEAS, and Taskstream.

Technical Support
Technical support for using Blackboard is provided by the Campus Support Center which is located in the Ross Pendergraft Library and Technology Center Room 150.

    Phone: (479) 968-0646
    Toll-Free: (866) 400-8022
    Email: campussupport@atu.edu
    Hours of Operation: 24 hours a day, 7 days a week
    Website: https://ois.atu.edu/

Incomplete Grade Contract

A grade of "I" (Incomplete) may be recorded for a student who has not completed all the requirements of a course ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least 75% of the course requirements, provided work already completed is of passing quality. If a grade of "I" is assigned, the instructor will complete an "Incomplete Grade Contract," setting a reasonable time limit within the following semester in which the work must be completed. The incomplete grade contract is to be signed by both the instructor and the student.

An "I" grade must be removed by the end of the succeeding regular semester of enrollment after the "I" is received. Beginning in the first summer term, 1990, and thereafter, a grade of "I" will not be computed in the grade point average for the semester recorded; however, the "I" will automatically change to a grade of "F" and be computed in the grade point average at the end of the next regular semester (fall or spring), unless course requirements are completed and the final grade is reported before the end of the semester.

Inclement Weather Policy
Classes meet unless the University has closed due to inclement weather. In the event dangerous road conditions exist where you live or in the area you travel, you must exercise sound judgment in deciding whether to attend class. Please check Blackboard to learn of the University's closing. If the University has not closed and you decide it would be unsafe to attend class, please notify the professor by email concerning your decision.

Access, Accommodations, and Diversity

Access
 Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit http://www.atu.edu/disabilities/index.php.

Accommodation
 If a specific accommodation is needed due to temporary or long-term injury, handicap, or disability, please contact the instructor as soon as possible. Please remember this is a teaching institution that focuses on its teaching mission. If clarification or other individual help with course material or objectives is required, contact the instructor as soon as possible. Please take advantage of all the resources available to you.

Diversity
 Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: http://www.atu.edu/titleix/index.php.

Student Needs Statement:
 Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: https://www.atu.edu/localresources/

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

Privacy &Accessibility Policies:
  See the following links:
  Third-Party Privacy and Accessibility Policies or
  https://www.atu.edu/etech/privacy_accessibility.php

COVID-19 Considerations:
  In order to help keep our ATU community safe, healthy, and to prevent the spread of COVID-19, students must follow several steps:
  4. Masks must be worn by all students in public spaces, including classrooms and laboratories. Any student showing up for class without a mask will be given the opportunity to retrieve one. Entry into classrooms and laboratories without a mask will be prohibited. Please refer to the guidance from CDC as to the proper use of cloth masks (https://www.cdc.gov/coronavirus/2019-ncov/prevent-gettingsick/how-to-wear-cloth-face-coverings.html). Note that CDC does not recommend the use of a face shield in the place of a cloth mask (https://www.cdc.gov/coronavirus/2019-ncov/prevent-gettingsick/cloth-face-cover-guidance.html).
      5. All students are required to participate in a daily health self-screen (https://www.atu.edu/pandemicrecovery/student-healthscreening.php). For   students commuting to campus, please complete
          before coming to campus. For residential students, please complete each day before leaving your residence hall. If you do not own a thermometer, please have your temperature taken at one of the temperature testing sites listed in the student health screening document and repeated below:
              • Department of Public Safety available beginning July 6th (716 N El Paso Avenue); Monday-Friday; 8am-5pm
              • Health and Wellness Center available beginning August 3rd (outdoor tent station by north entrance of Doc Bryan Student Services Center); Monday-Friday; 8am-5pm
              • University Commons Clubhouse available beginning August 10th; Monday-Friday; 8am-10pm and Sunday; 5pm-10pm
      6. All students must maintain at least 6 feet of distance from every person present in all instructional spaces used in this course (classrooms, laboratories, etc.).
      7. Any student who tests positive for COVID-19 is asked to self-report to the ATU Health and Wellness Center by calling (479) 968-0329 or sending email to hwc@atu.edu. Doing so will allow the university to communicate directly with others who might have been exposed to the virus and take any appropriate cleaning and sanitizing measures.

For more information about ATU COVID-19 policies, please refer to the ATU Pandemic Framework (https://www.atu.edu/pandemicrecovery/docs/Pandemic%20Framework2020.pdf) as well as the University's Pandemic Recovery webpage (https://www.atu.edu/pandemicrecovery/).

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
CURRICULUM & INSTRUCTION	7/1/22

Title	Signature	Date
Department Head	_Theresa A Cullen_	8/1/22
Dean	_Linda Bean_	8.1.2022
Assessment	_(signature)_	8-11-2022
Registrar	_Tammy Weaver_	8/11/2022
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) ELED	Course Number: (e.g., 1003) 4909	Effective Term: ● Spring Summer
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Residency B in Elementary Education		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) RESIDENCY B ELEM EDUCATION		

Will this course be cross-listed with another existing course? If so, list course subject and number.

☐ Yes ☒ No |

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number. ☐ Yes ☒ No |

Is this course repeatable for additional earned hours? ☐ Yes ☒ No How many total hours? |

Grading: ☒ Standard Letter ☐ P/F ☐ Other |

Mode of Instruction (check appropriate box):

01 Lecture	☐ 02 Lecture/Laboratory	☐ 03 Laboratory only
☐ 05 Practice Teaching	06 Internship/Practicum	☐ 07 Apprenticeship/Externship
☐ 08 Independent Study	☐ 09 Readings	☐ 10 Special Topics
☐ 12 Individual Lessons	☐ 13 Applied Instruction	☐ 16 Studio Course
☐ 17 Dissertation	☐ 18 Activity Course	☐ 19 Seminar ☐ 98 Other

Does this course require a fee? ☐ Yes ☒ No How Much? | Select Fee Type

If selected other list fee type: |

☐ Elective ☐ Major ☐ Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?
Every Fall and Spring full semester

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?
No

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
No

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

Not Applicable

b. If this course is required for the major or minor, complete the following.
   1. Provide the program level learning outcome(s) it addresses.

The primary goal of Residency A is to integrate coursework with the realities of the actual classroom to provide a practical and experimental learning environment for the intern where the intern can actively attempt to apply his or her developing knowledge and skills in a supportive environment. To accomplish this goal, specific objectives have been identified. The Intern will:

1. **Communicate accurately and effectively in the content area.**
2. **Maintain professional rapport with students.**
3. **Obtain feedback from and communicate with students in a way that enhances student learning.**

4. Encourage the development of student involvement, responsibility, and critical thinking skills.
5. Manage the classroom in a way that ensures the best use of instructional time.
6. Create an atmosphere conducive to learning, self-discipline, and development of positive self-concept.
7. Use a variety of instructional techniques, methods, and media related to the objectives.
8. Organize instruction to take into account individual and cultural differences among learners.
9. Plan instruction to achieve selected objectives.
10. Demonstrate understanding of human growth and development characteristics of students.
11. Demonstrate the value of self-evaluation and reflective thinking.
12. Demonstrate an understanding of the importance of educational research.
13. Demonstrate knowledge of foundations of public education in America, both at the state and district levels.
14. Demonstrate knowledge of legal responsibilities of the public-school system.
15. Prepare to arrange for conference and referral opportunities.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

This program change will allow the student program to be more practiced based which is called for by the State of Arkansas. This program change is in reaction to a Forward Arkansas Grant we were awarded with the support of the Arkansas Department of Elementary and Secondary Education. This will allow students to have meaningful co-teaching experiences in the field and a seminar during the first semester of their senior year to increase their classroom experiences and mentoring experiences.

c. What is the rationale for adding this course? What evidence demonstrates this need?

The addition of this course will provide students with more time in the public school classrooms allowing them to put theory into practice while have multiple systems of support including but not limited to mentor teachers, site coordinators, and instructors. It will also allow students to experience a full year of public school prior to becoming certified teachers and having a classroom of their own.

Measures to assess these different InTASC Standards and FFT criteria include Formative Observations

Arkansas Tech University Student Residency Formative Observation Form

Intern Name, Program, Email, and T number:	Evaluator Name and Email:	Date:
What is your supervisory role? (Circle one.)	ATU Campus-based Cohort ATU Content	School:

Which evaluation is this? (Circle one.)	1 2 3 4	

TESS Domain 1: Planning and Preparation

1a - Demonstrating Knowledge of Content and Pedagogy (Arkansas Teaching Standards (ATS)/InTASC Standard 4 Content Knowledge)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The intern's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The intern's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.

1b - Demonstrating Knowledge of Students (ATS/InTASC Standard 1 and 2 Learning Development and Differences)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The intern indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The intern actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.

1c - Setting Instructional Outcomes (ATS/InTASC Standard 4 Content Knowledge and Standard 7 Planning for Instruction)

INEFFECTIVE	PROGRESSING	EFFECTIVE
Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the intern makes no attempt at coordination or integration.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take the needs of individual students into account.

1d - Demonstrating Knowledge of Resources (ATS/InTASC Standard 7 Planning for Instruction)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The intern does not seek such knowledge.	The intern demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The intern does not seek to extend such knowledge.	The intern is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.

1e - Designing Coherent Instruction (ATS/InTASC Standard 4 Content Knowledge and Standard 7 Planning for Instruction)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The intern coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.

1f - Designing Student Assessments (ATS/InTASC Standard 6 Assessment)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The intern's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The intern intends to use assessment results to plan for future instruction for the class as a whole.	The intern's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The intern intends to use assessment results to plan for future instruction for groups of students.

Domain 1 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

TESS Domain 2: The Classroom Environment

2a - Creating an Environment of Respect and Rapport (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE	PROGRESSING	EFFECTIVE
Classroom interactions, both between the intern and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the intern and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the intern and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.

2b - Establishing a Culture for Learning (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The classroom environment conveys a negative culture for learning, characterized by low intern commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The intern's attempt to create a culture for learning is partially successful, with little intern commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the intern and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both intern and students, with students demonstrating pride in their work.

2c - Managing Classroom Procedures (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE	PROGRESSING	EFFECTIVE
Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.

2d - Managing Student Behavior (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE	PROGRESSING	EFFECTIVE
There is no evidence that standards of conduct have been established and little or no intern monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the intern has made an effort to establish standards of conduct for students. The intern tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the intern monitors student behavior against those standards. The intern's response to student misbehavior is appropriate and respects the students' dignity.

2e - Organizing Physical Space (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe, and essential learning is accessible to most students; the intern's use of physical resources, including computer technology, is moderately effective. The intern may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the intern ensures that the physical arrangement is appropriate to the learning activities. The intern makes effective use of physical resources, including computer technology.

Domain 2 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

TESS Domain 3: Instruction

3a - Communicating with Students (ATS/InTASC Standard 5 Application of Content and Standard 8 Instructional Strategies)

INEFFECTIVE	PROGRESSING	EFFECTIVE
Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The intern's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the intern's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.

3b - Using Questioning and Discussion Techniques (ATS/InTASC Standard 8 Instructional Strategies)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.	Some of the intern's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The intern's attempts to engage all students in the discussion are only partially successful.	Most of the intern's questions elicit a thoughtful response, and the intern allows sufficient time for students to answer. All students participate in the discussion, with the intern stepping aside when appropriate.

3c - Engaging Students in Learning (ATS/InTASC Standard 5 Application of Content and Standard 8 Instructional Strategies)

INEFFECTIVE	PROGRESSING	EFFECTIVE
Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.

3d - Using Assessment in Instruction (ATS/InTASC Standard 6 Assessment)

INEFFECTIVE	PROGRESSING	EFFECTIVE
Assessment is not used in instruction, either through monitoring of progress by the intern or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the intern and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the intern and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.

3e - Demonstrating Flexibility and Responsiveness (ATS/InTASC Standard 5 Application of Content and Standard 8 Instructional Strategies)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The intern brushes aside student questions; when students experience difficulty, the intern blames the students or their home environment.	The intern attempts to modify the lesson when needed and to respond to student questions, with moderate success. The intern accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	The intern promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.

Domain 3 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

TESS Domain 4: Professional Responsibilities

4a - Reflecting on Teaching (ATS/InTASC Standard 9 Professional Learning and Ethical Practice)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	The intern provides a partially accurate and objective description of the lesson but does not cite specific evidence. The intern makes only general suggestions as to how the lesson might be improved.	The intern provides an accurate and objective description of the lesson, citing specific evidence. The intern makes some specific suggestions as to

		how the lesson might be improved.

4b - Maintaining Accurate Records (ATS/InTASC Standard 9 Professional Learning and Ethical Practice)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.	The intern's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.	The intern's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.

4c - Communicating with Families (ATS/InTASC Standard 10 Leadership and Collaboration)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The intern makes no attempt to engage families in the instructional program.	The intern adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The intern communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.

4d - Participating in a Professional Community (ATS/InTASC Standard 10 Leadership and Collaboration)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The intern becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The intern participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.

