Our Conceptual Framework

Professionals of the 21st Century

Impacting Learners in Diverse and Evolving Learning Communities

Parents and Community  Leadership  Diversity  Technology  Purposeful Reflection  Oral and Written Communication

Developmentally Appropriate Practices  Knowledge of School Systems and Culture

Content and Pedagogical Knowledge, Skills, and Dispositions  Strong Liberal Arts Background
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PART 1
INTRODUCTION

Welcome to Internship!

The College of Education congratulates you on the completion of requirements for admission to internship and welcomes you to the internship experience. This experience is one of the most important and profitable experiences in your professional development. It is a time for demonstrating the skills that you have gained while completing your program; but, most importantly, this is the time to deepen your understanding of the value of these skills and move from the role of candidate to that of Professional of the 21st Century.

Internship is that part of the pre-service education program in which the prospective teacher works full time in a cooperating school with a capable mentor teacher. The period of internship is considered by many to be the most vital phase of professional development for pre-service teachers. This handbook provides information essential to your success. Be sure to keep it for reference throughout your experience. You are expected to make practical use of the principles, methods, knowledge, and materials that you have developed or acquired in previous course work.

Your internship experience takes place in a carefully selected school under the immediate supervision of a mentor teacher selected according to specific criteria. As outlined in this handbook, you will assume increasing responsibility throughout the semester for working with individuals and groups of students in classroom teaching situations. All interns are observed, monitored, and evaluated by the College of Education. Additionally, some secondary interns have supervision from a content-area supervisor in their major discipline.

During the internship you will complete requirements for licensure as well as for graduation. You will take the Praxis II Principles of Learning and Teaching and complete the Criminal Background Check required by Arkansas Law. The following is a list of who you should contact should you have any questions or concerns about your experience.

- Your Field-based Supervisor (Mentor Teacher) or Cohort Supervisor (Cohort Mentor Teacher)
- Your Campus-based Supervisor (Assigned to Non-Cohort interns early in the semester)
- Your Exit Portfolio Reviewer (Questions about preparation of the Exit Portfolio)
- Director of Teacher Education Student Services – Ms. Laura Flake
  
  lflake@atu.edu · 479-968-0290 · fax 479-964-0508
  Arkansas Tech University
  Crabaugh 109
  1310 N El Paso Avenue, Russellville, AR 72801

- Department Head of Curriculum & Instruction – Dr. Tim Carter
  
  tcarter@atu.edu · 479-968-0420 · fax 479-964-0811
  Arkansas Tech University
  Crabaugh 203
  1310 N El Paso Avenue, Russellville, AR 72801
THE GOALS AND OBJECTIVES OF THE INTERNSHIP EXPERIENCE

The primary goal of internship is to integrate coursework with the realities of the actual classroom in order 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. In order to accomplish this goal, specific objectives have been identified.

The Intern 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.
- Organize instruction to take into account individual and cultural differences among learners.
- Plan instruction to achieve selected objectives.
- Demonstrate understanding of human growth and development characteristics of students.
- Demonstrate the value of self-evaluation and reflective thinking.
- Demonstrate an understanding of the importance of educational research.
- Demonstrate knowledge of foundations of public education in America, both at the state and district levels.
- Demonstrate knowledge of legal responsibilities of the public school system.
- Prepare to arrange for conference and referral opportunities.
TERMS YOU SHOULD KNOW

Arkansas Teaching Standards – The ten teaching standards that have been grouped into four general categories that pre-service teachers are expected to demonstrate before being licensed in the State of Arkansas. Arkansas has (along with a number of other states) adopted these standards. They are also referred to as the InTASC Standards. Many times, you will see these terms used interchangeably within your program of studies. They are as follows:

- The Learner and Learning
  - Standard #1 Learner Development
  - Standard #2 Learning Differences
  - Standard #3 Learning Environments

- Content
  - Standard #4 Content Knowledge
  - Standard #5 Application of Content

- Instructional Practice
  - Standard #6 Assessment
  - Standard #7 Planning for Instruction
  - Standard #8 Instructional Strategies

- Professional Responsibility
  - Standard #9 Professional Learning and Ethical Practice
  - Standard #10 Leadership and Collaboration

Campus-based Supervisor – The University representative from the College of Education who is responsible for supervising an Intern or group of Interns, and who acts as a liaison between the intern, Field-based supervisor, administrators, and the University.

Cohort Supervisor (CS) – Mentors teachers who attend Cohort training during the summer; the CS is employed by the College of Education for the semester they are assigned an intern. The CS recommends the grade assigned to the intern and the Director of Teacher Education Student Services assigns the final grade.

Cohort Program Director – The Director of Teacher Education Student Services.

Content-Area Supervisor – The University representative from the secondary intern’s major field of study who makes classroom observations to evaluate the intern’s content proficiency. The content-area supervisor’s evaluation is taken into account in the intern’s final evaluation.

Danielson’s Framework for Teaching (sometimes referred to as FFT in this handbook) – The FFT Classroom Observation System is an assessment tool for the evaluation of the classroom performance of first-year teachers. Student teachers are evaluated using FFT-adapted Formative Observation and Intervention forms.

Director of Teacher Education Student Services – The person designated by the University with administrative responsibility for organizing and coordinating professional field experiences, including internship.

Domains – A way of organizing 22 Elements of good teaching from Danielson’s Framework for Teaching; the Arkansas Teacher Excellence Support System (TESS) is built around these:

Domain 1: Planning and Preparation
Domain 2: The Classroom Environment
Domain 3: Instruction
Domain 4: Professional Responsibility
**Exit Portfolio** – A standards-based presentation of evidence for the licensure of new teachers. The exit portfolio is a performance-based assessment completed during the internship. It should document knowledge, skills, and dispositions as denoted by the Arkansas Teaching Standards and the Danielson Framework for Teaching. The contents of the exit portfolio should document growth in reflective practice.

**Field-based Site** – A school that provides facilities for professional field experiences in a teacher education program.

**Field-Site Principal** – The person designated by the school district as having ultimate responsibility involving the school building personnel.

**Field-based Supervisor** – A fully qualified and certified classroom teacher, with a minimum of three years’ experience, who is assigned the responsibility of providing instruction and leadership for a student during his/her internship.

**Intern** – A pre-service professional whose focus, first and foremost, is on student learning.

**Internship** – The semester-long, guided or directed teaching experience during which the intern takes increasing responsibility for instruction of a given group of students. Throughout this time the intern is under the supervision of a fully qualified mentor teacher in cooperation with university supervisors.

**InTASC Standards** – The ten teaching standards that have been grouped into four general categories that pre-service teachers are expected to demonstrate before being licensed in the State of Arkansas. Arkansas has (along with a number of other states) adopted these standards. They are also referred to as the Arkansas Teaching Standards. Many times, you will see these terms used interchangeably within your program of studies. These are:

- The Learner and Learning
  - Standard #1 Learner Development
  - Standard #2 Learning Differences
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- Content
  - Standard #4 Content Knowledge
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  - Standard #6 Assessment
  - Standard #7 Planning for Instruction
  - Standard #8 Instructional Strategies
- Professional Responsibility
  - Standard #9 Professional Learning and Ethical Practice
  - Standard #10 Leadership and Collaboration

**Liaison** – The Arkansas Tech supervisor supports the link between the university and the public schools. This person is either the Campus-based Supervisor who works with Field-based Supervisors or the Director of Teacher Education Student Services who works with Cohort Supervisors in this role of liaison.

**Mentor Teacher** – can be either the Field-based Supervisor or the Cohort Supervisor.

**Praxis I** – Core Academic Skills for Educators (Core). ATU requires a passing score on file in the Teacher Education Student Services office before being admitted to Stage II.
Praxis II – Subject Assessments, including:

- Subject Assessments/Specialty Area Tests, measuring general and subject specific pedagogical skills and knowledge. ATU requires a passing score on file in the Teacher Education Student Services office before being admitted to Internship.

- Principles of Learning and Teaching (PLT), a constructed-response and multiple-choice item case study approach to measuring general pedagogical knowledge at three grade levels K-6, 5-9, and 7-12. The Arkansas Department of Education requires passing scores on file before licensure is granted.

For required tests in Arkansas, please see the Arkansas testing requirements on the Educational Testing Service website at: [http://www.ets.org/praxis/ar/requirements](http://www.ets.org/praxis/ar/requirements).

Standards-based – developed from and aligned to established national, state, and program requirements for acceptable quality.

Teacher Excellence Support System (TESS) – The system Arkansas uses to improve teaching performance that includes classroom performance assessments used to evaluate all aspects of a teacher’s classroom performance. Designed to assist in making teacher development decisions, these comprehensive assessments are conducted in the teacher’s own classroom by trained local assessors who employ a set of consistent and validated criteria. The assessments are typically administered during the first year of teaching, although under special circumstances they may take place during the second year. For additional information, see the Arkansas Department of Education website.
DESCRIPTION OF THE INTERNSHIP EXPERIENCE

The internship experience is an intense, semester-long, full-time assignment. In order to gain essential competencies in an organized manner, it is suggested that the experience be divided into four levels with appropriate tasks assigned at each level.

**LEVEL ONE** is primarily a period of orientation and observation during which the intern learns school procedures and becomes acquainted with the students, faculty, and administration. As the intern becomes generally familiar with the situation, plans should be made for a more active classroom role.