4e - Growing and Developing Professionally (ATS/InTASC Standard 9 Professional Learning and Ethical Practice)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern does not participate in professional development activities and makes no effort to share knowledge with colleagues. The intern is resistant to feedback from supervisors or colleagues.	The intern participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The intern accepts, with some reluctance, feedback from supervisors and colleagues.	The intern seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The intern welcomes feedback from supervisors and colleagues.

4f - Showing Professionalism (ATS/InTASC Standard 9 Professional Learning and Ethical Practice and Standard 10 Leadership and Collaboration)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The intern fails to comply with school and district regulations and time lines.	The intern is honest and well intentioned in serving students and contributing to decisions in the school, but the intern's attempts to serve students are limited. The intern complies minimally with school and district regulations, doing just enough to get by.	The intern displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.

Domain 4 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

Use of Technology

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern is not aware of the technology available and/or cannot cite how s/he might use technology if it was available.	The intern can cite general examples of how s/he might use technology if it was available, and/or makes acceptable use of technology that is available for the lesson evaluated.	The intern can denote specific examples of how s/he would use technology if it was available and/or makes good use of technology that is available for the lesson evaluated.

Pursuit of Equity in Learning

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern has little sense of the backgrounds or needs of his or her students within the classroom resulting in inequitable learning opportunities. The intern has not considered supports that a student or group of students may need to help them reach the goals of learning and success in the classroom or disregards this potential.	The intern acknowledges that students come from different experiences and backgrounds and recognizes situations in which a student or group of students may need additional support for learning in the classroom and demonstrates some effort to address these needs effectively to provide equitable learning opportunities.	The intern recognizes when a student or group of students may need additional support for learning in the classroom, demonstrates clear efforts to address these needs, and provides equitable learning opportunities for his or her students.

Overall Impact on Student Learning

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern did not positively impact student learning in the classroom or had very minimal positive impact on student learning.	The intern positively impacted student learning of most students within the classroom.	The intern positively impacted student learning at high levels within the classroom.

Intern Signature: Evaluator Signature:

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

a. Course subject
b. Course number
c. Catalog course title
d. Catalog description
   1. Arkansas Course Transfer System (ACTS) course number, if applicable
   2. Cross-listing
   3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
   4. Prerequisites
   5. Co-requisites
   6. Description
   7. Notes (e.g., information not in description such as course may be repeated for credit)
   8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
   9. Fees (e.g., $36 art fee)
e. Section for Name of instructor, office hours, contact information (telephone, email)
f. Text required for course
g. Bibliography (supplemental reading list)
h. Justification/rationale for the course
i. Course objectives
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
k. Assessment methods (include grading policy with specific equivalents for A, B, C)
l. Policy on absences, cheating, plagiarism, etc.
m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

ELED 4909 – Residency B in Elementary Education

Arkansas Tech University

Term

Vision

The Arkansas Tech University College of Education is dedicated to developing successful and innovative professionals who will internalize, initiate, and sustain a commitment to impact individuals in diverse and evolving communities.

Mission

The Arkansas Tech University College of Education prepares professionals, who will positively impact learners, systems, and communities, by providing competency- and outcomes-based undergraduate and graduate programs.

Course Number: 4909

Course Title: Residency B in Elementary Education

Instructor Information:

Office: Office Hours:

Office Phone:

Email: (Email communications will be directed primarily through each student's ATU email account. Please check your ATU account frequently or forward the ATU email to your private email account.)

Course Description:

Prerequisites: Stage II Acceptance, Residency B Application, Approved Arkansas Educators License System (AELS) Background Check, Degree Audit, 2.7 or higher GPA, Arkansas IDEAS Account

This course involves professional applications of pedagogical and professional practice of elementary educators. The course is structured around the professional expectations including state requirements for pedagogical and professional assessments through the Teacher Excellence Support System (TESS). A complete handbook regarding residency expectations and requirements in located on the Arkansas Tech Teacher Education website (www.atu.edu/teachereducation)

This course involves the completion of a requirements for teacher licensure required for by Arkansas Act 416 of 2017.

Recommended Text:

Wong, H. K., & Wong, R. T. (2018). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications.

Rules governing the Teacher Excellence and Support System. (2015). Little Rock, AR: Arkansas Dept. of Education

Supplemental Reading List:

Heinrichs, A., & Kania, M. (2018). *Arkansas*. Mankato, MN: The Child's World.

Prometrics. (2017). *Praxis II elementary education: Multiple subjects (5001) exam secrets study guide*. Mometrix Media LLC.

Rationale for the Course:

This course is based on the premise that a student can receive guidance to complete licensure requirements not covered in previous courses prior to the residency semester. In this course, a student will work through guided modules to complete the independent state requirement modules and Praxis test(s) required for licensure, provide guidance and opportunity to develop communitive and professional artifacts that can be utilized in the Exit Portfolio, and provide an opportunity for growth in knowledge and understanding of digital teaching capabilities. The student's personal journey of growth as a novice educator will also serve as a component of the course.

Course Objectives:

The primary goal of residency is to integrate coursework with the realities of the actual classroom in order to provide a practical and experimental learning environment for the resident where the resident can actively attempt to apply his or her developing knowledge and skills in a supportive environment. In order to accomplish this goal, specific objectives have been identified. The Resident will:

- Communicate accurately and effectively in the content area.

- Maintain professional rapport with students.

- Obtain feedback from and communicate with students in a way that enhances student learning.

- Encourage the development of student involvement, responsibility, and critical thinking skills.

- Manage the classroom in a way that ensures the best use of instructional time

- Create an atmosphere conducive to learning, self-discipline, and development of positive self- concept.

- Use a variety of instructional techniques, methods, and media related to the objectives.

o   Organize instruction to take into account individual and cultural differences among learners.

o   Plan instruction to achieve selected objectives.

o   Demonstrate understanding of human growth and development characteristics of students.

o   Demonstrate the value of self-evaluation and reflective thinking.

o   Demonstrate an understanding of the importance of educational research.

o   Demonstrate knowledge of foundations of public education in America, both at the state and district levels.

o   Demonstrate knowledge of legal responsibilities of the public-school system.

o   Prepare to arrange for conference and referral opportunities.

Course Expectation& Requirements:

A complete handbook regarding residency expectations and requirements in located on the Arkansas Tech Teacher Education website (www.atu.edu/teachereducation)

This course involves the completion of a requirements for teacher licensure required for by Arkansas Act 416 of 2017. Plagiarism must be avoided. This includes plagiarism of both published and unpublished information. All work submitted must be your own work.

Along with course requirements students will need to complete the following modules for Arkansas Licensure:

1.   **Arkansas IDEAS Modules Required for Initial Licensure**

Upon completion of ELED the student will have record of the Arkansas IDEAS modules required for initial teacher licensure.

- Science of Reading Modules 1-14 (15.5 hrs.)

- Professional Ethics-ERC 19048- (1 hr.)

- Dyslexia Awareness-(1 hr.)

- Child Maltreatment-HWB17118 (2 hrs.)

- Parental Involvement-(2 hrs.)

- Youth Suicide Prevention-(2 hrs.)

2.   **Tests Required for Licensure**

Upon completion of ELED the student will have record of completion and/or passing scores of Praxis content area tests, the Principles of Learning and Teaching test, and Pearson's Foundations of Reading test required for an Arkansas Initial Teaching License.

- Praxis Principles of Learning & Teaching

- Praxis Content Area Assessment:

    o 5002-Reading & Language Arts (157 Pass)

    o 5003-Mathematics (157 Pass)

    o 5004-Social Studies (154 Pass)

    o 5005-Science (159 Pass)

- Pearson's Foundations of Reading

3. **Exit Portfolio** www.atu.edu/techereducation

Grading:

The progress toward goals and objectives should be noted, recorded, and discussed periodically. When evaluating the resident for grading purposes, the appropriate mentoring teacher should base decisions upon the following evaluation guidelines:

FOR GRADE "C"

Resident should approximate the following requirements:

1. Be regular in attendance; be on time in arrival and departure.

2. Dress professionally.

3. Complete all required work on time.

4. Be cooperative and professional at all times.

5. Take and act upon constructive feedback positively in a professional manner.

6. Keep lesson plans on file for each lesson for which they have primary responsibility.

7. Keep students engaged in worthwhile activities the full period.

8. Demonstrate appropriate management skills.

9. Meets most professional standards and expectations.

10. Integrate technology into curriculum.

FOR GRADE "B"

Satisfy all conditions for a grade of "C" and approximate the following:

1. Show initiative in carrying out responsibilities and show attention to detail.

2. Demonstrate the ability to select activities.

3. Elicit positive responses from the students.

4. Show growth and demonstrate reflective thinking.

5. Meets professional standards and expectations.

6. Enhance learning with the use of appropriate technology.

FOR GRADE "A"

Satisfy all conditions for a grade of "B" and approximate the following:

1. Exhibit outstanding and consistent initiative and originality in carrying out responsibilities.

2. Exhibit masterful application of principles of learning and teaching through demonstrating an outstanding ability to select activities.

3. Elicit positive and sustained response from the students.

4. Show significant growth and increase in reflective thinking.

5. Meets or exceeds professional standards and expectations.

6. Demonstrate use of technology as a substantive tool for learning.

If the resident receives a grade below "C", the resident is not recommended for licensure and is obligated to repeat the residency experience. If it appears that the student will receive a grade below "C", the Campus-based Supervisor or liaison, as appropriate, must inform the Director of Teacher Education Student Services of the problem and alternatives discussed with the resident. This disclosure should be made in a timely manner so the resident can withdraw from residency if remediation efforts are not successful.

Policies:

Attendance

Class attendance and participation is required. Please refer to the course schedule and make a note of the class meeting dates for this course.

Academic Dishonesty

A university exists for the purpose of educating students and granting degrees to all students who complete graduation requirements. Therefore, Arkansas Tech University requires certain standards of academic integrity and conduct from all students. Arkansas Tech University expects an academic atmosphere to be maintained in all classes. This atmosphere is created by both the professor and the class to enable all students, enrolled to reach their academic potential. Students are expected to attend class, conduct themselves in a non-disruptive manner in class, and refrain from cheating, plagiarism, or both unfair and dishonest practices. Academic offenses involving dishonesty and misconduct not expressly set forth in the definitions may also be considered dishonesty or academic misconduct.

Code of Academic Integrity

On August 15, 2019, the ATU Board of Trustees approved a revised Code of Academic Integrity for use and inclusion in the Faculty and Student Handbooks starting this fall 2019. The code will provide guidance to students and faculty on the definition, types, and process for addressing academic integrity and possible violations.

This code reserves the right of faculty to set the academic sanctions for violations of academic integrity in their classes. For that reason, we offer the following guidance for what to include in your syllabi:

1. A clear statement of possible academic sanctions you might assign for a violation of academic integrity MUST be included in your syllabus.

2. The typical approach is to suggest the range of possible sanctions so faculty have the flexibility to make the sanction fit the context.

3. Be consistent with how you address like violations within your course.

Example: Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions.

All violations should be reported to Academic Affairs through the filing of an Academic Integrity Violation Referral form. This form has been developed as a central repository for academic integrity violations for the university. Students who violate the policy more than once or who appeal a finding of academic integrity violation by the faculty member will be referred to the Academic Appeals Committee of the Faculty Senate per the Code of Academic Integrity.

The Code can be found in the Faculty Handbook (2019 update) and in the Student Handbook, as well as (coming soon) a university web site dedicated to Academic Integrity resources. The URL for the website will be https://www.atu.edu/academic-integrity and should be running by the first week of classes.

Definitions

Academic Dishonesty

Academic dishonesty refers to the various categories of cheating and plagiarism in the classroom.

Cheating

Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples of this are: a) copying from the examination or quiz of another student; b) bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on the exam or quiz, and which were not approved by the instructor of the class; c) obtaining advance copies of exams or quizzes by any means;

d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers from the Internet or any other source; and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.

Plagiarism

Plagiarism is stealing the ideas or writing of another person and them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written work without acknowledgement to the true author. Any paper written by cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact that the sentence or phrase is plagiarized.

Acknowledgement of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgement of source must be made in this case as well.

Academic Misconduct

Academic misconduct concerns the student's classroom behavior. This includes the manner of interacting with the professor and other students in the class. For example, students may disrupt the learning environment in a classroom through inappropriate behavior, such as,

talking to students, unnecessary interruptions, attempting to monopolize the professor's attention, or being chronically late to class. Misconduct also covers verbal or nonverbal harassment and/or threats in the relation to classes. Student behavior should not infringe on the rights of other students or faculty during a class. (Arkansas Tech University Graduate Catalogue).

Tobacco Products

No tobacco products are allowed in classrooms.

Technology

Students are requested to use proper netiquette when communicating with students during online assignment, to ensure a quality learning environment for all. There are **_inherent_** technological expectations that need to be considered with this class. As part of this course, students will submit assignments in Blackboard, Arkansas IDEAS, and Taskstream.

Technical Support

Technical support for using Blackboard is provided by the Campus Support Center which is located in the Ross Pendergraft Library and Technology Center Room 150.

Phone: (479) 968-0646

Toll-Free: (866) 400-8022

Email: campussupport@atu.edu

Hours of Operation: 24 hours a day, 7 days a week Website: https://ois.atu.edu/

Incomplete Grade Contract

A grade of "I" (Incomplete) may be recorded for a student who has not completed all the requirements of a course ONLY in situations where the student has an illness or other circumstances beyond the

student's control, and has completed at least 75% of the course requirements, provided work already completed is of passing quality. If a grade of "I" is assigned, the instructor will complete an "Incomplete Grade Contract," setting a reasonable time limit within the following semester in which the work must be completed. The incomplete grade contract is to be signed by both the instructor and the student.

An "I" grade must be removed by the end of the succeeding regular semester of enrollment after the "I" is

received. Beginning in the first summer term, 1990, and thereafter, a grade of "I" will not be computed in the grade point average for the semester recorded; however, the "I" will automatically change to a grade of "F" and be computed in the grade point average at the end of the next regular semester (fall or spring), unless course requirements are completed and the final grade is reported before the end of the semester.

Inclement Weather Policy

Classes meet unless the University has closed due to inclement weather. In the event dangerous road conditions exist where you live or in the area you travel, you must exercise sound judgment in deciding whether to attend class. Please check Blackboard to learn of the University's closing. If the University has not closed and you decide it would be unsafe to attend class, please notify the professor by email concerning your decision.

B. **Access, Accommodations, and Diversity**

Access

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit http://www.atu.edu/disabilities/index.php.

Accommodation

If a specific accommodation is needed due to temporary or long-term injury, handicap, or disability, please contact the instructor as soon as possible. Please remember this is a teaching institution that focuses on its teaching mission. If clarification or other individual help with course material or objectives is required, contact the instructor as soon as possible. Please take advantage of all the resources available to you.

Diversity

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech

University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all

possible resources on and off campus. For more information please visit:
http://www.atu.edu/titleix/index.php.

Student Needs Statement:

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so.

Community resources are available for students and can be found at the following webpage:
https://www.atu.edu/localresources/

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

Privacy &Accessibility Policies:

See the following links:

Third-Party Privacy and Accessibility Policies or https://www.atu.edu/etech/privacy_accessibility.php

COVID-19 Considerations:

In order to help keep our ATU community safe, healthy, and to prevent the spread of COVID-19, students must follow several steps:

1. Masks must be worn by all students in public spaces, including classrooms and laboratories. Any student showing up for class without a mask will be given the opportunity to retrieve one. Entry into classrooms and laboratories without a mask will be prohibited. Please refer to the guidance from CDC as to the proper use of cloth masks

(https://www.cdc.gov/coronavirus/2019-ncov/prevent-gettingsick/how-to-wear-cloth-face-coverings.html). Note that CDC does not

recommend the use of a face shield in the place of a cloth mask (https://www.cdc.gov/coronavirus/2019-ncov/prevent-gettingsick/cloth-face-cover-guidance.html).

2. All students are required to participate in a daily health self-screen (https://www.atu.edu/pandemicrecovery/student-healthscreening.php). For   students

commuting to campus, please complete before coming to campus. For residential students, please complete each day before leaving your residence hall. If you do not own a thermometer, please have your temperature taken at one of the temperature testing sites listed in the student health screening document and repeated below:

3. Department of Public Safety available beginning July 6th (716 N El Paso Avenue); Monday-Friday; 8am-5pm

4. Health and Wellness Center available beginning August 3rd (outdoor tent station by north entrance of Doc Bryan Student Services Center); Monday-Friday; 8am-5pm

5. University Commons Clubhouse available beginning August 10th; Monday-Friday; 8am-10pm and Sunday; 5pm-10pm

6. All students must maintain at least 6 feet of distance from every person present in all instructional spaces used in this course (classrooms, laboratories, etc.).

7. Any student who tests positive for COVID-19 is asked to self-report to the ATU Health and Wellness Center by calling (479) 968-0329 or sending email to hwc@atu.edu. Doing so will allow the university to communicate directly with others who might have been exposed to the virus and take any appropriate cleaning and sanitizing measures.

For more information about ATU COVID-19 policies, please refer to the ATU Pandemic Framework

(https://www.atu.edu/pandemicrecovery/docs/Pandemic%20Framework2020.pdf) as well as the University's Pandemic Recovery webpage

(https://www.atu.edu/pandemicrecovery/).

ELED 4909 – Residency B in Elementary Education

Arkansas Tech University

Term

Vision
The Arkansas Tech University College of Education is dedicated to developing successful and innovative professionals who will internalize, initiate, and sustain a commitment to impact individuals in diverse and evolving communities.

Mission
The Arkansas Tech University College of Education prepares professionals, who will positively impact learners, systems, and communities, by providing competency- and outcomes-based undergraduate and graduate programs.

Course Number: 4909

Course Title: Residency B in Elementary Education

Instructor Information:

Office:

Office Hours:

Office Phone:

Email: (Email communications will be directed primarily through each student's ATU email account. Please check your ATU account frequently or forward the ATU email to your private email account.)

Course Description:
Prerequisites: Stage II Acceptance, Residency B Application, Approved Arkansas Educators License System (AELS) Background Check, Degree Audit, 2.7 or higher GPA, Arkansas IDEAS Account

1

This course involves professional applications of pedagogical and professional practice of elementary educators. The course is structured around the professional expectations including state requirements for pedagogical and professional assessments through the Teacher Excellence Support System (TESS). A complete handbook regarding residency expectations and requirements in located on the Arkansas Tech Teacher Education website (www.atu.edu/teachereducation)

This course involves the completion of a requirements for teacher licensure required for by Arkansas Act 416 of 2017.

Recommended Text:

Wong, H. K., & Wong, R. T. (2018). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications.

Rules governing the Teacher Excellence and Support System. (2015). Little Rock, AR: Arkansas Dept. of Education

Supplemental Reading List:

Heinrichs, A., & Kania, M. (2018). *Arkansas*. Mankato, MN: The Child's World.

Prometrics. (2017). *Praxis II elementary education: Multiple subjects (5001) exam secrets study guide*. Mometrix Media LLC.

Rationale for the Course:

This course is based on the premise that a student can receive guidance to complete licensure requirements not covered in previous courses prior to the residency semester. In this course, a student will work through guided modules to complete the independent state requirement modules and Praxis test(s) required for licensure, provide guidance and opportunity to develop communitive and professional artifacts that can be utilized in the Exit Portfolio, and provide an opportunity for growth in knowledge and understanding of digital teaching capabilities. The student's personal journey of growth as a novice educator will also serve as a component of the course.

Course Objectives:

The primary goal of residency is to integrate coursework with the realities of the actual classroom in order to provide a practical and experimental learning environment for the resident where the resident can actively attempt to apply his or her developing knowledge and skills in a supportive environment. In order to accomplish this goal, specific objectives have been identified. The Resident will:

- o Communicate accurately and effectively in the content area.
- o Maintain professional rapport with students.
- o Obtain feedback from and communicate with students in a way that enhances student learning.
- o Encourage the development of student involvement, responsibility, and critical thinking skills.
- o Manage the classroom in a way that ensures the best use of instructional time.

- o Create an atmosphere conducive to learning, self-discipline, and development of positive self-concept.
- o Use a variety of instructional techniques, methods, and media related to the objectives.
- o Organize instruction to take into account individual and cultural differences among learners.
- o Plan instruction to achieve selected objectives.
- o Demonstrate understanding of human growth and development characteristics of students.
- o Demonstrate the value of self-evaluation and reflective thinking.
- o Demonstrate an understanding of the importance of educational research.
- o Demonstrate knowledge of foundations of public education in America, both at the state and district levels.
- o Demonstrate knowledge of legal responsibilities of the public-school system.
- o Prepare to arrange for conference and referral opportunities.

Course Expectation& Requirements:

A complete handbook regarding residency expectations and requirements in located on the Arkansas Tech Teacher Education website (www.atu.edu/teachereducation)
This course involves the completion of a requirements for teacher licensure required for by Arkansas Act 416 of 2017. Plagiarism must be avoided. This includes plagiarism of both published and unpublished information. All work submitted must be your own work.

Along with course requirements students will need to complete the following modules for Arkansas Licensure:

1. **Arkansas IDEAS Modules Required for Initial Licensure**
   Upon completion of ELED the student will have record of the Arkansas IDEAS modules required for initial teacher licensure.
   - Science of Reading Modules 1-14 (15.5 hrs.)
   - Professional Ethics-ERC 19048- (1 hr.)
   - Dyslexia Awareness-(1 hr.)
   - Child Maltreatment-HWB17118 (2 hrs.)
   - Parental Involvement-(2 hrs.)
   - Youth Suicide Prevention-(2 hrs.)

2. **Tests Required for Licensure**
   Upon completion of ELED the student will have record of completion and/or passing scores of Praxis content area tests, the Principles of Learning and Teaching test, and Pearson's Foundations of Reading test required for an Arkansas Initial Teaching License.
   - Praxis Principles of Learning & Teaching
   - Praxis Content Area Assessment:
     - o 5002-Reading & Language Arts (157 Pass)
     - o 5003-Mathematics (157 Pass)
     - o 5004-Social Studies (154 Pass)
     - o 5005-Science (159 Pass)
   - Pearson's Foundations of Reading

3. **Exit Portfolio**
   - www.atu.edu/techereducation

Grading:

The progress toward goals and objectives should be noted, recorded, and discussed periodically. When evaluating the resident for grading purposes, the appropriate mentoring teacher should base decisions upon the following evaluation guidelines:

FOR GRADE "C"
Resident should approximate the following requirements:

1. Be regular in attendance; be on time in arrival and departure.
2. Dress professionally.
3. Complete all required work on time.
4. Be cooperative and professional at all times.
5. Take and act upon constructive feedback positively in a professional manner.
6. Keep lesson plans on file for each lesson for which they have primary responsibility.
7. Keep students engaged in worthwhile activities the full period.
8. Demonstrate appropriate management skills.
9. Meets most professional standards and expectations.
10. Integrate technology into curriculum.

FOR GRADE "B"
Satisfy all conditions for a grade of "C" and approximate the following:

1. Show initiative in carrying out responsibilities and show attention to detail.
2. Demonstrate the ability to select activities.
3. Elicit positive responses from the students.
4. Show growth and demonstrate reflective thinking.
5. Meets professional standards and expectations.
6. Enhance learning with the use of appropriate technology.

FOR GRADE "A"
Satisfy all conditions for a grade of "B" and approximate the following:

1. Exhibit outstanding and consistent initiative and originality in carrying out responsibilities.
2. Exhibit masterful application of principles of learning and teaching through demonstrating an outstanding ability to select activities.
3. Elicit positive and sustained response from the students.
4. Show significant growth and increase in reflective thinking.
5. Meets or exceeds professional standards and expectations.
6. Demonstrate use of technology as a substantive tool for learning.

If the resident receives a grade below "C", the resident is not recommended for licensure and is obligated to repeat the residency experience. If it appears that the student will receive a grade below "C", the Campus-based Supervisor or liaison, as appropriate, must inform the Director of Teacher Education Student Services of the problem and alternatives discussed with the resident. This disclosure should be made in a timely manner so the resident can withdraw from residency if remediation efforts are not successful.

Policies:

Attendance

Class attendance and participation is required. Please refer to the course schedule and make a note of the class meeting dates for this course.

Academic Dishonesty

A university exists for the purpose of educating students and granting degrees to all students who complete graduation requirements. Therefore, Arkansas Tech University requires certain standards of academic integrity and conduct from all students. Arkansas Tech University expects an academic atmosphere to be maintained in all classes. This atmosphere is created by both the professor and the class to enable all students, enrolled to reach their academic potential. Students are expected to attend class, conduct themselves in a non-disruptive manner in class, and refrain from cheating, plagiarism, or both unfair and dishonest practices. Academic offenses involving dishonesty and misconduct not expressly set forth in the definitions may also be considered dishonesty or academic misconduct.

Code of Academic Integrity

On August 15, 2019, the ATU Board of Trustees approved a revised Code of Academic Integrity for use and inclusion in the Faculty and Student Handbooks starting this fall 2019. The code will provide guidance to students and faculty on the definition, types, and process for addressing academic integrity and possible violations.

This code reserves the right of faculty to set the academic sanctions for violations of academic integrity in their classes. For that reason, we offer the following guidance for what to include in your syllabi:

1. A clear statement of possible academic sanctions you might assign for a violation of academic integrity MUST be included in your syllabus.
2. The typical approach is to suggest the range of possible sanctions so faculty have the flexibility to make the sanction fit the context.
3. Be consistent with how you address like violations within your course.
   Example: Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions.