**LEVEL TWO** is the period when the intern begins to assume some of the responsibilities of the classroom teacher. These may include general classroom procedures, working with small groups, planning, teaching individual lessons for small groups, and assisting the mentor teacher. Observations of teaching techniques and management procedures with a great deal of interaction between the intern and mentor teacher are essential in order for students to understand “why” events are occurring in the classroom. As the intern gains confidence and competency, responsibility should increase. In both Level One and Level Two, the mentor teacher is primarily responsible for overall planning and instruction.

**LEVEL THREE** is when the intern begins to assume total responsibility for planning and teaching. This should begin with the intern having total responsibility for one class. The lessons for this class should be critiqued by both the mentor teacher and Campus-based supervisors. Classes should be added until the intern is assuming full responsibility for all aspects of the teaching and learning process. The intern is expected to do as much full-time teaching as time, energy, and skill will permit. The Field-based supervisor, with assistance from the Campus-based supervisor(s)/liaison, will judge the intern’s readiness to teach and will increase responsibilities according to the competencies demonstrated. For those classrooms with cohort supervisors, the cohort mentor teacher will assume this role of judging the intern’s readiness to teach and will increase responsibilities according to the competencies demonstrated.

**LEVEL FOUR** is the period when the intern begins to return responsibility to the mentor teacher. This might be done in the reverse order in which responsibility was assumed. During this time, the intern once again observes and assists. The emphasis is on answering questions that resulted from the internship experience and enhancing professional development.

At all four levels, the mentor teacher and the Campus-based supervisor(s)/liaison must share the responsibility of determining if and when the intern has developed the necessary skills. If an intern fails to progress through the levels at a rate which would result in competency in all levels within the allocated time, a meeting of the intern, mentor teacher, and Campus-based supervisor(s)/liaison should be called. For those classrooms with cohort supervisors, the cohort mentor teacher will assume these roles and responsibilities with the assistance of the Director of Teacher Education Student Services/liaison, when required.

If the student intern is not making adequate progress or is displaying knowledge, skills, or dispositions that are limiting his or her effectiveness after the mentor teacher has worked with the intern to resolve or improve without success, the mentor teacher is encouraged to contact the Director of Teacher Education Student Services for assistance with the student intern.
CLINICAL EXPERIENCE AGREEMENT
between Arkansas Tech University
and ________________ School District

It is hereby agreed between the ________________ School District and Arkansas Tech University that these two institutions will collaborate in a program of teacher education involving laboratory experiences and teacher candidateship for students of Arkansas Tech University referred to as teacher candidates. This agreement is of a continuing nature, subject to termination by either party upon proper notification. The nature of the agreement is such that notice of termination shall be considered appropriate if it is in writing and effective at the beginning of the semester subsequent to the notice. This agreement shall be reviewed each year, prior to August 1, to determine those modifications in general policies and understandings, and the responsibilities of the agencies involved which are necessary for the operation of the next academic year.

GENERAL POLICIES AND UNDERSTANDINGS

1. The underlying purpose and intent of this agreement is concerned primarily with the advancement of the profession of teaching.

2. The University has no pre-determined intent to modify the public school organization concerned, its administration, staff, curriculum, or procedures for operation, as these are determined by district personnel and boards of education.

3. The school accepts the teacher education program of the University and undertakes to cooperate fully in its development and application.

4. The selection of teachers to supervise teacher candidates or other laboratory experiences shall be the joint responsibility of the administrative officers of both institutions.

5. Assignment of teacher candidates shall be the joint responsibility of the University and the designated school/district personnel.

6. Teacher candidates assigned to the school for internship or other pre-service laboratory experiences will be expected to conform to all regulations of the University that apply to student activities on the ATU campus and to adhere to all standards of professional conduct which the school and Board of Education may have determined for its own staff.

7. Any questions involving conflict of interests are to be resolved by the administrative officers of the two institutions in harmony with the policies stated above.

8. The internship program shall be evaluated each year under the direction of the Director of Teacher Education Student Services with assistance from field-site personnel for the purpose of improving the teacher preparation programs.
RESPONSIBILITIES OF THE UNIVERSITY

1. To collaborate with the administrative staff of the school in the selection of mentor teachers to supervise teacher candidates.

2. To conference with for improvement, to remove, or to reassign any teacher candidate whose work is judged by the mentor teacher to jeopardize student learning in the classroom.

3. To define in detail the experiences that may be provided to teacher candidates.

4. To provide professional materials and assistance to mentor teachers appropriate to the task of fulfilling their responsibilities for guiding the growth and evaluation of teacher candidates.

5. To observe the calendar of the host school during the internship experience.

6. To have ATU faculty on site, or recall the teacher candidate, within 24 hours in case of problems.
RESPONSIBILITIES OF THE PUBLIC SCHOOLS

1. To collaborate with the ATU Director of Teacher Education Student Services in the selection of mentor teachers with the following minimum qualifications:
   - are fully licensed in the appropriate content field;
   - have a minimum of three years of teaching experience with at least one semester in the current position;
   - have no more than three different preparations exclusive of activity courses (applies to secondary mentor teachers only);
   - are qualified mentors having completed TESS training; and
   - have been rated at no lower than proficient in their TESS evaluation.
   These should be the best teachers possible who will provide a high quality educational role model and who will have an interest in participating in a teacher preparation program.

2. To host the teacher candidate for a duration of at least 12 weeks.

3. To accommodate P-8/7-12 licensure in art, music, and physical education with assignments in at least two of the three levels of licensure (P-4, Middle Level, and Secondary).

4. To seek approval of the building principal, the mentor teacher, and the Director of Teacher Education Student Services in making changes in the original placement of a teacher candidate.

5. To make all classes and extra-class activities under the direction of a designated mentor teacher(s) available to teacher candidates; at no time are teacher candidates to be expected to assume responsibility for classes or other school activities not under the direction of the mentor teacher(s) or without the supervision of the mentor teacher(s).

6. To make all instructional materials and facilities normally provided for assigned classes available to teacher candidates.

7. To provide time, place, and facilities for conferences of mentor teachers, teacher candidates, and university supervisors for planning, evaluating, and otherwise directing the work of teacher candidates.

8. To encourage a mentor teacher(s) to participate in continuing professional activities that will contribute to their effectiveness as supervisors of teacher candidates.
The Criminal Background Check

The Arkansas Department of Education and Arkansas Tech University require background checks. Act 455 of 2013 established that all educators must clear FBI and Arkansas State Police background checks and submit a release of information from the Arkansas Child Maltreatment Central Registry. Background and child maltreatment registry checks must be no less than one (1) year old when a license is issued or renewed.

Background Check

For licensure and before beginning internship, candidates must be listed as approved in the Arkansas Educator Licensure System (AELS). This check includes an electronic set of fingerprints that is submitted to the Arkansas State Police and FBI for approval. It also includes a record of clear finding from the Arkansas Department of Human Services using the Child Maltreatment form.

Arkansas State Police & FBI

For more information from the Arkansas Department of Education regarding background checks, click here.

ATU has a LiveScan system for background checks. We can submit your fingerprints directly to the Arkansas State Police/FBI. Please contact Mrs. Teresa Auprey at tauprey@atu.edu or (479) 968-0623 to schedule an appointment or visit the Office of Licensure and Support Services located in Crabaugh 310. For directions on paying for your LiveScan background check, click here.

To submit an electronic fingerprint card directly to the Arkansas State Police for processing, visit the Office of Licensure and Support Services in Crabaugh 310 for more information. For questions about your background checks, contact Clara Toney at the Arkansas Department of Education at clara.toney@arkansas.gov or (501) 682-4342.

Child Maltreatment Central Registry

For clearance from the Arkansas Child Maltreatment Central Registry, submit the application with payment following the directions on the form. Notice that this form must be notarized. Also, you are strongly encouraged to pay by check so that you have evidence of your payment.

The form to submit for child maltreatment registry check is available here.

Allow 4-5 weeks for your Child Maltreatment registry check to clear. If you have questions or problems, contact the Arkansas Department of Human Services at (501) 682-0405.

Arkansas Educator Licensure System

To verify that your background checks have cleared, use the Arkansas Educator Licensure System (AELS). To access your record, enter the last 4 digits of your social security number and your last name. Leave Case I.D. blank! Visit https://adeaels.arkansas.gov/AelsWeb/Search.aspx to check your status.

For additional information please contact Mrs. Auprey in Teacher Licensure (Crabaugh 310) or at 479-668-0623.
1.00 Title

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Code of Ethics for Arkansas Educators.

2.00 Regulatory Authority

2.1 These rules are promulgated pursuant to the State Board of Education’s authority under Ark. Code Ann. §§ 6-11-105, 6-17-401, 6-17-410, 6-17-422, 6-17-425, 6-17-426, 6-17-428, 25-15-201 et seq., and Acts 454 and 1323 of 2013.

2.2 All rules, procedures, hearings and appeals relating to the Code of Ethics complaints shall be promulgated and implemented under the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-201 et seq.

3.00 Purpose

3.1 The purpose of the Rules Governing the Code of Ethics for Arkansas Educators is to define standards of ethical conduct and to outline procedures for receiving complaints, authorizing and conducting investigations, and recommending enforcement of the Code of Ethics.