All violations should be reported to Academic Affairs through the filing of an Academic Integrity Violation Referral form. This form has been developed as a central repository for academic integrity violations for the university. Students who violate the policy more than once or who appeal a finding of academic integrity violation by the faculty member will be referred to the Academic Appeals Committee of the Faculty Senate per the Code of Academic Integrity.

The Code can be found in the Faculty Handbook (2019 update) and in the Student Handbook, as well as (coming soon) a university web site dedicated to Academic Integrity resources. The URL for the website will be https://www.atu.edu/academic-integrity and should be running by the first week of classes.

Definitions

Academic Dishonesty

Academic dishonesty refers to the various categories of cheating and plagiarism in the classroom.

Cheating

Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples of this are: a) copying from the examination or quiz of another student; b) bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on the exam or quiz, and which were not approved by the instructor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers from the Internet or any other source; and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.

Plagiarism

Plagiarism is stealing the ideas or writing of another person and them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written work without acknowledgement to the true author. Any paper written by cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact that the sentence or phrase is plagiarized. Acknowledgement of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgement of source must be made in this case as well.

Academic Misconduct

Academic misconduct concerns the student's classroom behavior. This includes the manner of interacting with the professor and other students in the class. For example, students may disrupt the learning environment in a classroom through inappropriate behavior, such as, talking to students, unnecessary interruptions, attempting to monopolize the professor's attention, or being chronically late to class. Misconduct also covers verbal or nonverbal harassment and/or threats in the relation to classes. Student behavior should not infringe on the rights of other students or faculty during a class. (Arkansas Tech University Graduate Catalogue).

Tobacco Products

No tobacco products are allowed in classrooms.

Technology

Students are requested to use proper netiquette when communicating with students during online assignment, to ensure a quality learning environment for all. There are ***inherent*** technological expectations that need to be considered with this class. As part of this course, students will submit assignments in Blackboard, Arkansas IDEAS, and Taskstream.

Technical Support

Technical support for using Blackboard is provided by the Campus Support Center which is located in the Ross Pendergraft Library and Technology Center Room 150.

> Phone: (479) 968-0646
> Toll-Free: (866) 400-8022
> Email: campussupport@atu.edu
> Hours of Operation: 24 hours a day, 7 days a week
> Website: https://ois.atu.edu/

Incomplete Grade Contract

A grade of "I" (Incomplete) may be recorded for a student who has not completed all the requirements of a course ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least 75% of the course requirements, provided work already completed is of passing quality. If a grade of "I" is assigned, the instructor will complete an "Incomplete Grade Contract," setting a reasonable time limit within the following semester in which the work must be completed. The incomplete grade contract is to be signed by both the instructor and the student.

An "I" grade must be removed by the end of the succeeding regular semester of enrollment after the "I" is received. Beginning in the first summer term, 1990, and thereafter, a grade of "I" will not be computed in the grade point average for the semester recorded; however, the "I" will automatically change to a grade of "F" and be computed in the grade point average at the end of the next regular semester (fall or spring), unless course requirements are completed and the final grade is reported before the end of the semester.

Inclement Weather Policy
Classes meet unless the University has closed due to inclement weather. In the event dangerous road conditions exist where you live or in the area you travel, you must exercise sound judgment in deciding whether to attend class. Please check Blackboard to learn of the University's closing. If the University has not closed and you decide it would be unsafe to attend class, please notify the professor by email concerning your decision.

Access, Accommodations, and Diversity

Access
Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit http://www.atu.edu/disabilities/index.php.

Accommodation
If a specific accommodation is needed due to temporary or long-term injury, handicap, or disability, please contact the instructor as soon as possible. Please remember this is a teaching institution that focuses on its teaching mission. If clarification or other individual help with course material or objectives is required, contact the instructor as soon as possible. Please take advantage of all the resources available to you.

Diversity
Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: http://www.atu.edu/titleix/index.php.

Student Needs Statement:
Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: https://www.atu.edu/localresources/

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

Privacy &Accessibility Policies:
See the following links:
Third-Party Privacy and Accessibility Policies or
https://www.atu.edu/etech/privacy_accessibility.php

COVID-19 Considerations:
In order to help keep our ATU community safe, healthy, and to prevent the spread of COVID-19, students must follow several steps:
4. Masks must be worn by all students in public spaces, including classrooms and laboratories. Any student showing up for class without a mask will be given the opportunity to retrieve one. Entry into classrooms and laboratories without a mask will be prohibited. Please refer to the guidance from CDC as to the proper use of cloth masks (https://www.cdc.gov/coronavirus/2019-ncov/prevent-gettingsick/how-to-wear-cloth-face-coverings.html). Note that CDC does not recommend the use of a face shield in the place of a cloth mask (https://www.cdc.gov/coronavirus/2019-ncov/prevent-gettingsick/cloth-face-cover-guidance.html).
5. All students are required to participate in a daily health self-screen (https://www.atu.edu/pandemicrecovery/student-healthscreening.php). For students commuting to campus, please complete
before coming to campus. For residential students, please complete each day before leaving your residence hall. If you do not own a thermometer, please have your temperature taken at one of the temperature testing sites listed in the student health screening document and repeated below:
> • Department of Public Safety available beginning July 6th (716 N El Paso Avenue); Monday-Friday; 8am-5pm
> • Health and Wellness Center available beginning August 3rd (outdoor tent station by north entrance of Doc Bryan Student Services Center); Monday-Friday; 8am-5pm
> • University Commons Clubhouse available beginning August 10th; Monday-Friday; 8am-10pm and Sunday; 5pm-10pm
6. All students must maintain at least 6 feet of distance from every person present in all instructional spaces used in this course (classrooms, laboratories, etc.).
7. Any student who tests positive for COVID-19 is asked to self-report to the ATU Health and Wellness Center by calling (479) 968-0329 or sending email to hwc@atu.edu. Doing so will allow the university to communicate directly with others who might have been exposed to the virus and take any appropriate cleaning and sanitizing measures.

For more information about ATU COVID-19 policies, please refer to the ATU Pandemic Framework (https://www.atu.edu/pandemicrecovery/docs/Pandemic%20Framework2020.pdf) as well as the University's Pandemic Recovery webpage (https://www.atu.edu/pandemicrecovery/).

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Curriculum & Instruction	
	7/1/22

Title	Signature	Date
Department Head	*Theresa A Cullen*	8/1/22
Dean	*Linda Bean*	8.1.2022
Assessment		8-11-2022
Registrar	*Tammy Weaver*	8/11/2022
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
BS – Elementary Education

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

1. Delete RDNG 4023 Disciplinary Reading and Writing in Semester two of Senior year
2. Delete ELED 4912 Internship in Elementary Education in Semester two of Senior year
3. Add ELED 4003 Seminar in Elementary Education to Semester one of Senior year
4. Add ELED 4903 Residency A in Elementary Education to Semester one of Senior year
5. Add ELED 4909 Residency B in Elementary Education to Semester two of Senior year
6. Move ART 2123 Experiencing Art to Pre-Stage II
7. Move PE 3593 Methods of Teaching Health and Physical Education for K-6 Teachers to Stage II – Semester two of senior year
8. Move RDNG 4013 to Semester two of Senior year

What impact will the change have on staffing, on other programs and space allocation?
This change will have no impact on staffing or on other programs and space allocation.

Answer the following Assessment questions:
 a. How does the program change align with the university mission?

These changes are designed to better meet the needs of our Elementary Education majors. By implementing these changes, we will be able to offer our students more extensive experiences in the public school classrooms. These changes will allow our students to spend their senior year in the classroom while also receiving the course instruction necessary to meet all standards and objectives.

 b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

Not Applicable

 c. What is the rationale for this program change?
  1. How will the program change impact learning for students enrolled in this program?

The program changes will provide students with more time in the public school classrooms allowing them to put theory into practice while have multiple systems of support including but not limited to mentor teachers, site coordinators, and instructors. It will also allow students to experience a full year of public school prior to becoming certified teachers and having a classroom of their own.

  2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

This program change will allow the student program to be more practiced based which is called for by the State of Arkansas. This program change is in reaction to a Forward Arkansas Grant we were awarded with the support of the Arkansas Department of Elementary and Secondary Education. This will allow students to have meaningful co-teaching experiences in the field and a seminar during the first semester of their senior year to increase their classroom experiences and mentoring experiences.

 b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

There were 7 schools involved in the Forward Arkansas grant program who are all exploring models similar to this which increase student mentoring, supervision and field based experiences. This program is highly encouraged by the state department.

 c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

The learning outcomes include state licensure standards adapted from InTASC and from the Danielson Framework for Teaching. These standards include the following:
The InTASC Standards include the following four categories of standards:

1. The Learner and Learning (This category includes Standards 1 & 2 - Learner Development and Learning Differences and Standard 3 - Learning Environment.) FFT/TESS Domains 1 and 2
2. Content Knowledge (This category includes Standards 4 - Content Knowledge and 5 - Application of Content). FFT/TESS Domains 1 and 3
3. Instructional Practice (This category includes Standards 6 - Assessment, 7 - Planning for Instruction, and 8 - Instructional Strategies). FFT/TESS Domains 1, 2, and 3
4. Professional Responsibility (This category includes Standards 9 - Professional Learning and Ethical Practice and 10 - Leadership and Collaboration) FFT/TESS Domain 4

Measures to assess these different InTASC Standards and FFT criteria include course artifacts, formative evaluations during internship, an exit portfolio, and national Praxis licensure assessments (which are aligned to national InTASC and FFT standards). Sample assessments are attached below with respective rubrics concerning measures used to assess students across the program at different times.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog	
Curriculum in _____	
(enter title for program changing)	
Freshman Fall Semester 1 Add/Change: Delete: Total Hours:	Freshman Spring Semester 2 Add/Change: Delete: Total Hours:
Sophomore Fall Semester 3 Add/Change: Delete: Total Hours:	Sophomore Spring Semester 4 Add/Change: • **Move ART 2123 Experiencing Art to this semester (3 hours** Delete: Total Hours:
Junior Fall Semester 5 Add/Change: Delete: Total Hours:	Junior Spring Semester 6 Add/Change: Delete: Total Hours:
Senior Fall Semester 7 Add/Change: *4003* • **Add ELED ~~4603~~ Seminar in Elementary Education (3 hours)** • **Add 4903 Residency A in Elementary Education (3 hours)** *ELED 4903* Delete: *ART 2123* Total Hours: **15**	Senior Spring Semester 8 Add/Change: • **Add ELED 4909 Residency B in Elementary Education (9 hours)** • **Move PE Methods of Teaching Health and Physical Education for K-6 Teachers (3 hours) to this semester** *PE 3593* • **Move RDNG 4013 Child and Adolescent Literature to this semester (3 hours)** Delete: • **Delete ELED 4912 Internship in Elementary Education (12 hours)** • **Delete RDNG 4023 Disciplinary Reading and Writing (3 hours)** Total Hours: **15**

ELED 3133 Pre-Student Internship Video Teach

	Unacceptable	Acceptable	Highly Effective	Score/Level
1. PLANNING: Written plan includes accommodations/ differentiation/ interventions for diversity taken from the demographics CAEP Standard 1a, 1b, 1c, 3c, 3d, TESS 1a, 1b, InTASC/ATS Standard 2	No accommodations are planned.	One or two accommodations are planned.	Three or more specific accommodations are planned and explained clearly.	

Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

Standard:

STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 1: Planning and Preparation

Component:

1a Demonstrating Knowledge of Content and Pedagogy

Component:

1b Demonstrating Knowledge of Students

2. PLANNING:	Objective(s) is/are not measurable and/or closely aligned with the Curriculum Standards	Objective(s) is/are measurable yet are not closely aligned with the Curriculum standards.	Objective(s) is/are measurable and are closely aligned to the Curriculum standards. Bloom's Taxonomy level(s) and Multiple Intelligence(s) are identified.	
Written plan includes clearly stated, measurable objective(s) aligned with standards CAEP Standard 2a, 2b, 2c, 2d, 3c; TESS 1a, 1e; InTASC/ATS Standard 7				

Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

Standard:

STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 7: Planning for Instruction. 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 1: Planning and Preparation

Component:

1a Demonstrating Knowledge of Content and Pedagogy

Component:

1e Designing Coherent Instruction

3. PLANNING: Written plan includes methods, activities and resources that are aligned with the stated objective(s) CAEP Standard 3c, 3f; TESS 1a, 1e; InTASC/ATS Standard 7	Written plan include methods, activities, and/or resources that are not aligned with the stated objective(s).	Written plan include methods, activities, and/or resources that are aligned with the stated objectives.	Written plan include methods, activities, and/or resources that are aligned with the stated objectives written with exceptional detail including a rationale for using them.	

Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 7: Planning for Instruction. 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 1: Planning and Preparation

Component:

1a Demonstrating Knowledge of Content and Pedagogy

Component:

1e Designing Coherent Instruction

4. PLANNING: Written plan includes appropriate assessment(s) aligned with the measurable objective(s) CAEP Standard 3a, 3b, 3c; TESS 1e, 1f; InTASC/ATS Standard 6	Written plan either omits an assessment or includes one or more assessments that are not appropriately aligned with the measurable objective(s).	Written plan includes a developmentally appropriate assessment.	Written plan includes a developmentally appropriate assessment that includes one or more assessments that are appropriately aligned with the measureable objective(s).	

Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 1: Planning and Preparation

Component:

1e Designing Coherent Instruction

Component:

1f Designing Student Assessments

5. TEACHING: Video shows evidence of a climate of fairness AND rapport with students CAEP Standard 4a, 4d; TESS 2a; InTASC/ATS Standard 3	Candidate shows no evidence of attempting to establish rapport with students and/or attempts for rapport are not developmentally appropriate OR, the teacher is obviously unfair to one or more students.	The candidate establishes a basic rapport with students and is fair with all students, not accepting unfair behavior between students.	The candidate is fair in the treatment of students, encourages fairness to students, and shows individual rapport to individual students.	

Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 3: Learning Environment. 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 2: Classroom Environment

Component:

2a Creating an Environment of Respect and Rapport

| 6. TEACHING: Video shows evidence of communicating high learner expectations AND extending thinking CAEP Standard 4e; TESS 3a, 3b; InTASC/ATS Standards 5, 7 | Candidate implicitly or explicitly implies that students cannot learn; therefore attempting no strategies on extending students' thinking. | The candidate communicates that all students can learn. | The candidate communicates that all students can learn and uses multiple learning strategies to extend higher-level thinking. | |

Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: 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.

Standard: Standard 7: Planning for Instruction. 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 3: Instruction

Component:

3a Communicating With Students

Component:

3b Using Questioning and Discussion Techniques

7. TEACHING: Video shows evidence of maintaining consistent standards of classroom behavior AND and providing an environment that is safe and conducive to learning CAEP Standard 3e, 4a, 4g; TESS 2a, 2b, 2c, 2d, 2e; InTASC/ATS Standard 3	Classroom is unsafe and/or candidate ignores one or more inappropriate behavior(s).	Classroom appears to be safe and teacher addresses inappropriate behavior consistently.	Classroom is safe, conducive to learning, and the candidate responds to inappropriate behavior in a respectful manner OR behavior in the room is consistently appropriate.	

Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Standard:

STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 3: Learning Environment. 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 2: Classroom Environment

Component:

2a Creating an Environment of Respect and Rapport

Component:

2b Establishing a Culture for Learning

Component:

2c Managing Classroom Procedures

Component:

2d Managing Student Behavior

Component:

2e Organizing Physical Space

| 8. TEACHING: Video shows evidence of clearly stating objective(s) and procedures for the lesson. Candidate shows attempt(s) to make content comprehensible to all students | Candidate does not let the students know what they are going to learn and/or makes no attempts to make content comprehensible to students and/or teaches students | Candidate lets the students know what they are going to learn and attempts to make content comprehensible to students, teaching only accurate information. | Candidate lets the students know what they are going to learn in a logical and clear sequence, clearly communicating what students will learn in the lesson. | |

CAEP Standard 4a, 4b, 4c, 4d, 4e, 4f; TESS 3a, 3b, 3c; InTASC/ATS Standards 1, 4	incorrect information.			

Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: 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: 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 3: Instruction

Component:

3a Communicating With Students

Component:

3b Using Questioning and Discussion Techniques

Component:

3c Engaging Students in Learning

9. TEACHING: Video shows evidence of using instructional time to the fullest AND a positve and encouraging disposition throughout the lesson CAEP Standard 4a, TESS 3a, 3e; InTASC/ATS Standard 8	Candidate spends too much time on non-instructional tasks before the lesson or during the lesson and/or does not have a positive disposition during the lesson.	Candidate has a positive disposition during the lesson and paces the lesson well for most of the students.	Candidate provides students with activities of instructional value for the entire instructional time and paces them appropriately. Any necessary non-instructional procedures are performed efficiently.	

Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 3: Instruction

Component:

3a Communicating With Students

Component:

3e Demonstrating Flexibility and Responsiveness

10. TEACHING:	Candidate is not dressed in appropriate attire and/or does not speak clearly and/or with fluency.	Candidate is dressed in appropriate attire and speaks clearly and with fluency.	Candidate is dressed in appropriate attire and speaks clearly, with fluency, and in developmentally appropriate language that all learners can understand.	
Video shows evidence of professional attire of the candidate AND appropriate orally communicated ideas presented clearly with fluency CAEP Standards 4b, 4c, 4e; TESS 3a; InTASC/ATS Standard 9				

Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 3: Instruction

Component:

3a Communicating With Students

| 11.

PROFESSIONALISM:

Reflection addresses the impact of the lesson on learner outcomes including an analysis of successes/areas in which to improve that will impact planning for future lessons

CAEP Standard 5d; TESS 4a; InTASC/ATS Standard 9 | Reflection only consist of personal opinion that does not focus clearly on the required criterion - learner outcomes and an analysis of the lesson which impacts student. learning for future lessons is not present. | Reflection is focused on the criterion, yet not in analytical detail. | Reflection contains detailed specificity and articulation of strengths and areas for improvement of the lesson in addition to how the lesson impacted learning and how to improve for future lessons. | |

Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

Standard 5- Developing as a Professional

USA- InTASC Model Core Teaching Standards (2014)

Standard: 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 4: Professional Responsibilities

Component:

4a Reflecting on Teaching

12. PROFESSIONALISM: Reflection demonstrates that the candidate takes responsibility for student learning CAEP Standard 5a, 5c; TESS 4a, 4b; InTASC/ATS Standard 10	Candidate states reasons why the lesson did not work well and why students did not learn.	Candidate states why students learned and why some students needed improvement.	Candidate states why students learned, discusses fully the assessment results that produced learner outcomes, and speaks to improving instruction for students who showed a lack of learning outcomes.	

Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

Standard 5- Developing as a Professional

USA- InTASC Model Core Teaching Standards (2014)

Standard: 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 4: Professional Responsibilities

Component:

4a Reflecting on Teaching

Component:

4b Maintaining Accurate Records

13. PROFESSIONALISM: Candidate shows evidence of how to communicate assessment results with students/parents/ guardians concerning student learning CAEP Standard 5a; TESS 4c; InTASC/ATS Standard 6	Candidate does not explain clearly how evidence (results) of learning occurred with students.	Candidate explains clearly to parents how much the students learned according to the assessment results.	Candidate uses quantitative assessment. Candidate explains with numbers the learning outcomes (gains) of the students.	

Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

Standard 5- Developing as a Professional

USA- InTASC Model Core Teaching Standards (2014)

Standard: 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 4: Professional Responsibilities

Component:

4c Communicating with Families

14. PROFESSIONALISM: Candidate describes how he/she collaborated with the classroom teacher/university instructor to develop this lesson, and	Candidate does not include comments about collaboration or the remarks are very brief and vague.	Candidate describes how he/she collaborated with another professional in the planning and implementation of the lesson.	Candidate describes in detail how he/she collaborated with another professional in the planning and implementation of the lesson.	

supplies evidence of collaboration with the classroom teacher

CAEP Standard 5b, 5d; TESS 4a, 4d, 4e, 4f; InTASC/ATS Standard 9

Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

Standard 5- Developing as a Professional

USA- InTASC Model Core Teaching Standards (2014)

Standard: 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 4: Professional Responsibilities

Component:

4a Reflecting on Teaching

Component:

4d Participating in a Professional Community

Component:

4e Growing and Developing Professionally

Component:

4f Showing Professionalism

ELED 4033 Pre-Internship Behavioral Intervention Case Study Rubric

	Unacceptable	Acceptable	Target/Highly Effective	Score/Level
Student's Background The candidate provided evidence of important information about the student's background from at least three sources (including interests, strengths and needs.) ACEI 1.0, 3.2; FFT 1b, InTASC 1, 2, CAEP 1	The candidate did not provide evidence of the importance of discovering and reporting information about the student's background (0 or 1 source given).	The candidate provided some evidence but lacked depth of the importance of discovering and reporting information about the student's background (1 or 2 sources given).	The candidate provided evidence of the importance of discovering and reporting information about the student's background (3 or more sources given).	

Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

USA- InTASC Model Core Teaching Standards (2014)

Standard: 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: 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 1: Planning and Preparation

Component:

1b Demonstrating Knowledge of Students

| Behavioral Objective

The candidate provided evidence of an effective objective that was understandable to the student and measurable. ACEI 3.1, FFT 1c, InTASC 7, CAEP 3	The candidate did not provide evidence of a good behavioral objective. The objective was missing or unclear.	The candidate provided some evidence but lacked depth in providing evidence of a good behavioral objective. The objective was unclear or not measurable.	The candidate provided evidence of a good behavioral objective that was clear to the reader, easy to understand and measurable.	
	Standards **USA- CAEP K-6 Elementary Teacher Standards (2015)** **Standard:** STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction **USA- InTASC Model Core Teaching Standards (2014)** **Standard:** Standard 7: Planning for Instruction. 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. **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 1: Planning and Preparation **Component:** 1c Setting Instructional Outcomes			
Modification and/or intervention

The candidate provided evidence of modifications and/or tools used to aid the student in his/her own development. ACEI 3.2, FFT 1c, | The candidate did not provide evidence of modifications and/or tools to aid the student in his/her own development. | The candidate provided some evidence but lacked depth of modifications and/or tools to aid the student in his/her own development. | The candidate provided strong evidence of modifications and/or tools to aid the student in his/her own development. The tool was included in the narrative for the reader to see. | |

1e; InTASC 3, 7, CAEP 4	**Standards**			
	USA- CAEP K-6 Elementary Teacher Standards (2015) **Standard:** STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction **USA- InTASC Model Core Teaching Standards (2014)** **Standard:** Standard 3: Learning Environment. 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. **Standard:** Standard 7: Planning for Instruction. 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. **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 1: Planning and Preparation **Component:** 1c Setting Instructional Outcomes **Component:** 1e Designing Coherent Instruction			
Instrument used to measure levels of behaviors (prior to, during, and at the end of the study). The candidate provided evidence of the correct use of an instrument to measure and record student growth. The information was presented in a bar graph and an explanation of the bar graph was written in a narrative and	The candidate did not provide evidence of an instrument to measure and record student growth.	The candidate provided some evidence but lacked depth of instruments used to measure and record student growth.	The candidate provided strong evidence of the correct use of an instrument to measure and record student growth. The information was presented in a bar graph and an explanation of the bar graph was written in a narrative and shared with the teacher, student and parent(s) or guardian.	

shared with the teacher, student and parent(s) or guardian. ACEI 4.0, FFT 1f, 3d, InTASC 6, CAEP 3	**Standards** **USA- CAEP K-6 Elementary Teacher Standards (2015)** **Standard:** STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction **USA- InTASC Model Core Teaching Standards (2014)** **Standard:** 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. **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 1: Planning and Preparation **Component:** 1f Designing Student Assessments **Domain:** Domain 3: Instruction **Component:** 3d Using Assessment in Instruction			
Analysis of the impact on student learning with a computer graphic The candidate provided evidence of recommendations for the next step in working with the student. ACEI 4.0,	The candidate did not provide evidence of insight for reporting recommendations for the next step in working with the student.	The candidate provided some evidence but lacked depth with recommendations and insight for the next step in working with the student. The analysis was unclear.	The candidate provided strong evidence of reporting recommendations for the next step in working with the student that was clear to the reader and easy to replicate for future studies.	

FFT 4a, InTASC 6, CAEP 3	**Standards** **USA- CAEP K-6 Elementary Teacher Standards (2015)** **Standard:** STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction **USA- InTASC Model Core Teaching Standards (2014)** **Standard:** 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. **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 4: Professional Responsibilities **Component:** 4a Reflecting on Teaching			
References The candidate provided well developed resources to support ideas with a minimum of 3 strong sources and professional references in the	The candidate did not provide an adequate number of resources with 1 or none provided in the narrative and/or in the reference section using APA Style.	The candidate provided some (1 or 2 strong references) as evidence in the narrative and/or in the reference section using APA Style.	The candidate provided 3 or more strong professional references in the narrative and/or in the reference section using APA Style.	

narrative/reference section. Using APA Style. InTASC 9 FFT 4f, CAEP 5	**Standards** **USA- CAEP K-6 Elementary Teacher Standards (2015)** Standard: Standard 5- Developing as a Professional **USA- InTASC Model Core Teaching Standards (2014)** Standard: Standard 9: Professional Learning and Ethnical 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. **USA- The Danielson Group Framework for Teaching (2013)** Domain: Domain 4: Professional Responsibilities Component: 4f Showing Professionalism			
Parental /Guardian Partnership The candidate did provide evidence of reporting to and/or working with parents/guardians. ACEI 5.2, FFT 4c,	The candidate did not provide evidence of reporting to or working with the parents/guardian.	The candidate provided some evidence but lacked depth and clarity with the reporting of working with the parents/guardian and future goals.	The candidate did not provide evidence of reporting to or working with the parents/guardian. This was clear to the reader and included future goals.	