3.2 The professional, ethical educator contributes to the development and maintenance of a supportive student-centered learning community that values and promotes human dignity, fairness, care, the greater good, and individual rights. These values are the ethical premises for the standards of professional behavior and ethical decision-making established in this Code of Ethics for Arkansas Educators. By establishing standards of ethical conduct, the Code of Ethics promotes the health, safety, and general welfare of students and educators and ensures the citizens of Arkansas a degree of accountability within the education profession.

4.00 Applicability

4.1 The valid Arkansas teaching license of any person shall be subject to the conditions, requirements, and mandates of the Code of Ethics, procedures, and recommendations for enforcement.

4.2 A building-level administrator in an Arkansas public school shall file an ethics complaint if he or she observes or has reasonable cause to suspect that an educator has violated Standard 1 of the Code of Ethics involving the sexual abuse of a student.
4.3 The failure to submit an ethics complaint under Section 4.02 of these rules is a violation of the Code of Ethics.

5.00 Definitions

5.1 Acted upon means that the State Board of Education has taken an action to address an ethics complaint by revoking, suspending, or imposing another sanction upon an educator’s license.

5.2 An Authorized Ethics Complaint Investigation is an ethics complaint that has been: (1) verified by the Chief Investigator of the Professional Licensure Standards Board as being submitted by an identifiable person; and (2) authorized for investigation based upon reasonable belief by the Ethics Subcommittee of the PLSB that if the allegation is true, it would constitute a violation of the Code of Ethics as set forth in these rules committed by an Arkansas educator after September 1, 2008. The Ethics Subcommittee of the PLSB shall investigate an ethics complaint that it determines is credible. (Ark. Code Ann. § 6-17-428)

5.3 Code of Ethics means the Code of Ethics for Arkansas Educators established by the Professional Licensure Standards Board under Ark. Code Ann. § 6-17-422.

5.4 Conviction includes a plea of guilty or a plea of nolo contendere, or a finding or verdict of guilty, regardless of whether an appeal of the conviction has been sought, or a criminal conviction has been sealed or expunged; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

5.5 Denial is the refusal to grant a teaching license to an applicant for a teaching license.

5.6 Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.

5.7 Educator means a person holding a valid license issued by the State Board of Education.

5.8 Educator in a supervisory role in an Arkansas school means an educator, as defined in these rules, who as a part of his or her primary employment duties is responsible for the supervision of other licensed educators employed in any public school, open enrollment public charter school, virtual school,
education service cooperative, or private school in Arkansas serving students in any of grades pre-K through 12.

5.9 **Ethics Complaint** means a document that states facts constituting an alleged ethics violation of the Code of Ethics and is signed under penalty of perjury by the person filing the ethics complaint. An ethics complaint may also be a finding made in an audit report forwarded to the ADE by the Arkansas Joint Legislative Auditing Committee under Ark. Code Ann. § 6-17-426.

5.10 **Ethics Subcommittee** means the subcommittee established by the Professional Licensure Standards Board to receive and investigate ethics complaints, enforce the Code of Ethics, including making recommendations to the State Board of Education for a written warning, a written reprimand, or the placement of conditions or restrictions on the activities of the educator or the revocation, suspension, or probation or nonrenewal of a license. The Ethics Subcommittee may issue a Private Letter of Caution. The Ethics Subcommittee may also dismiss an ethics compliant if it finds there is no ethics violation.

5.11 **Ethics Violation** is an act or omission on the part of an educator, when the educator knew, or reasonably should have known, that such acts or omissions were in violation of the Code of Ethics as set forth in these rules. An ethics violation does not include a reasonable mistake made in good faith, or acts or omissions taken in accordance with the reasonable instructions of a supervisor or, an act or omission under circumstances in which the educator had a reasonable belief that failure to follow the instructions of a supervisor would result in an adverse job action against the educator.

5.12 **Filed** means the document has been stamped with a date acknowledging when the document arrived at the offices of the PLSB staff.

5.13 **Monitoring Conditions or Restrictions** may include any actions or alternative sanctions allowed under the Administrative Procedures Act, including at a minimum a semi-annual appraisal of the educator’s conduct by the PLSB staff through contact with the educator and his or her employer or other appropriate persons. Such conditions or restrictions may include, but are not limited to requiring that an educator, at the educator’s expense, submit a new criminal background check or submit other requested information such as current employment, compliance with recommended counseling, treatment, education or training. The Ethics Subcommittee may recommend the length of the monitoring period to the State Board of Education.

5.14 **Pre-kindergarten** means an early childhood education program that serves students from birth to enrollment in kindergarten.

5.15 **Preponderance of Evidence** is the greater weight of the relevant evidence; superior evidentiary weight that, though not sufficient to free the mind wholly from all reasonable doubt, is still sufficient to include a fair and impartial mind
to one side of the issue rather than the other. It is determined by considering all of the relevant evidence and deciding which evidence is more credible. A preponderance of the evidence is not necessarily determined by the greater number of witnesses or documents presented. If, on any allegation against an educator, it cannot be determined whether the allegation is more likely true than not true, the allegation cannot be considered to have been proved.

5.16 **Private Letter of Caution** is a non-punitive communication from the Ethics Subcommittee to an educator in response to an ethics complaint against the educator. Private Letters of Caution may be provided to an educator by the Ethics Subcommittee of the PLSB in lieu of recommending other discipline. Private Letters of Caution do not make any factual findings but inform the educator that the conduct alleged in the complaint or its investigation falls within the broad range of the Code of Ethics but that the circumstances and mitigating factors do not warrant disciplinary action. Private Letters of Caution remain in the files retained by the PLSB staff, but are not placed in an educator’s licensure file at the ADE. A Private Letter of Caution is not submitted to the State Board of Education for approval and it does not constitute a sanction for the purposes of the Code of Ethics for Arkansas Educators. As a result, Private Letters of Caution cannot be basis for a request for an evidentiary hearing before the Ethics Subcommittee or the State Board of Education.

5.17 **Probation** is the placing of conditions, requirements or circumstances on the status of a teaching license for a period of time established by the State Board. Generally, an educator whose license is under probation must sufficiently satisfy such conditions, requirements or circumstances in order to maintain or be reinstated to the original non-probationary teaching license status.

5.18 **Public Information** for the purpose of these rules is information coming from news media or public record.

5.19 **Reasonable belief** is a belief based upon knowledge of facts and circumstances that are reasonably trustworthy, and that would justify a reasonable person’s belief that: (1) a violation of the Code of Ethics as set forth in these rules has been committed; and (2) that the named educator committed such a violation. A reasonable belief is not based upon mere suspicion or conjecture.

5.20 **Received** means the date the ethics complaint was presented to the Ethics Subcommittee for authorization of an investigation.

5.21 **Relevant evidence** (or material evidence) is evidence having any tendency to make the existence of any fact that is of consequence to the determination of the matter more probable or less probable than it would be without the evidence.
5.22 **Reprimand** is a written admonishment from the State Board to the named educator for his or her conduct. The written reprimand cautions that further unethical conduct will lead to a more severe action and is associated with a monetary fine of the educator. In the absence of further unethical conduct, a reprimand will remain in the licensure file of the educator for a period of two (2) years from the date the reprimand is imposed by the State Board. The reprimand will remain permanently in the files retained by PLSB staff.

5.23 **Revocation** is the permanent invalidation of any teaching or administrator's license held by the educator.

5.24 **School hiring** official means the person designated by a school who is responsible for hiring or making final recommendations for the hiring of an educator who holds an Arkansas teaching or administrator’s license.

5.25 **School-sponsored activity** is any event or activity sponsored by the school or school system which includes but is not limited to athletic events, booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum (i.e., foreign language trips, etc.) whether on school-campus or not.

5.26 **Sexual abuse** has the same meaning as given to the term in Ark. Code Ann. § 12-18-103(18)(D) as it applies to a caretaker, but shall include a victim who is younger than twenty-one (21) years of age and is still a student.

5.27 **Student** is any individual enrolled in the state’s public or private schools from pre-kindergarten through grade 12.

5.28 **Supervisor** under these rules mean an administrator authorized by the district or school board to administer professional employee discipline up to and including recommending termination or nonrenewal.

5.29 **Suspension** is the temporary invalidation of any teaching license for a period of time specified by the State Board.

5.30 **Teaching License** refers to any teaching, service, or leadership certificate, license, or permit issued by the State Board.

5.31 **Warning** is a written communication from the State Board to the named educator that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action. In the absence of further unethical conduct, a warning will remain in the licensure file of the educator for a period of two (2) years from the date the warning is imposed by the State Board. The warning will remain permanently in the files retained by PLSB staff.
6.00 The Code of Ethics for Arkansas Educators

The Standards of Ethical Conduct are set forth as follows:

6.1 **Standard 1:** An educator maintains a professional relationship with each student, both in and outside the classroom.

6.2 **Standard 2:** An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position.

6.3 **Standard 3:** An educator honestly fulfills reporting obligations associated with professional practices.

6.4 **Standard 4:** An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship.

6.5 **Standard 5:** An educator maintains integrity regarding the acceptance of any gratuity, gift, compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using the educator's position for personal gain.

6.6 **Standard 6:** An educator keeps in confidence secure standardized test materials and results and maintains integrity regarding test administration procedures.

6.7 **Standard 7:** An educator maintains the confidentiality of information about students and colleagues obtained in the course of the educator's professional services that is protected under state law or regulations, federal law or regulations, or the written policies of the educator's school district, unless disclosure serves a professional purpose as allowed or required by law or regulations.