InTASC 10, CAEP 5	**Standards**			
	USA- CAEP K-6 Elementary Teacher Standards (2015)			
	Standard:			
	Standard 5- Developing as a Professional			
	USA- InTASC Model Core Teaching Standards (2014)			
	Standard: 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.			
	USA- The Danielson Group Framework for Teaching (2013)			
	Domain:			
	Domain 4: Professional Responsibilities			
	Component:			
	4c Communicating with Families			
Reflection The candidate demonstrated the importance of reflecting on the case study process and the student's progress. ACEI 5.1, FFT 4a, 4e;	The candidate did not demonstrate the importance of reflecting on the case study process and/or the student's progress.	The candidate provided some evidence but lacked depth with demonstration of the importance of reflecting on the case study process and/or the student's progress.	The candidate demonstrated the importance of reflecting on the case study process and/or the student's progress by the quality of work evident in the reflection.	

InTASC 9, CAEP 5	**Standards** **USA- CAEP K-6 Elementary Teacher Standards (2015)** **Standard:** Standard 5- Developing as a Professional **USA- InTASC Model Core Teaching Standards (2014)** **Standard:** Standard 9: Professional Learning and Ethnical 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. **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 4: Professional Responsibilities **Component:** 4a Reflecting on Teaching **Component:** 4e Growing and Developing Professionally			
Mechanics The candidate demonstrated technology skills and/or proper grammar in creating and documenting the case study.	The candidate did not demonstrate technology skills and/or proper grammar in creating and documenting the case study (3 or more errors).	The candidate provided some evidence but lacked depth with demonstrating technology skills and/or proper grammar in creating and documenting the case study (2 or 3 errors).	The candidate demonstrated technology skills and/or proper grammar in creating and documenting the case study with 1 or less errors.	

ACEI 5.1, FFT 4f, InTASC 9, CAEP 5	**Standards** **USA- CAEP K-6 Elementary Teacher Standards (2015)** **Standard:** Standard 5- Developing as a Professional **USA- InTASC Model Core Teaching Standards (2014)** **Standard:** 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. **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 4: Professional Responsibilities **Component:** 4f Showing Professionalism	
Disposition for Conducting a Case Study The candidate demonstrated an overall disposition for best teaching practices when planning, implementing, and/or reporting on the case study. ACEI 5.1, FFT 4f,	The candidate did not demonstrate a disposition for best teaching practices in planning for, implementing, and/or reporting on the case study.	The candidate provided some evidence but lacked depth and understanding with demonstrating a disposition for best teaching practices in planning for, implementing, and/or reporting on the case study.	The candidate demonstrated an overall disposition for best teaching practices when planning, implementing, and/or reporting on the case study which was evident in the narrative provided.

InTASC 9, CAEP 5

Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

Standard 5- Developing as a Professional

USA- InTASC Model Core Teaching Standards (2014)

Standard: 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 4: Professional Responsibilities

Component:

4f Showing Professionalism

ATU Internship Exit Portfolio Domain 2 and 3 - Plan, Implementation, and Evaluation Rubric

	Unacceptable	Acceptable	Exceptional	Score/Level
(INTASC Standard 2, FFT 1b) Prior Knowledge Consideration	Teacher does not provide evidence to demonstrate that students' prior knowledge has been considered.	Teacher provides somewhat limited evidence to demonstrate that students' prior knowledge has been considered.	Teacher provides sufficient and clear evidence to demonstrate that students' prior knowledge has been considered.	
	Standards **USA- InTASC Model Core Teaching Standards (2014)** **Standard:** 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. **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 1: Planning and Preparation **Component:** 1b Demonstrating Knowledge of Students			
(INTASC Standard 8, FFT 3a, 3e) Teacher and Student Communication	The teacher's communication with students is predominantly unclear, and there is little to no flexibility and/or responsiveness demonstrated.	The teacher mostly communicates effectively with the students and demonstrates some flexibility and responsiveness during instruction.	The teacher communicates effectively with the students and demonstrates flexibility and responsiveness during instruction.	

Standards

USA- InTASC Model Core Teaching Standards (2014)

Standard: 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 3: Instruction

Component:

3a Communicating With Students

Component:

3e Demonstrating Flexibility and Responsiveness

(INTASC Standard 3, FFT 2c, 2d, 2e) Classroom Management	The teacher does not manage the classroom well. Major misbehaviors are noted and/or minor misbehaviors are not addressed effectively.	The teacher manages the classroom in a primarily effective way. The majority of minor misbehaviors are handled quickly and effectively. No major issues are observed.	The teacher manages the classroom in a highly effective behavior with little to no student misbehavior. If minor misbehavior occurs, it is handled quickly and effectively.	

Standards

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 3: Learning Environment. 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 2: Classroom Environment

Component:

2c Managing Classroom Procedures

Component:

2d Managing Student Behavior

Component:

2e Organizing Physical Space

| (INTASC Standard 1, FFT 1b) Developmentally Appropriate Practice | The teacher does not demonstrate an understanding of the developmental levels of his/her students and/or does not follow the plan delineated as related to developmental levels of the students. | The teacher demonstrates some understanding of development to design and implement his/her lesson, and the lesson generally follows the plan in considering the developmental levels of the students. | The teacher uses understanding of development to design and implement a lesson that is appropriate to the students' developmental levels following the lesson plan developed. | |

Standards

USA- InTASC Model Core Teaching Standards (2014)

Standard: 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 1: Planning and Preparation

Component:

1b Demonstrating Knowledge of Students

(INTASC Standard 2, FFT 2a) UDL Consideration	Evidence is not present that the teacher considered UDL principles and an understanding of diversity and students' prior knowledge to insure an inclusive learning environment.	The teacher considers UDL principles and an understanding of diversity and students' prior knowledge to insure an inclusive learning environment with high standards for learning, but these considerations are not clearly delineated on the plan.	The teacher uses and clearly delineates on his/her plan UDL principles and an understanding of diversity and students' prior knowledge to insure an inclusive learning environment with high standards for learning.	

Standards

USA- InTASC Model Core Teaching Standards (2014)

Standard: 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 2: Classroom Environment

Component:

2a Creating an Environment of Respect and Rapport

(INTASC Standard 3, FFT 2b) Learning Environment Development	The teacher does not make effective use of the technology that is available to assist in creating an effective learning environment. If technology is not available, the teacher does not address how he or she might use technology in the lesson if it was available to promote an effective learning environment.	The teacher makes somewhat effective use of the technology that is available to assist in creating an effective learning environment. If technology is not available, the teacher provides some explanation of how he or she might use technology in the lesson if it was available to promote an effective learning environment.	The teacher makes effective use of the technology that is available to assist in creating an effective learning environment. If technology is not available, the teacher provides detailed explanation of how he or she might use technology to promote student learning in the lesson if it was available to promote an effective learning environment.	

Standards

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 3: Learning Environment. 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 2: Classroom Environment

Component:

2b Establishing a Culture for Learning

(INTASC Standards 3, 4, FFT 3c) Meaningful Content Learning	The teacher does not demonstrate an acceptable level of his/her content area and/or does not provide any meaningful learning opportunities where social interaction, active engagement, and/or motivation occurs.	The teacher demonstrates an acceptable level of his/her content area and provides learning opportunities for students that are somewhat meaningful where some social interaction, active engagement, and motivation occurs.	The teacher demonstrates a strong understanding of his/her content area that is used to provide a meaningful learning opportunity for students that encourages positive social interaction, active engagement, and motivation of learners.	

Standards

USA- InTASC Model Core Teaching Standards (2014)

Standard: 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 3: Instruction

Component:

3c Engaging Students in Learning

(INTASC Standard 5, FFT 3b, 3c) Higher-level Thinking and Real-life Application	The teacher does not provide opportunity for higher-level thinking and/or does not provide any connections to real-life.	The teacher provides opportunity for some higher-level thinking at times during the lesson and provides occasional real-life explanations within the lesson.	The teacher provides opportunities for learners to critically think, create, and/or problem solve with real-life connections to and/or applications of the content.	

Standards

USA- InTASC Model Core Teaching Standards (2014)

Standard: 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 3: Instruction

Component:

3b Using Questioning and Discussion Techniques

Component:

3c Engaging Students in Learning

(INTASC Standard 6, FFT 3d) Assessment Use	The teacher ignores the use of assessment within the lesson.	The teacher relies on anecdotal forms of assessment to determine if learning has occurred.	The teacher effectively uses assessment(s) to determine if appropriate learning has occurred.	

Standards

USA- InTASC Model Core Teaching Standards (2014)

Standard: 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 3: Instruction

Component:

3d Using Assessment in Instruction

| (INTASC Standard 7, FFT 1c, 1e, 1f)

Alignment | The teacher's plan does not demonstrate alignment between standards, objectives, learning activities, and/or assessments used. | The teacher's plan is mostly aligned, and objectives are mostly well-designed and connected with learning activities and assessment(s) used. | The teacher's plan demonstrates alignment between appropriate learning standards, well-developed objectives, instructional activities, and assessment(s) used. | |

Standards

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 7: Planning for Instruction. 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 1: Planning and Preparation

Component:

1c Setting Instructional Outcomes

Component:

1e Designing Coherent Instruction

Component:

1f Designing Student Assessments

| (INTASC Standard 9, FFT 4a, 4d, 4e, 4f)

Reflection Specificity | The teacher's guided reflection ignores feedback from the evaluator, does not address learning of the students, contains little to no reflective depth and/or the attainment of standards and/or objectives by the students is not considered in the reflection. | The teacher's guided TESS-aligned reflection contains some reflective depth, is professional in design, and somewhat considers the evaluation results provided by his/her supervisor. Student learning is somewhat addressed, but it is not addressed explicitly as related to standards and objectives | The teacher's guided TESS-aligned reflection is highly reflective, professional, and considers the evaluation results provided by his/her supervisor. The teacher also specifically cites and discusses the evidence of student learning based upon the lesson objectives and state standards outlined. | |

Standards

USA- InTASC Model Core Teaching Standards (2014)

Standard: 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 4: Professional Responsibilities

Component:

4a Reflecting on Teaching

Component:

4d Participating in a Professional Community

Component:

4e Growing and Developing Professionally

Component:

4f Showing Professionalism

ATU Internship Exit Portfolio Domain 4 - Professional Responsibilities Communication, Service, and Growth

	Unacceptable	Acceptable	Highly Effective	Score/Level
(INTASC Standard 10, FFT 4c) Family Communication Tools/Approaches	The teacher provides fewer than 3 communication tools/approaches used to communicate (or that could be used to communicate) with families, and/or essential information is absent in the attempted communications.	The teacher provides evidence (paper scan or digital) of 3 or more communication tools/approaches used to communicate (or that could be used to communicate) with families that provide necessary information. Opportunities for two-way communication are limited or are not present.	The teacher provides evidence (paper scan or digital) of 3 or more well-designed communication tools/approaches used to communicate (or that could be used to communicate) with families that provide necessary information and clear and consistent opportunities for two-way communication between the teacher and the families.	

Standards

USA- InTASC Model Core Teaching Standards (2014)

Standard: 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 4: Professional Responsibilities

Component:

4c Communicating with Families

(INTASC Standard 10, FFT 4d) Service Initiatives	The teacher does not provide evidence that he or she has participated in service initiatives while at the school or community in which he or she is interning.	The teacher provides evidence (paper scan or digital) that he or she has participated in 1 service initiative at the school or community in which he or she is interning.	The teacher provides evidence (paper scan or digital) that he or she has participated in 2 or more service initiatives at the school or community in which he or she is interning.	

Standards

USA- InTASC Model Core Teaching Standards (2014)

Standard: 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 4: Professional Responsibilities

Component:

4d Participating in a Professional Community

(INTASC Standard 9, FFT 4e) Professional Participation and Development	The teacher does not provide evidence that he or she has participated in activities that demonstrate professional participation and development.	The teacher provides evidence (paper scan or digital) of 1-2 activities that demonstrate professional participation and development while completing the internship.	The teacher provides evidence (paper scan or digital) of 3 or more activities that demonstrate professional participation and development while completing the internship.	

Standards

USA- InTASC Model Core Teaching Standards (2014)

Standard: 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 4: Professional Responsibilities

Component:

4e Growing and Developing Professionally

| (INTASC Standard 9, FFT 4f)

Professional Growth Plan Specificity | The teacher does not provide a 1 to 1 ½ page professional growth plan or does not connect the plan to student learning, self-evaluation, or supervisor(s) feedback. | The teacher provides a 1 to 1 ½ page professional growth plan with general ideas of how he or she will continue to improve as a professional and that is somewhat related to his or her self-evaluation, supervisor(s) feedback, and/or student learning. The teacher generally notes and considers professional organization resources (i.e., AMLE, CAEP-ELED, NCTM, NCTE, NSTA, etc.) and continuing education opportunities. | The teacher provides a 1 to 1 ½ page professional growth plan with detailed specifics of how he or she will continue to improve as a professional and that is specifically related to his or her self-evaluation, supervisor(s) feedback, and/or student learning. The teacher specifically notes and considers professional organization resources (i.e., AMLE, CAEP-ELED, NCTM, NCTE, NSTA, etc.) and continuing education opportunities. | |

Standards

USA- InTASC Model Core Teaching Standards (2014)

Standard: 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 4: Professional Responsibilities

Component:

4f Showing Professionalism

| (INTASC Standard 9, FFT 4f)

Clear Communication	The teacher's written communication is unclear with a number of errors present.	The teacher's and written communication is acceptable with few errors and primarily clear communication.	The teacher's written communication is very good with very few to no errors present and very clear communication.	

Standards

USA- InTASC Model Core Teaching Standards (2014)

Standard: 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.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 4: Professional Responsibilities

Component:

4f Showing Professionalism

Arkansas Tech University Student Internship Formative Observation Form

Intern Name, Program, Email, and T number:	Evaluator Name and Email:	Date:
What is your supervisory role? (Circle one.)	ATU Campus-based Cohort ATU Content	School:
Which evaluation is this? (Circle one.)	1 2 3 4	

TESS Domain 1: Planning and Preparation

1a - Demonstrating Knowledge of Content and Pedagogy (Arkansas Teaching Standards (ATS)/InTASC Standard 4 Content Knowledge)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The intern's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The intern's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.

1b - Demonstrating Knowledge of Students (ATS/InTASC Standard 1 and 2 Learning Development and Differences)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The intern indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The intern actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.

1c - Setting Instructional Outcomes (ATS/InTASC Standard 4 Content Knowledge and Standard 7 Planning for Instruction)

INEFFECTIVE	PROGRESSING	EFFECTIVE
Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the intern makes no attempt at coordination or integration.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take the needs of individual students into account.

1d - Demonstrating Knowledge of Resources (ATS/InTASC Standard 7 Planning for Instruction)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The intern does not seek such knowledge.	The intern demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The intern does not seek to extend such knowledge.	The intern is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.

1e - Designing Coherent Instruction (ATS/InTASC Standard 4 Content Knowledge and Standard 7 Planning for Instruction)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The intern coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.

1f - Designing Student Assessments (ATS/InTASC Standard 6 Assessment)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The intern's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The intern intends to use assessment results to plan for future instruction for the class as a whole.	The intern's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The intern intends to use assessment results to plan for future instruction for groups of students.

Domain 1 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

TESS Domain 2: The Classroom Environment

2a - Creating an Environment of Respect and Rapport (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE	PROGRESSING	EFFECTIVE
Classroom interactions, both between the intern and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the intern and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the intern and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.

2b - Establishing a Culture for Learning (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The classroom environment conveys a negative culture for learning, characterized by low intern commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The intern's attempt to create a culture for learning is partially successful, with little intern commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the intern and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both intern and students, with students demonstrating pride in their work.

2c - Managing Classroom Procedures (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE	PROGRESSING	EFFECTIVE
Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of

| performance of noninstructional duties. | noninstructional duties are only partially effective. | noninstructional duties, which occur smoothly. |

2d - Managing Student Behavior (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE	PROGRESSING	EFFECTIVE
There is no evidence that standards of conduct have been established and little or no intern monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the intern has made an effort to establish standards of conduct for students. The intern tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the intern monitors student behavior against those standards. The intern's response to student misbehavior is appropriate and respects the students' dignity.

2e - Organizing Physical Space (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe, and essential learning is accessible to most students; the intern's use of physical resources, including computer technology, is moderately effective. The intern may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the intern ensures that the physical arrangement is appropriate to the learning activities. The intern makes effective use of physical resources, including computer technology.

Domain 2 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

TESS Domain 3: Instruction

3a - Communicating with Students (ATS/InTASC Standard 5 Application of Content and Standard 8 Instructional Strategies)

INEFFECTIVE	PROGRESSING	EFFECTIVE
Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The intern's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the intern's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.

3b - Using Questioning and Discussion Techniques (ATS/InTASC Standard 8 Instructional Strategies)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.	Some of the intern's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The intern's attempts to engage all students in the discussion are only partially successful.	Most of the intern's questions elicit a thoughtful response, and the intern allows sufficient time for students to answer. All students participate in the discussion, with the intern stepping aside when appropriate.

3c - Engaging Students in Learning (ATS/InTASC Standard 5 Application of Content and Standard 8 Instructional Strategies)

INEFFECTIVE	PROGRESSING	EFFECTIVE
Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.

3d - Using Assessment in Instruction (ATS/InTASC Standard 6 Assessment)

INEFFECTIVE	PROGRESSING	EFFECTIVE
Assessment is not used in instruction, either through monitoring of progress by the intern or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the intern and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the intern and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.

3e - Demonstrating Flexibility and Responsiveness (ATS/InTASC Standard 5 Application of Content and Standard 8 Instructional Strategies)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The intern brushes aside student questions; when students experience difficulty,	The intern attempts to modify the lesson when needed and to respond to student questions, with moderate success. The intern accepts responsibility for student success, but has only a limited	The intern promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.

the intern blames the students or their home environment.	repertoire of strategies to draw upon.

Domain 3 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

TESS Domain 4: Professional Responsibilities

4a - Reflecting on Teaching (ATS/InTASC Standard 9 Professional Learning and Ethical Practice)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	The intern provides a partially accurate and objective description of the lesson but does not cite specific evidence. The intern makes only general suggestions as to how the lesson might be improved.	The intern provides an accurate and objective description of the lesson, citing specific evidence. The intern makes some specific suggestions as to how the lesson might be improved.

4b - Maintaining Accurate Records (ATS/InTASC Standard 9 Professional Learning and Ethical Practice)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.	The intern's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.	The intern's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.

4c - Communicating with Families (ATS/InTASC Standard 10 Leadership and Collaboration)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The intern makes no attempt to engage families in the instructional program.	The intern adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The intern communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.

4d - Participating in a Professional Community (ATS/InTASC Standard 10 Leadership and Collaboration)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The intern becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The intern participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.

4e - Growing and Developing Professionally (ATS/InTASC Standard 9 Professional Learning and Ethical Practice)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern does not participate in professional development activities and makes no effort to share knowledge with colleagues. The intern is resistant to feedback from supervisors or colleagues.	The intern participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The intern accepts, with some reluctance, feedback from supervisors and colleagues.	The intern seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The intern welcomes feedback from supervisors and colleagues.

4f - Showing Professionalism (ATS/InTASC Standard 9 Professional Learning and Ethical Practice and Standard 10 Leadership and Collaboration)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The intern fails to comply with school and district regulations and time lines.	The intern is honest and well intentioned in serving students and contributing to decisions in the school, but the intern's attempts to serve students are limited. The intern complies minimally with school and district regulations, doing just enough to get by.	The intern displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.

Domain 4 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

Use of Technology

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern is not aware of the technology available and/or cannot cite how s/he might use technology if it was available.	The intern can cite general examples of how s/he might use technology if it was available, and/or makes acceptable use of technology that is available for the lesson evaluated.	The intern can denote specific examples of how s/he would use technology if it was available and/or makes good use of technology that is available for the lesson evaluated.

Pursuit of Equity in Learning

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern has little sense of the backgrounds or needs of his or her students within the classroom resulting in inequitable learning opportunities. The intern has not considered supports that a student or group of students may need to help them reach the goals of learning and success in the classroom or disregards this potential.	The intern acknowledges that students come from different experiences and backgrounds and recognizes situations in which a student or group of students may need additional support for learning in the classroom and demonstrates some effort to address these needs effectively to provide equitable learning opportunities.	The intern recognizes when a student or group of students may need additional support for learning in the classroom, demonstrates clear efforts to address these needs, and provides equitable learning opportunities for his or her students.

Overall Impact on Student Learning

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern did not positively impact student learning in the classroom or had very minimal positive impact on student learning.	The intern positively impacted student learning of most students within the classroom.	The intern positively impacted student learning at high levels within the classroom.

Intern Signature: Evaluator Signature:

Elementary Education (5006)

Test at a Glance

The *Praxis®* Elementary Education Assessment test is designed for candidates who possess the knowledge, skills, and abilities in elementary reading and language arts, social studies, math, and science instruction that are important and necessary as they prepare to enter the field of elementary education in the primary through upper elementary school grades.

Test Name	Elementary Education Assessment		
Test Code	5006		
Time	4.5 hours		
Number of Questions	180 selected-response questions		
Format	The test consists of a variety of selected response questions, where you select one or more answer choices; and other types of questions. You can review the possible question types in Understanding Question Types.		
Test Delivery	Computer delivered		
	Subtests	Subject Test Length (Minutes)	Approximate Number of Questions
	5007 Reading and Language Arts & Social Studies	150	95
	5008 Mathematics and Science	120	85

Test Name	Elementary Education: Reading and Language Arts & Social Studies
Test Code	5007
Time	2.5 hours
Number of Questions	95 selected-response questions
Format	Selected-response questions
Test Delivery	Computer delivered

	Content Categories	Approx. # Questions	Approx. % Examination
III	I.Reading and Language Arts	62	65%
	II.Social Studies	33	35%

Test Name	Elementary Education: Mathematics and Science
Test Code	5008
Time	2 hours
Number of Questions	85 selected-response questions

Format	Selected-response questions
Test Delivery	Computer delivered

	Content Categories	Approx. # Questions	Approx. % Examination
III	I.Mathematics	51	60%
	II.Science	34	40%

All questions assess content from the above Mathematics and Science domains. Approximately 70 percent of questions assess content applied to a Task of Teaching Mathematics, and approximately 70 percent of questions assess content applied to a Task of Teaching of Science.

Table of Contents

About the TestSample Test QuestionsInteractive Practice TestDoing Your BestHelpful LinksBack to Top

Principles of Learning and Teaching: Grades K–6 (5622)
Test at a Glance

Test Name: Principles of Learning and Teaching: Grades K–6

Test Code: 5622

Time: 2 hours

Number of Questions: 70 selected-response questions, 4 constructed-response questions

Format: Selected response; constructed-response questions related to two case histories

Test Delivery: Computer delivered

Percentage Content Categories Questions Questions of Exam:
  I. Students as Learners 21, 22.5%
  II. Instructional Process 21, 22.5%
  III. Assessment 14, 15%
  IV. Professional 14, 15% Development, Leadership, and Community
  V. Analysis of Instructional 4, 25% Scenarios
    A. Students as 1–2 Learners
    B. Instructional 1–2 Process
    C. Assessment 0–1
    D. Professional 0–1 Development, Leadership, and Community

DOWNLOAD PDF 📄

Bachelor of Science in Elementary Education

DEPARTMENT HOMEPAGE

The Elementary Education program meets the needs of today's children building on the common core of knowledge, performance, and dispositions needed for professional educators in elementary education. This program is designed for those individuals preparing to teach in grades K-6.

There are three stages in the Bachelor of Science Elementary Education Degree program. Teacher candidates begin the first stage by taking general education requirements and are introduced to basic concepts, theory and practices.

During the second stage teacher candidates complete general education requirements and take courses specifically designed to prepare them for the education profession. Admission requires a minimum cumulative grade point average of 2.70 on all college work attempted with no grade below "C" (including work from other colleges and universities); and beginning the development of a portfolio which must include a philosophy and documented evidence of observations of children.

During the third stage of the elementary program, teacher candidates are placed in an appropriate environment for their internship. Admission to this stage requires a minimum grade point average of 2.70 with no grade below "C" in all courses and a satisfactory score on the licensure exam as established by the Arkansas Department of Education. Teacher candidates should make application for admission to the internship for the spring semester by October 15, or the fall semester by March 15.

See the College of Education and Health page for additional requirements.

Curriculum

The matrix below is a sample plan for all coursework required for this program.