6.8 **Standard 8:** An educator refrains from using, possessing and/or being under the influence of alcohol or unauthorized drugs/substances and/or possessing items prohibited by law, or possessing or using tobacco or tobacco-related products while on school premises or at school-sponsored activities involving students.

7.00 Recommended Disciplinary Action

7.1 The Ethics Subcommittee is authorized to recommend to the State Board probation, suspension, revocation or nonrenewal of a teaching license or the issuance of a reprimand or warning. The Ethics Subcommittee is also authorized to recommend the placement of conditions or restrictions on the activities of the educator that would assist the educator via training, coursework or rehabilitative treatment. (All costs would be paid by the educator.) The State Board may direct the ADE to monitor progress toward the
completion of any corrective action. Any of the following shall be considered cause for recommendation of disciplinary action against the holder of a license:

7.1.1 An initial determination by the Ethics Subcommittee that there is a reasonable belief that a violation of the Code of Ethics as set forth in these rules has occurred.

7.1.2 Following an evidentiary hearing before the Ethics Subcommittee, the Ethics Subcommittee finds, by a preponderance of the evidence, that there is a reasonable belief that an educator violated the Code of Ethics as set forth in these rules.

7.1.3 A failure to comply with the payment of any imposed fines, fees, or other conditions or restrictions imposed by the State Board of Education.

7.1.4 Audit reports forwarded to the ADE by the Arkansas Legislative Joint Auditing Committee pursuant to Ark. Code Ann. § 6-17-426.

7.1.5 Disciplinary action against a teaching license/certificate in another state on grounds inconsistent with ethical conduct specified in Section 6. 00 or as stated in this section.

7.2 An individual whose license has been revoked, non-renewed, or suspended may not serve as a volunteer or be employed as an educator, consultant, paraprofessional, aide, substitute teacher, official and/or judge of a school-sponsored activity or be employed in any other position with a school district, open enrollment public charter school, or education service cooperative during the period of his or her revocation, suspension or nonrenewal for a violation of the Arkansas Code of Ethics for Educators.

7.3 Suspensions and revocations are reported by the ADE to national officials, including the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse.

7.4 In lieu of imposing a disciplinary action as set forth above, the PLSB Ethics Subcommittee may provide the accused educator with a Private Letter of Caution.

8. 00 Procedures for the Investigative Process and Final Determination of Alleged Ethics Violations

8.1 In considering and investigating complaints brought before it, the Ethics Subcommittee shall follow the procedures set forth in Appendix A to these rules, which are hereby fully incorporated into these rules as if fully set forth herein.

8.2 With the exception of a private letter of caution, all recommendations of the Ethics Subcommittee are presented to the State Board of Education. The State Board of Education may approve, reject, or modify a
recommendation of the Ethics Subcommittee, and may refer a case back to the Ethics Subcommittee for further consideration or for an evidentiary hearing.

8.3 The State Board, in making its determination on the recommendation of the Ethics Subcommittee, may require the testimony of the educator against whom the Ethics Subcommittee has recommended a sanction.

9.00 Fines and Fees

9.1 The State Board, for violations of the Code of Ethics in all areas and as authorized by Ark. Code Ann. §§ 6-17-422(h)(3)(c) and 6-17-428:

9.1.1 May impose fines up to the amounts listed in Appendix B to these rules, which is attached and is hereby fully incorporated into these rules as if fully set forth herein.

9.1.2 May impose fees for action taken pertaining to an educator's license as set forth in the attachment Appendix B.

9.1.3 Shall use the revenue collected by the State Board of Education from the fees and fines imposed per Appendix B of these Rules for the operation of the Professional Licensure Standards Board.

9.2 An educator shall pay a fine imposed by the State Board within ninety (90) days of the State Board's final order.

9.3 Failure to pay fines and fees may result in the Ethics Subcommittee recommending that the State Board suspend the educator's license pursuant to Ark. Code Ann. § 25-15-217. The Department will not renew a license until all fines and fees have been paid.

10.00 Disclosure of Records

10.1 When the State Board has disciplined an educator for violation of the Code of Ethics by placing the educator on probation, suspension, or non-renewing, or revoking the educator's license, these actions will be reported by the Office of Educator Licensure and may be posted in its electronic database such that the records are viewable to school districts and other authorized personnel. In addition, these actions may be reported to other national education organizations or agencies such as the NASTDEC clearinghouse.

10.2 When the State Board has issued a warning or reprimand for violation of the Code of Ethics, these will be reported to the Office of Educator Licensure but are not posted in its electronic database. The Office of Educator Licensure will report reprimands or warnings if requested.
10.3 Records of the PLSB Ethics Subcommittee shall be retained in accordance with the Arkansas General Records Retention Schedule.


10.5 In accordance with Ark. Code Ann. § 25-15-208, disclosure shall not be required of the research or records, correspondence, reports, or memoranda to the extent that they contain the opinions, theories, or conclusions of the attorney for the agency or members of his or her staff or other state agents.

11.1 Mandatory Filing of Allegation and Ethics Violations Review

11.1 An educator in a supervisory role in an Arkansas school shall file an ethics complaint if he or she observes or has reasonable cause to suspect that an educator has violated Standard 1 involving the sexual abuse of a student.

11.2 The failure to submit an ethics complaint under this section is a violation of Standard 3.

11.3 Before an educator who holds an Arkansas teaching license or administrator's license may be hired for employment at an Arkansas school, the school hiring officer shall check the Arkansas Educator Licensure System (AELS) of the Department of Education to determine whether the State Board of Education has acted upon a violation of Standard 1 involving the sexual abuse of a student by the applicant.
1. **Applicability of the Administrative Procedure Act**

All rules, procedures, hearings and appeals relating to the Code of Ethics shall be promulgated and implemented under the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

2. **Freedom of Information Act (FOIA):**

All records, hearings, meetings, and deliberations of the PLSB relating to an ethics complaint against an administrator or teacher are confidential and exempt from the Freedom of Information Act. All records pertaining to an ethics complaint are open for inspection and copying by the person against whom the complaint is lodged. The person against whom the complaint is lodged and his or her representative are entitled to be present during all hearings. A hearing before the State Board to consider the possible revocation, suspension, or other sanction of an administrator’s or a teacher’s license based on a recommendation of the PLSB for enforcement of an alleged ethics violation, including without limitation an informal disposition by the State Board of an ethics complaint by stipulation, settlement, consent order, or default is open to the public. All records on which the State Board relies during such a hearing to make its decision are subject to public disclosure under the Freedom of Information Act.

3. **Allegations:**

Any person or party wishing to submit an allegation must use the allegation of violation form developed by the PLSB and attached to these rules as Appendix D. It may be filed with the PLSB through the Department of Education, a public school district, or a public school superintendent. If an allegation form is filed with a public school district or a public school superintendent, the public school district or superintendent must forward all signed allegations directly to the Department of Education. Failure to forward an allegation of violation form may be considered a violation of the Code of Ethics.

4. **Allegations Received by the PLSB Ethics Subcommittee:**

An allegation will become a complaint once it has been: (1) verified by the Chief Investigator of the PLSB as being submitted by an identifiable person; and (2) is credible and if true, would constitute a violation of the Code as set forth in these rules, committed by an Arkansas educator after September 1, 2008. An allegation shall be processed as follows:

a. **Initial Review:** The Chief Investigator of the PLSB will thoroughly review the allegation and verify that the allegation has been submitted by an identifiable person and was signed under penalty of perjury.

b. **Authority to Investigate:** The Ethics Subcommittee will determine whether to grant authority to the PLSB investigative staff to investigate the allegation. Authority to investigate the allegation will be based upon a reasonable belief that the allegation, if true, constitutes a violation of the Code as set forth in these rules and was committed by the alleged educator after September 1,
2008. Any member of the Ethics Sub-Committee of the PLSB who works with or for the educator against whom the allegation is submitted shall recuse himself/herself from any discussion, hearing, or deliberations concerning the accused educator. The Ethics Subcommittee is not limited to the standard alleged on the form but may consider all of the evidence submitted with the allegation in determining which, if any, standard may have been violated.

i. Authority to Investigate Denied: If the Ethics Subcommittee votes not to authorize investigation, the allegation shall be dismissed and the matter shall be closed without further action against the educator.

ii. Authority to Investigate Granted: If the Ethics Subcommittee votes to authorize investigation of the allegation, the allegation becomes an authorized ethics complaint. The PLSB staff shall notify the named educator in writing concerning the initiation of the investigation and provide the educator with a copy of the complaint within ten (10) calendar days of authorization. The PLSB staff shall provide to the educator under investigation 1) written notice of the investigation and nature of the alleged ethics violation and, 2) a copy of the documents and evidence concerning the facts alleged in the ethics complaint, provisions of Ark. Code Ann. § 6-17-428 or other state statutory law applicable to an ethics violation and the applicable rules in effect at the time the ethics complaint is filed.

iii. Automatic Investigation: The following will automatically go to the Ethics Subcommittee of the PLSB for the opening of an investigation:

(A) Public information that an educator may have committed a violation the Code of Ethics. In the event that PLSB staff or Ethics Subcommittee members discover public information that an educator may have committed a violation of the Code of Ethics, the PLSB staff or any member of the Ethics Subcommittee may request that the Ethics Subcommittee Chair file an allegation form with the Department. If the Ethics Subcommittee votes that the Chair should file an allegation form, the Chair will recuse herself or himself from any further consideration of the newly filed complaint. If necessary, the PLSB may appoint a board member to the Ethics Subcommittee for the limited purpose of resolving the newly filed complaint.

(B) Audit reports forwarded to the ADE by the Arkansas Joint Auditing Committee pursuant to Ark. Code Ann. § 6-17-426.

c. Requesting additional authority to investigate: If, in the course of an authorized investigation, PLSB staff discovers credible information that the named educator has committed additional violations of the Code, the PLSB staff may request additional authority to investigate from the Ethics Subcommittee. In the event that PLSB staff discovers credible information that another educator has violated the Code of Ethics, the PLSB staff may request that the Ethics Subcommittee Chair file an allegation form with the Department. If the Ethics Subcommittee votes that the Chair should file an allegation form, the Chair will recuse herself or himself from any further consideration of the newly filed complaint. If necessary, the PLSB may appoint a
board member to the Ethics Subcommittee for the limited purpose of resolving the newly filed complaint.

d. Completion of the Investigation: The Ethics Subcommittee shall complete its investigation of an ethics complaint and take action within one hundred fifty (150) days of authorizing the investigation or, if a hearing is conducted, within one hundred eighty (180) days of authorizing the investigation. Upon completion of the investigation and final report of investigation, the PLSB staff will send the final report of investigation to the accused educator or his/her attorney via certified and regular mail. The educator shall be provided with:

i. A copy of the documents and evidence concerning the investigation of the ethics complaint and,

ii. Written notice that the Ethics Subcommittee will consider taking action against the named educator and,

iii. A copy of Ark. Code Ann. § 6-17-428 or other state statutory law applicable to the ethics violation authorized for investigation, and

iv. A copy of the rules in effect at the time the ethics complaint is filed.

v. The named educator or his/her attorney will be allowed thirty (30) calendar days from receipt of the notice, documentation, and evidence from the Ethics Subcommittee or its staff to submit any further response in writing. At the conclusion of the thirty (30) calendar days or upon receiving the written response from the educator, the PLSB staff will send the final report of investigation and educator’s response to the members of the Ethics Subcommittee.

e. Initial Recommendation of the Ethics Subcommittee: At the next scheduled meeting of the Ethics Subcommittee, the Ethics Subcommittee shall review the results of the investigation including the PLSB staff's final report of investigation and any written response from the educator who is the subject of the ethics complaint. Following such a review, if the Ethics Subcommittee finds that a reasonable belief exists that the educator violated the Code as set forth in these rules, the Ethics Subcommittee shall issue an initial decision and may recommend any appropriate action as set forth in Appendix B. The initial recommendation shall be considered a proposal for decision under Ark. Code Ann. § 25-15-210 and shall contain a statement of the reasons for the decision and each issue of fact or law necessary for the decision.

i. Notification of the Educator: The PLSB staff will notify the named educator in writing of the recommendation of the Ethics Subcommittee. The named educator may accept in writing the recommendation of the Ethics Subcommittee of the PLSB or request in writing an evidentiary hearing before the Ethics Subcommittee. The PLSB staff will inform the educator that following an evidentiary hearing, the Ethics Subcommittee may find that no reasonable belief that a violation of the Code exists, or could find that a reasonable belief that violation of the Code exists and recommend any appropriate action as set forth in Appendix B.
ii. Private Letter of Caution: The Ethics Subcommittee of the PLSB may also issue a Private Letter of Caution in lieu of recommending an action set forth in Appendix B.

f. Waiver of Evidentiary Hearing: If an educator fails to respond to notification of the initial recommendation of the Ethics Subcommittee within thirty (30) days, the initial recommendation will become a final recommendation without an evidentiary hearing and will be forwarded to the State Board for consideration.

g. If the educator accepts the Ethics Subcommittee’s recommendation or waives a response, the PLSB staff shall notify the educator that the final recommendation will be submitted to the State Board as part of its consent agenda.

5. Waiver or Request of an Ethics Subcommittee Evidentiary Hearing

a. If the educator requests a hearing, an evidentiary hearing will be held before the Ethics Subcommittee within one hundred eighty (180) days of receiving the complaint as is defined in these rules. Either party may request additional time. Such a request shall be in writing and shall set forth the reason(s) for which additional time is needed. The time limitations may be waived when reasonable under the circumstances, including without limitation, inclement weather, state or national emergencies, or other unforeseeable events by the:

i. Educator if the time limitation is imposed upon the Ethics Subcommittee; or

ii. Ethics Subcommittee if the time limitation is imposed upon the educator; or

iii. A written stipulation between the educator and the PLSB staff attorney with the approval of the Ethics Subcommittee.

b. Within ten (10) calendar days following the findings and recommendation of the Ethics Subcommittee, the PLSB staff will notify the educator in writing of the Ethics Subcommittee’s evidentiary hearing findings and recommendations. The educator may accept the evidentiary recommendation or object and request a review by the State Board pursuant to Section 9 of this Appendix. The evidentiary hearing recommendation shall be considered a proposal for decision under Ark. Code Ann. § 25-15-210 and shall contain a statement of the reasons for the decision and each issue of fact or law necessary for the decision.

c. Waiver of State Board Review: If an educator fails to respond to notification of the Ethics Subcommittee’s evidentiary hearing recommendation within fourteen (14) days, the evidentiary hearing recommendation will become a final recommendation and will be forwarded to the State Board.

6. Motions

a. An educator or his or her representative who has requested an evidentiary hearing may file a motion by serving it on the attorney for the PLSB who shall record the date it is received and promptly transmit the motion(s) to the Ethics
Subcommittee for its consideration at the next available Ethics Subcommittee meeting.

b. Filing a motion that requests that the Ethics Subcommittee take action prior to the requested or scheduled evidentiary hearing tolls the time limits set out in these rules and Ark. Code Ann. § 6-17-428.

c. Requests regarding procedural matters, including requests for additional time for the hearing or for continuation of a hearing or proposed stipulated settlements, may be considered on the motions or papers submitted. The PLSB attorney and the educator may enter a stipulation to dispose of any procedural or substantive matters at any time subject to final approval by the Ethics Subcommittee.

7. Evidentiary Hearing Procedures of the PLSB Ethics Subcommittee

a. The educator and the PLSB may be represented by representatives of their choosing.

b. The educator shall be notified in writing of the date, time and location of the Ethics Subcommittee meeting at which his/her case will be considered. The notice will also state a deadline by which the educator must submit items to the Ethics Subcommittee for consideration. Items submitted may be rejected if not timely. Educators and PLSB staff are encouraged to submit all documentary evidence by the deadline so that the Ethics Subcommittee will be prepared to expeditiously address the case at the evidentiary hearing.

c. A representative of the PLSB and the educator (or his/her attorney) shall have up to twenty-five (25) minutes each to present their cases to the Ethics Subcommittee. The chairperson of the Ethics Subcommittee may grant additional time to either or both parties, if necessary.

d. Each party will have the opportunity, should it so choose, to make an opening statement. The statement shall be no longer than five (5) minutes in length. The chairperson of the Ethics Subcommittee may grant additional time to either or both parties, if necessary.

e. The representative of the PLSB shall present its case (and opening statement, if it so chooses) to the Ethics Subcommittee first.

f. Any written documents, photographs or any other items of evidence may be presented to the hearing Ethics Subcommittee with the permission of the chairperson. The items of evidence shall be marked as either "PLSB Exhibit Number 1(et seq.)" or "Educator’s Exhibit Number 1 (et seq.)." After an item of evidence has been allowed to be presented to the Ethics Subcommittee by the chairperson, the introducing party shall give one (1) copy to the court reporter for the record and one (1) copy to the chairperson.

g. After one party has questioned a witness, the other party shall have the same opportunity.
h. Members of the hearing Ethics Subcommittee shall also have the opportunity to ask questions of any witness or any party at any time.

i. While the scope of each party’s presentation ultimately lies within the chairperson’s discretion, case presentation should be arranged in such a way as to avoid redundant testimony.

j. After the educator has presented his/her case, the chairperson may allow each party to present limited rebuttal testimony.

k. After the rebuttal evidence has been presented, the educator shall have up to five (5) minutes to present a closing statement, if desired. The chairperson of the Ethics Subcommittee may grant additional time if necessary.

l. After the educator has made a closing statement, or waived the opportunity for the same, the representative of the PLSB shall have up to five (5) minutes to make his/her closing statement, if desired. The chairperson of the Ethics Subcommittee may grant additional time if necessary.

m. After closing statements have been made (or the opportunity to make them has been waived), the hearing Ethics Subcommittee may orally announce its decision. Alternatively, the hearing Ethics Subcommittee may take the case under advisement and render a written decision at a later time.

n. During an evidentiary hearing, the “preponderance of the evidence” standard shall be used by the Ethics Subcommittee to determine whether a violation of the Code occurred. If the Ethics Subcommittee finds that a violation occurred, it may issue a recommendation for appropriate sanction to the Arkansas State Board of Education. The representative of the PLSB will have the burden of proving each fact of consequence to the determination by a preponderance of the evidence. The Ethics Sub may also issue a non-punitive Private Letter of Caution Letter.

o. A written decision reflecting the hearing Ethics Subcommittee’s final findings and recommendation shall be promptly prepared by the PLSB staff attorney for the chairperson’s signature. A copy of the findings and recommendation shall be transmitted in a timely manner to the educator. The evidentiary hearing recommendation shall be considered a proposal for decision under Ark. Code Ann. § 25-15-210 and shall contain a statement of the reasons for the decision and each issue of fact or law necessary for the decision.

p. The educator shall have fourteen (14) days from the receipt of the final findings and recommendations to object and request a State Board Review pursuant to Section 9 of this Appendix. Should the educator not request a review by the State Board within the above-referenced fourteen (14) day time period, the findings and recommendations of the Ethics Subcommittee shall become final.