Freshman ⌄

Fall	Credits	Spring	Credits
ENGL 1013 Composition I [1]	3	ENGL 1023 Composition II [1]	3
BIOL 1014 Introduction to Biological Science	4	HIST 1503 World History to 1500	3

Fall	Credits	Spring	Credits
MATH 1003 College Mathematics	3	Social Studies Course (History, Economics, and/or Geography)	3
COMM 2173 Business and Professional Speaking	3	PHSC 1013 Introduction to Physical Science	3
EDFD 1001 Orientation to Teaching K-12	1	PHSC 1021 Physical Science Laboratory	1
Total Hours	**14**	POLS 2003 American Government	3
		Total Hours	**16**

Sophomore   ⌄

Fall	Credits	Spring	Credits
		~~ART 2123~~ *(handwritten)*	~~3~~ *(handwritten)*
EDMD 3013 Integrating Instructional Technology	3	MUS 2003 Introduction to Music	3
HIST 1903 Survey of American History	3	~~PE 3593 Methods of Teaching Health and Physical Education for K-6 Teachers~~	3
MATH 2033 Mathematical Concepts I	3	MATH 2043 Mathematical Concepts II	3
GEOL 1004 Essentials of Earth Science	4	SPED 2023 Development and Characteristics of Diverse Learners	3
ELED 2003 Educational Research and the Teacher as a Lifelong Learner	3	ELED 2113 Human Development and Learning Theories	3
Total Hours	**16**	**Total Hours**	~~15~~ *(handwritten)* 18

Junior   ⌄

Fall	Credits	Spring	Credits
MATH 3033 Methods of Teaching Elementary Mathematics	3		

Fall	Credits	Spring	Credits
RDNG 3003 Teaching Literacy Foundations	3	BIOL 3243 Integrating the Three Dimensions of Science/PHSC 3243 Integrating the Three Dimensions of Science	3
SPED 3033 Foundations of Special Education	3		
ELED 3123 Diagnosis and Assessment of Elementary Students	3	HIST 2153 Introduction to Arkansas History	3
ELED 3133 Integrated Curriculum	3	RDNG 3163 Integrated Language Arts	3
Total Hours	**15**	SPED 3153 Planning, Instruction, and Assessment for Students with Disabilities	3
		ELED 3143 Teaching Methods K-6 Social Studies	3
		Total Hours	**15**

Senior   ~~ELED 4003~~ *ELED 4003* 3
         ELED 4903 3

Fall	Credits	Spring	Credits
~~ART 2123 Experiencing Art~~	~~3~~	~~RDNG 4023 Disciplinary Reading and Writing~~	~~3~~
PHSC 3253 Teaching Methods for STEM/BIOL 3253 Teaching Methods for STEM	3	~~ELED 4912 Internship in Elementary Education~~	~~12~~
RDNG 4003 Literacy Assessment and Intervention	3	**Total Hours**	**(15)**
~~RDNG 4013 Child and Adolescent Literature~~	~~3~~		
ELED 4033 Classroom and Behavior Management	3		
Total Hours	**(15)**		

ELED 4909   9
PE 3593   3
RDNG 4013   3

DEGREE AUDIT CHECK LIST
(BS-EED) Elementary Education
~~2022-23~~ 2023-24

Date		
Grade Point	**Graduation Date**	

Student's Name	
T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
SCIENCE		0
US HIST/GOVT		0
SOC SCI		0
SOC SCI		0
FINE ART/HUM		0
FINE ART/HUM		0
SPH		0
TECH 1001 ♦		0
TOTAL GEN ED HOURS		6
Electives		
C or better in All Courses		
TOTAL ELECTIVE HOURS		**0**

Major Requirements		Hrs
ELED	2003 2113 3123 3133 3143 4033 ~~4912~~ _4003 4903 4909_	
EDFD	1001♦	
RDNG	3003 3163 4003 4013 ~~4023~~	
SPED	2023 3033 3153	55
ART	2123**	3
BIOL	1014**	4
BIOL/PHSC	3243 3253	6
COMM	2173**	3
EDMD	3013	3
GEOL	1004	4
HIST	1503** 1903** 2153	9
MATH	1003** 2033 2043 3033	12
MUS	2003**	3
PE	3593	3
PHSC	1013** 1021**	4
POLS	2003**	3
Social Studies	HIST ECON or GEOG	3
	TOTAL MAJOR HOURS	**115**
	TOTAL HOURS	

Final Check:

Min. hours required	**121**		
40 hours upper level	_____	thru	_____
# of "D" hours	_____	thru	_____
Max activity hours 4	_____		

Earned Hrs	_____
minus P/C HRS	_____
to be completed	_____
TOTAL	_____

** Satisfying Gen Ed
♦ Satisfying Institutional Requirement
C or better must be earned for Gen Ed

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Mathematics and Statistics	6/30/22

Title	Signature	Date
Department Head Jeanine L. Myers	*Jeanine L. Myers*	6/30/22
Dean Judy L. Cezeaux	*Judy L. Cezeaux*	7/1/2022
Assessment Dr. Christine Austin	*Christine Austin*	7/8/2022
Registrar	*Sammy Weaver*	8/1/22
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title: B.S. Mathematics Education

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) Delete the 3 hour HLED 1513 and add 3 hours of elective.
What impact will the change have on staffing, on other programs and space allocation? None

Answer the following Assessment questions:

    a. How does the program change align with the university mission?
        HLED 1513 is no longer required for Math Ed majors. Student success.

    b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

    c. What is the rationale for this program change?
        HLED 1513 is no longer specifically required for the math ed degree.

        1. How will the program change impact learning for students enrolled in this program? They get 3 elective hours.

        2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
            It is no longer required for the math ed degree.

    b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
        Math Ed majors are desperately needed across the state.

    c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)
        Same as any elective.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog	
Curriculum in_____	
(enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	**Freshman Spring Semester** Add/Change: 3 hrs of elective Delete: HLED 1513 Total Hours: 16
Sophomore Fall Semester Add/Change: Delete: Total Hours:	**Sophomore Spring Semester** Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	**Junior Spring Semester** Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	**Senior Spring Semester** Add/Change: Delete: Total Hours:

Graduate Certificate In Information Technology Assessment Plan

Learning Outcomes:

1. Students will analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions (Specialized Knowledge)

Courses Used for Measurement:

With the courses in the graduate certificate in IT program being electives, we use all of these courses for our assessment process. The above learning outcome (LO) is generic enough that we can use the final project/exam from each of the below course to collect artifacts. Although it is preferred that students complete 5000 level courses to complete their certificate, we will allow them to complete 6000 level courses if they meet the prerequisites.

- INFT 5103 Software Development
- INFT 5203 Database Systems
- INFT 5303 Developing and Administering Web Sites
- INFT 5403 Intro to Information Technology and Systems
- INFT 5413 Computer Systems and Architecture
- INFT 5503 The UNIX Operating System
- INFT 5603 Principles of Data Science
- INFT 5703 Principles of Networking
- INFT 5803 Principles of Cybersecurity
- INFT 6103 Visual Programming
- INFT 6203 Database Development and Administration
- INFT 6303 Design of Web-based Information Systems
- INFT 6403 Information Systems Analysis and Design
- INFT 6603 Adv Data Science and Machine Learning
- INFT 6703 Adv Networking
- INFT 6803 Adv Cybersecurity

Introductory/Reinforcement courses – LO1
5000 Level Courses are Introduction/Reinforcement Courses • INFT 5103 Software Development • INFT 5203 Database Systems • INFT 5303 Developing and Administering Web Sites • INFT 5403 Intro to Information Technology and Systems • INFT 5413 Computer Systems and Architecture • INFT 5503 The UNIX Operating System

- INFT 5603 Principles of Data Science
- INFT 5703 Principles of Networking
- INFT 5803 Principles of Cybersecurity

6000 Level Courses are Reinforcement/Mastery courses:

- INFT 6103 Visual Programming
- INFT 6203 Database Development and Administration
- INFT 6303 Design of Web-based Information Systems
- INFT 6403 Information Systems Analysis and Design
- INFT 6603 Adv Data Science and Machine Learning
- INFT 6703 Adv Networking
- INFT 6803 Adv Cybersecurity

Storage of Materials:

All collected materials will reside on the department's shared drive, OneDrive, so that faculty/staff will have access to it while ensuring its security and stability.

Frequency of Measurement:

With only 1 learning outcome, we will re-evaluate our assessment strategy every year to ensure continuous improvement.

How Data will be collected:

In the table below, we outline the courses and assignments where we will collect data for each outcome.

Data Collection:

We will work with instructors in each of our graduate courses to gather artifacts for the learning outcome. The 5000 level courses will be the introduction/reinforcement (I/R) classes, and the 6000 level courses will be reinforcement/mastery (R/M) courses.

DEGREE AUDIT CHECK LIST
(BS-MAED) Mathematics Education
~~2022-23~~ 2023-24

Date	
Grade Point	**Graduation Date**

General Education Requirements		**Hrs**
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		0
TOTAL GEN ED HOURS		**18**

Electives	
	7
TOTAL ELECTIVE HOURS	~~4~~

Student's Name	
T#	

Major Requirements		**Hrs**
MATH	1001♦ 2703** 2914 2924 2934 3003 3123 3203 3243 3703 3772 4003 4033 4113 4123 4703 4971	49
STAT	3153	3
ANTH	2003**	3
COMM	2003**	3
COMS	2803	3
~~HLED~~	~~1513~~	~~3~~
PHYS**	2114 2000 2124 2010	8
SEED	2002 3702 4054 4503 4556 4909	26
"C" or better in all classes on this side		
		95
TOTAL MAJOR HOURS		~~98~~
TOTAL HOURS		

Final Check:

Min. hours required	**120**		Earned Hrs ___
57 hours upper level ___	thru ___		minus P/C HRS ___
# of "D" hours ___	thru ___		to be completed ___
Max activity hours 4 ___			TOTAL ___

** Satisfying Gen Ed
♦ Satisfying Institutional Requirement
C or better must be earned for Gen Ed

DOWNLOAD PDF 📄

Mathematics Education for Teacher Licensure

PROGRAM HOMEPAGE

See the College of Education and Health page for additional requirements.

For teacher licensure, students must achieve the minimum score on the Praxis II Specialty Area and Principles of Learning and Teaching Tests as determined by the Arkansas Department of Education. For further requirements see Admission and Retention to Teacher Education and also the Criteria for Internships located on the College of Education home page.

Curriculum

The matrix below is a sample plan for all coursework required for this program.

Freshman   ⌄

Fall	Credits	Spring	Credits
ENGL 1013 Composition I [1]	3	ENGL 1023 Composition II [1]	3
USHG 1XXX U. S. History and GovernmentU. S. History and Government [1]	3	SS 1XXX Social Science Courses [1]	3
		~~HLED 1513 Lifetime Health and Fitness~~ *Elective*	3
MATH 1001 Orientation to Mathematics	1	MATH 2703 Discrete Mathematics	3
MATH 2914 Calculus I	4	MATH 2924 Calculus II	4
Elective	4	**Total Hours**	**16**
Total Hours	**15**		

Sophomore   ⌄

Fall	Credits	Spring	Credits

Fall	Credits	Spring	Credits
PHYS 2114 Calculus-Based Physics I and PHYS 2000 Physics Laboratory I	4	PHYS 2124 Calculus-Based Physics II and PHYS 2010 Physics Laboratory II	4
COMS 2803 Programming in C	3	FAH 1XXX Fine Arts and Humanities Courses [1]	3
MATH 2934 Calculus III	4	ANTH 2003 Cultural Anthropology	3
MATH 3003 Foundations of Advanced Mathematics	3	MATH 3123 College Geometry	3
SEED 2002 Education as a Profession	2	MATH 3243 Differential Equations I	3
Total Hours	**16**	**Total Hours**	**16**

Junior ⌄

Fall	Credits	Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses [1]	3	MATH 3203 Introduction to Analysis	3
COMM 2003 Public Speaking	3	MATH 3703 Mathematics in the Secondary Schools	3
STAT 3153 Applied Statistics	3	MATH 3772 Praxis II Mathematics: Content Knowledge Test Preparation	2
MATH 4003 Linear Algebra I	3		
MATH 4113 History of Mathematics	3	MATH 4123 Mathematical Modeling	3
Total Hours	**15**		
		SEED 3702 Introduction to Educational Technology	2
		Total Hours	**13**

Senior ⌄

Fall	Credits	Spring	Credits

Fall	Credits	Spring	Credits
MATH 4033 Abstract Algebra I	3	MATH 4971 Mathematics Senior Seminar	1
MATH 4703 Special Methods in Mathematics	3	SEED 4503 Seminar in Secondary Education	3
SEED 4054 Educating Developing, Diverse, and Exceptional Learners	4	SEED 4909 Teaching in the Secondary School	9
SEED 4556 Classroom Application of Educational Psychology	6	**Total Hours**	**13**
Total Hours	**16**		

[1] See appropriate alternatives or substitutions in "General Education Requirements".

[2] For teacher licensure, students must achieve the minimum score on the Praxis II Specialty Area and Principles of Learning and Teaching Tests as determined by the Arkansas Department of Education. For further requirements please see the teacher education student services website. https://www.atu.edu/teachereducation