8. Subpoena Power:

a. At the request of a party to a proceeding pending before the PLSB or the Ethics Subcommittee or the State Board of Education, the Chair of the PLSB or the Ethics Subcommittee or the State Board of Education may, as appropriate, issue a
subpoena and bring before the PLSB, the Ethics Subcommittee or the State Board as a witness any person in this state. The PLSB, the Ethics Subcommittee or the State Board may, on their own motion, issue a subpoena at any time.

b. A party requesting a subpoena must make the request in writing to either the PLSB staff attorney or the State Board attorney, as appropriate. Requests for subpoenas made to the PLSB shall be delivered to the Office of the PLSB Attorney no later than ten (10) calendar days prior to the PLSB hearing for which the subpoena is requested. Requests for subpoenas made to the State Board shall be delivered to the Office of General Counsel of the ADE no later than ten (10) calendar days prior to the State Board hearing for which the subpoena is requested.

c. The subpoena shall:

i. Be in the name of either the PLSB, the Ethics Subcommittee, or the State Board;

ii. State the name of the proceeding; and

iii. Command each person to whom it is directed to give testimony at the time and place specified in the subpoena in one (1) of the following ways:

(A) In person;

(B) Before a certified court reporter under oath at the place of the witness’ residence or employment;

(C) By video-taped deposition at the place of the witness’ residence or employment; or

(D) By live video communications from the witness’ residence, place of employment, or a nearby facility capable of providing video transmission to the board that has subpoenaed the witness.

iv. The manner of providing testimony under the subpoena shall be conducted by video conference testimony unless another manner is agreed upon by the board or commission and the person who is the subject of the subpoena.

d. The subpoena may require the witness to bring with him or her any book, writing, or other thing under his or her control that he or she is bound by law to produce in evidence.

e. Service of the subpoena shall be in the manner as provided by law or rule for the service of subpoenas in civil cases.

f. A witness who has been served by subpoena and who appears in person to testify at the trial or case pending before the PLSB, the Ethics Subcommittee or the State Board shall be reimbursed for travel and attendance as provided by law.
g. If a witness is served with a subpoena and fails to provide testimony in obedience to the subpoena, the PLSB, the Ethics Subcommittee or the State Board may apply to the circuit court of the county in which the PLSB, the Ethics Subcommittee or the State Board is holding the proceeding for an order causing the arrest of the witness and directing that the witness be brought before the court.

h. The court will have the power to punish the disobedient witness for contempt as provided by the Arkansas Rules of Civil Procedure.

i. A witness who has been served with a subpoena may challenge the validity of the subpoena in the circuit court of the county in which the witness resides or is employed.

9. State Board Review

a. When an educator objects to the Ethics Subcommittee’s evidentiary hearing findings and recommendation, the educator may request a review by the State Board of Education by notifying the attorney for the PLSB in writing within fourteen (14) days.

b. Within ten (10) days of requesting a review, the educator will have an opportunity to file written exceptions and briefs regarding the Ethics Subcommittee’s evidentiary hearing findings and recommendation.

c. The PLSB attorney may file a written response to the educator’s exceptions and brief within ten (10) days of receipt of the educator’s exceptions and brief.

d. The PLSB attorney shall prepare a redacted copy of the Ethics Subcommittee hearing transcript and hearing exhibits to be filed with State Board of Education.

e. The PLSB’s findings and recommendations, the educator’s exceptions and brief, and the PLSB’s response, and the redacted transcript will be submitted to the State Board of Education at the next available meeting date.

f. Either the PLSB or the educator may request oral argument. If oral argument is requested, the PLSB attorney shall introduce the item on the agenda, then the educator will then have ten (10) minutes to present an oral argument in opposition to the findings and recommendations. The PLSB's attorney will then have (10) minutes for oral argument in support of the findings and recommendations. Upon good cause shown, the Chairperson of the State Board may grant either party additional time for oral argument.

g. After consideration of the findings and recommendations, the records, exceptions, briefs, and arguments, the State Board of Education shall issue a final decision or order in writing or stated on the record. The final decision shall include findings of fact and conclusions of law, separately stated. The educator shall be served personally or by mail with a copy of the final decision or order.
# LIST OF ACTIONS & APPLICABLE FINES

## Appendix B

<table>
<thead>
<tr>
<th>Action Taken</th>
<th>Maximum Fine Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complaint is not substantiated – No action taken; Case closed.</td>
<td>$0</td>
</tr>
<tr>
<td>Educators who violate testing procedures of the state and for whom the Ethics Subcommittee of the PLSB believes the violation does not rise to the level of an ethics violation may be recommended for additional training in the approved testing</td>
<td>All expenses paid by the educator.</td>
</tr>
<tr>
<td>Compliance with conditions or restrictions or recommended treatment or rehabilitation with periodic monitoring.</td>
<td>All expenses paid by the educator.</td>
</tr>
<tr>
<td>Private Letter of Caution</td>
<td>$0</td>
</tr>
<tr>
<td>Written Warning</td>
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<tr>
<td>Written Reprimand</td>
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</tr>
<tr>
<td>Probation of License</td>
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<tr>
<td>Suspension of License</td>
<td>$100</td>
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<tr>
<td>Permanent Revocation of License</td>
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</tbody>
</table>
## LIST OF APPLICABLE FEES

<table>
<thead>
<tr>
<th>License Issued</th>
<th>New or Renewal</th>
<th>Fee Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-Year Provisional Teacher’s License</td>
<td>New</td>
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</tr>
<tr>
<td></td>
<td>Renewal</td>
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</tr>
<tr>
<td>Five-Year Standard Teacher’s License</td>
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</tr>
<tr>
<td></td>
<td>Renewal</td>
<td>$75.00</td>
</tr>
<tr>
<td>Five-Year Vocational Permit</td>
<td>New</td>
<td>$75.00</td>
</tr>
<tr>
<td></td>
<td>Renewal</td>
<td>$75.00</td>
</tr>
<tr>
<td>One-Year Professional Teaching Permit</td>
<td>New</td>
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<tr>
<td>Lifetime Teacher’s License (Must be 62 years of age.)</td>
<td>New</td>
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</tr>
<tr>
<td>Adding Area or Level to Existing License</td>
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<tr>
<td>Adding Degrees to Existing License (If not occurring at the time of renewal)</td>
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</tr>
<tr>
<td>Duplicate License</td>
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<td>$50.00</td>
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Explanations and Guidelines to Clarify the Intent of The Code of Ethics

Appendix C

The purpose of Appendix C is to provide greater clarity and intent of each ethical standard listed in Section 6. 00 of this rule. Therefore, Appendix C is not designed to supersede the required standard of ethical conduct but rather to provide some rationale of the intent and purpose and thus the proper application of each ethical standard of conduct. It is recognized that Appendix C is a general application of the intent and purpose of each ethical standard and is considered a guide and not all inclusive of each and every interpretation and application of the Code as required in Section 6. 00.

Moreover, it is recognized that unless specifically stated in a standard of conduct listed in Section 6. 00 of these rules or specifically required in Appendix C's interpretation of a particular standard of conduct, the alleged unethical conduct by a licensed educator may be considered by the Professional Licensure Standards Board regardless of the mental intent related to the alleged unethical action or omission. However, the Professional Licensure Standards Board may consider the mental intent or capacity of the licensed educator, along with other relevant factors, when determining whether a violation exists and what, if any, disciplinary action to recommend to the Arkansas State Board of Education for alleged violations of this Code of Ethics.

Furthermore, it is recognized that the Code of Ethics is designed as a model of minimum standards for maintaining the public’s respect for, and support of, those holding a license issued by the State Board of Education. It is not intended to regulate the employer/employee or contract relationship between any public school district and its educators. The Code is an overarching and superior set of standards and rules intended to establish and contribute to the development and maintenance of a supportive student-centered learning community that values and promotes human dignity, fairness, care, the greater good, and individual rights.

**Standard 1** An educator maintains a professional relationship with each student, both in and outside the classroom.

This standard goes to the core of a professional educator’s expected conduct and relationship with all students and transcends criminal behavior or other actions which violate law. The professional relationship with students is such behavior and action which promotes at all times the mental, emotional, and physical health and safety of students. An educator should show respect for and not demean, embarrass, or harass students absent some reasonable educational or disciplinary purpose and never as prohibited by law. A professional relationship is one where the educator maintains a position of educator/student authority with students even while expressing concern, empathy, and encouragement for students. In that position of authority, an educator may nurture the student’s intellectual, physical, emotional, social and civic potential. An educator may display concern and compassion for a student’s personal problems and, when appropriate, refer the student for school counseling or other help.

**Standard 2** An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions and responsibilities relating to his or her organizational position.

This standard addresses the professional educator’s obligation to implement best practices and maintain competence in skills and knowledge. An educator has many dispositions that are required in the course of instruction such as ensuring that students have access to varying points of view and that instruction reflects current subject matter.
Standard 3  An educator honestly fulfills reporting obligations associated with professional practices.

This standard covers those situations where there is an intentional or knowing attempt to deceive or mislead an educational entity. Honest errors or mistakes or inaccuracies are not intended to be encompassed by this standard. To uphold this standard an educator should be honest when reporting data and information to the Arkansas Department of Education, the Arkansas Bureau of Legislative Audit, the Arkansas State Board of Education, and other state and federal governmental agencies. Honestly reporting grades is also a part of this standard. It is also important that an educator honor this standard when giving information to recommend an individual for employment promotion or licensure as well as when reporting professional qualifications, criminal history, college credits and degrees, awards, and employment history. Similarly the failure to timely submit information covers those situations where there is a knowing failure to submit or provide information. The State Board of Education may take direct action to revoke, suspend, or place on probation an educator whose conduct violates Ark. Code Ann. § 6-17-410(d)(1)(A)(vii) and (viii) without submission of an ethics complaint. It is important to note that noncompliance with mandated child abuse reporting laws also falls with this standard.

Standard 4  An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship.

An educator must be a good steward of public funds, personnel and property dedicated to school related purposes. The use and accounting for these resources under the educator’s control must comply with state and federal laws that regulate the use of public funds and property. The use of such resources for personal gain, other than incidental personal benefit for which there is no public education purpose would not be in keeping with the intent of this standard.

Standard 5  An educator maintains integrity regarding acceptance of any gratuity, gifts, compensation or favor that might impair or appear to influence professional decision or actions and shall refrain from using the educator’s position for personal gain.

The standard is intended to prohibit that conduct which is solely for personal gain and creates an appearance of a conflict of interest in the role as an educator. The standard of conduct called for by this section involves an examination of the total circumstances surrounding the gratuity, gift, compensation, or favor. Factors to consider include the value of the gratuity, gift or favor, the reasonableness of any compensation; the timing of the gratuity, gift, compensation, or favor; and the relationship between the educator and the person from whom the gratuity, gift, compensation, or favor comes. Pursuant to Ark. Code Ann. § 6-24-113 an educator may accept awards and grants as provided for therein. Ark. Code Ann. § 6-24-112 contains some specific prohibited transactions involving gratuities or offers of employment. The second part of this standard requires that the educator does not use the position for personal gain.

Standard 6  An educator keeps in confidence secure standardized test materials and results and maintains integrity regarding test administration procedures.
When standardized tests are administered, educators should maintain the confidentiality of those parts of the standardized test materials that are to remain confidential such as actual test items and test booklets in accordance with state law, regulation, and testing policy. Supervisors may be entitled to access to other educators’ personnel records and should maintain the confidentiality of those records. Educators should be reminded that this standard is in addition to conduct prohibited under Ark. Code Ann. §§ 6-15-438, 6-17-410(d)(1)(A)(iii) and the Arkansas Department of Education Rules Governing Testing Improprieties. The State Board may take direct action to revoke, suspend, or place on probation, the license of an educator whose conduct violates this section without the filing of an ethics complaint.

**Standard 7**  
An educator maintains the confidentiality of information about students and colleagues obtained in the course of the educator’s professional services that is protected under state law or regulations, federal law or regulations, or the written policies of the educator’s school district, unless disclosure serves a professional purpose as allowed or required by law or regulations.

At times educators are entitled to and/or for professional reasons need access to certain student records, as well as other educators’ records. Much of this information is confidential and the educator should maintain that confidence unless the disclosure serves some legitimate educational purpose as allowed or required by law. The Federal Education Rights and Privacy Act (FERPA) addresses the confidentiality of certain student records. Such federal and state laws permit disclosure of some student information and restrict the disclosure of other student information. Educators should respect and comply with these and other similar confidentiality laws. Confidential student information may include student academic and disciplinary records, health and medical information, family status and/or income, assessment/testing results, and Social Security information. Similarly, educators should not disclose confidential information about colleagues unless the disclosure serves some legitimate professional purpose as allowed or required by law. Educators shall not knowingly or maliciously disclose confidential information about a student or colleague.

**Standard 8**  
An educator refrains from using, possessing and/or being under the influence of alcohol or unauthorized drugs/substances and/or possessing items prohibited by law, or possessing or using tobacco or tobacco-related products while on school premises or at school-sponsored activities involving students.

This standard sets forth the expectation of the professional educator concerning using, possessing, or being under the influence of the listed substances while on school premises or at school-sponsored activities involving students or being in violation of state law governing the using, possessing or being under the influence of alcohol, tobacco, or unauthorized/illegal drugs/substances while on school property or at school-sponsored activities involving students.
PART 2
ROLES AND RESPONSIBILITIES
ROLE OF THE INTERN

Interns are students of teaching. To study teaching is the main goal in the internship experience. The internship experience provides an opportunity for students to develop teaching skills while working with students and subject matter under supportive supervision in an actual classroom situation. The experience furnishes a learning situation for interns to demonstrate the knowledge, skills, and disposition that indicate a “readiness” to teach and warrants recommendation for their standard licensure.

**The Intern should:**

1. Be aware that internship is a primary responsibility and that attendance and preparation should reflect the seriousness of this responsibility.
2. Promptness and dependability are professional characteristics. Any employing school district has a right to expect that teachers of that district possess these characteristics.
   Internship is one opportunity to demonstrate these characteristics. The internship experience is a full day requirement for a minimum of 15 weeks. The full day is defined by the policy of the school as to what constitutes the school day. For example, Russellville schools define the school day as being 8:00 a.m. to 4:00 p.m. Each intern is expected to observe the full school day. Any deviation might include such things as arriving late, leaving early, or leaving campus during the conference or planning period. Continuous infractions may result in the intern being dropped from internship. Any absence requires that the Mentor Teacher, Campus-based Supervisor or Tech Liaison and the Director of Teacher Education Student Services be notified as early as possible. If the cause is not of an emergency nature, prior approval should be obtained. If the cause is an emergency, the Campus-based supervisor and Director of Teacher Education Student Services should be contacted as soon as possible. Any days missed, for whatever reason, will be required to be made up.
3. Take part in regularly scheduled evaluation conferences with the Field-based supervisor, the Cohort supervisor, and/or the Campus-based supervisor as appropriate to placement; take and act upon constructive feedback positively and in a professional manner.
4. Maintain a personable and caring, but professional relationship with the students.
5. Recognize and assume the responsibility for handling confidential information.
6. Examine one’s attitudes toward and expectations for the students. In doing so, one should:
   - respect the student as a person
   - recognize the worth of each student
   - recognize what is reasonable to expect from students in terms of maturity, motivation, and responsibility
   - temper language to suit the classroom environment
   - maintain acceptable disciplinary techniques in cooperation with the mentor teacher(s)
7. Dress according to the school’s standards and in line with the Dress Code Policy found on the Teacher Education website at: http://www.atu.edu/teachereducation/.
8. Be familiar with school policies and services.
9. Perform according to licensure standards and ethics.
ROLE AND RESPONSIBILITIES OF MENTOR TEACHERS
Cohort Supervisor or Field-based Supervisor

The major role of a supervisor is to act as a mentor and professional role model. For the intern, the mentor teacher reflects the reality of the teaching profession and must guide and coach the intern toward the role of a professional educator. In this supportive role, the student intern should have the opportunity to test different models of instruction and classroom approaches to guide and improve his or her developing experience with the supervisor’s guidance and support.

Mentor Teachers should:
1. Model professional behavior for the intern—professional behavior toward students, toward administration and colleagues, toward the community, and toward the intern.
2. Plan for the arrival of the intern by:
   - providing a work place for the intern
   - providing a set of texts or other needed materials
   - providing class/school schedules and student rosters
   - providing policy handbooks, both for faculty and students
   - reading the Internship Handbook (found on the ATU Teacher Education website at: http://www.atu.edu/teachereducation/)
   - completing the short training videos found at the aforementioned site
3. Welcome the intern as a colleague would be welcomed remembering to:
   - introduce the intern to administration, colleagues and students
   - invite the intern for lunch with teachers
   - point out bathroom, lounges, etc.
4. Explain:
   - school discipline policies
   - classroom management plans
   - class schedules/school schedules - arrival and departure times
   - special assignments of duties and activities such as cheerleading sponsor, senior class sponsor, lunchroom duty, and committee assignments
5. Model professional behavior in the areas of:
   - planning
   - use of a variety of teaching strategies
   - human relation skills
   - evaluation of students
   - relationships with students, administration, and colleagues
6. Provide opportunities for the intern to move gradually into the professional role of teacher.
7. Give constructive criticism as needed for the purpose of increased professional growth. Genuine praise for a job well done is an essential part of the process.
8. The Cohort Supervisor (CS) will evaluate the intern four times using the TESS (FFT) and Arkansas Teaching Standards (InTASC)-aligned [and for some programs (e.g., Middle Level, Health and Physical Education, etc.), program standards-aligned] observation form. The CS will share the results of the observation with the intern and electronically submit the four observations to the Director of Teacher Education Student Services, and be responsible for recommending a final grade to the Director of Teacher Education Student Services. The Field-based Supervisor will work with the Campus-based Supervisor to evaluate intern performance.
10. Immediately contact the Campus-based Supervisor or Director of Teacher Education Student Services, as appropriate, if problems arise, or there is any indication that the intern may be unable to successfully complete the internship experience. This may include, but is not limited to, deficiencies in subject matter, unprofessional dress or speech, lack of preparation concerning teaching assignments, excessive tardiness or absenteeism, inflexibility in terms of acceptance of constructive criticism, and unprofessional relationships with students or colleagues.
ROLES AND RESPONSIBILITIES OF CAMPUS-BASED SUPERVISOR AND DIRECTOR OF TEACHER EDUCATION STUDENT SERVICES

The university Campus-based supervisor provides the link between the university and the public school and should encourage a “team effort” during the internship experience when working with student interns and Field-based supervisors. In addition, the Campus-based supervisor is involved in orientation, supervision, evaluation, and overall concern for the program.

Campus-based Supervisors and Director of Teacher Education Student Services should:

1. Meet with the school site personnel (principal and mentor teacher) to provide them with, and support them in fulfilling the university policies for internship as outlined in the Intern Clinical Experiences Agreement between Arkansas Tech University and Public School Districts (Policies and Procedures Manual).

2. Cooperate with the school site personnel and help the intern to make the transition from being a college student to becoming a well-adjusted teacher.

3. Establish a policy of working “with” the school site personnel instead of “around” them.

4. Help interns analyze their behavior. (Portable videotaping equipment is available through the education department of the university)

5. Explain expectations to both school site personnel and interns.

6. Be available to the mentoring teacher(s) as a resource person.

7. Work with the mentoring teacher(s) in evaluating the teaching experiences in terms of growth in understanding of the knowledge, performance & disposition needed in classroom instruction.

8. Visit with the intern and mentoring teachers(s) at least four times per semester and more often if necessary.

9. Report in writing to the Director of Teacher Education Student Services the name and circumstances in regard to students whom you believe will receive a “C” or below in internship at the earliest possible date in the semester.

10. The Campus-based supervisor at the traditional triad site will evaluate the intern formally at least four times using the Formative Observation and Intervention Form and share the results of the evaluation with the intern and mentoring teacher(s). CSs evaluate the interns at cohort schools and the Director of Teacher Education Student Services may be called upon to evaluate intern’s performance as well. These formal evaluations are electronically submitted to the Office of Teacher Education Student Services by the Campus-based supervisor.

11. Ensure that on-line evaluation forms are completed.

12. The Campus-based supervisor at the traditional triad site will be responsible for assigning and submitting a final grade to the registrar. Cohort supervisors at cohort sites assign and submit grades to the Director of Teacher Education Student Services.
ROLE AND RESPONSIBILITIES OF THE DIRECTOR OF TEACHER EDUCATION STUDENT SERVICES

The Director is responsible for planning and overseeing the Internship Program at all sites. The Director is responsible for maintaining a high-quality program and collecting information necessary to determine its effectiveness.

**Director of Teacher Education Student Services should:**

1. Provide leadership to personnel who work with the interns in establishing criteria for selecting school sites and mentoring teachers, and in admitting students to the internship program.

2. Locate and secure qualified mentor teachers and Field-based sites for the internship experience for all teacher preparation programs.

3. Acquaint administrative personnel in the Field-based sites with the overall policies regarding the internship experience.

4. Help establish policies and agreements with school administrations and Board of Education in the cooperating systems regarding the placement of interns and the operation of the internship program.

5. Place interns in Field-based sites with the help of superintendents, principals, and mentoring teachers.

6. Notify principals and the mentoring teachers of the date on which interns are expected to report to the school to begin work and of the date on which interns are expected to return to the university campus.

7. Provide leadership in promoting the training program for mentoring teachers.

8. Assist in preparing and providing suggested guidelines for mentoring teachers to assist them in their work.

9. Assist in carrying on systematic evaluation of the internship experience for all programs.
ROLES AND RESPONSIBILITIES OF OTHER PROFESSIONALS INVOLVED IN THE INTERNSHIP EXPERIENCE

The Superintendent and Board of Education should:
1. Show interest in having interns placed in the school system.
2. Provide adequate facilities and instructional material for effective teaching.
3. Assist the site-based principals and mentoring teachers in creating constructive attitudes in the school and community towards interns.
4. Assure that the schools exemplify high standards of education.
5. Assist mentoring teachers in adjusting their work to absences that are necessitated by participation in the teacher education program.

The Principal should:
1. Show interest in having interns in the school and in working with mentoring teachers, interns, Campus-based supervisors, and liaison.
2. Have a good working relationship with the faculty, students, superintendent and community.
3. Show interest in helping interns solve problems that may arise in internship.
4. Provide leadership in interpreting the internship experience to the faculty, the students and the community.
5. Interpret the school policies, the curriculum, and the nature of the community to the intern.
6. Assist the mentoring teachers in creating constructive attitudes toward interns.
7. Arrange for the mentoring teacher(s) to have at least one “free period” a day when working with an intern; the time should be used for planning conferences with the intern.

Other Teachers should:
1. Help to create a professional climate in the building so that the intern may work with professional people. Build and maintain this climate in the teachers’ lounge, coffee area, and lunchroom.
2. Extend professional ethics to include the intern by refraining from:
   - Adverse criticisms on the teaching profession
   - Criticisms of other teachers and the school
   - Betrayal of confidence concerning pupils, teachers, and parents
3. Accept the intern as a member of the staff.
4. Provide guidance and assistance to the intern as would be accorded any new teacher.
5. Plan with the principal, mentoring teacher(s), and intern for observations of one’s classroom when requested.
6. Share with the intern the personal materials, knowledge, and insight gained through the teaching experience.
PART 3 EVALUATION
EVALUATION OF THE INTERN

Evaluation of the intern is a continuous process. The evaluation procedure is explained to, and discussed with, the intern who becomes a part of the evaluation team. Areas of strengths and weaknesses are discussed along with specific suggestions and recommendations. Formative evaluation will be ongoing.

The Formative Observation and Intervention Form will be completed by the Campus-based Supervisor or Cohort supervisor a minimum of four (4) times during the internship experience. The instrument will be used as a basis for post-teaching conferences to provide feedback for reflection and to guide goal setting for continuous professional development.

The formal summative instrument used for evaluation at the end of the internship is the Professional Standards and Expectations Survey. The Professional Standards and Expectations Survey is a comprehensive list of licensure standards that interns will be expected to exhibit during the internship experience at all sites. In addition, the mentoring teacher will be asked to evaluate the program of preparation and ATU’s support and supervision provided during internship using appropriate forms which will be made available by email toward the end of the semester.

The purpose of the evaluation process is to improve the clinical experience for Arkansas Tech University Interns.
INTERN GRADES

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

FOR GRADE “C”

Intern 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 intern receives a grade below “C”, the intern will not be recommended for licensure and will be obligated to repeat the internship 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 that have been discussed with the intern. This disclosure should be made in a timely manner so that the intern can withdraw from internship if remediation efforts are not successful.
**STUDENT INTERNSHIP SURVEYS**

(These surveys are completed through an on-line survey instrument. The appropriate password information will be communicated to the mentor teacher and student interns in order to complete the surveys. On the digital survey, some items from the following example surveys have been combined.)

**EVALUATION OF ATU SUPPORT AND SUPERVISION FORM**

**By Field-based Supervisors**

Please rate each item below according to the following scale:

1 = Not Rated, 2 = Lowest Rating, 5 = Highest Rating

<table>
<thead>
<tr>
<th></th>
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<th>1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I was treated like a professional by university support staff and supervisors.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I was given a clear vision of the process of internship and my mentoring role.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The Office of Teacher Education and Student Services and/or necessary university faculty were accessible and available for discussions, conferences, resources, etc., especially when concerns arose.</td>
<td></td>
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<tr>
<td>4</td>
<td>University Campus-based supervisors and/or the Office of Teacher Education Student Services provided additional resources when needed.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The Office of Teacher Education Student Services communicated information from and to ATU effectively.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>University Campus-based supervisors established a good relationship with you as a professional equal.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>University Campus-based supervisors modeled appropriate communication and interpersonal skills while working with Field-based supervisors, interns and administrative personnel.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>University Campus-based supervisors provided guidance for specific experiences for the intern (techniques, methods, procedures) as needed.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>University Campus-based supervisors communicated information from and to ATU effectively.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>University Campus-based supervisors were knowledgeable of curriculum, students at this level, and the demands on schools.</td>
<td></td>
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</tbody>
</table>

What would make ATU’s support and supervision, during the student teaching internship more effective and useful to you?
STUDENT INTERNSHIP SURVEYS
(These surveys are completed through an on-line survey instrument. The appropriate password information will be communicated to the mentor teacher and student interns in order to complete the surveys. On the digital survey, some items from the following example surveys have been combined.)

EVALUATION OF ATU SUPPORT AND SUPERVISION FORM
By Cohort Supervisors

Please rate each item below according to the following scale:
1 = Not Rated, 2 = Lowest Rating, 5 = Highest Rating

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<thead>
<tr>
<th></th>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>I was treated like a professional by university support staff and supervisors.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>I was given a clear vision of the process of internship and my mentoring role.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>The Office of Teacher Education and Student Services and/or necessary university faculty were accessible and available for discussions, conferences, resources, etc., especially when concerns arose.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>University supervisors and/or the Office of Teacher Education Student Services provided additional resources when needed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>The Office of Teacher Education Student Services communicated information from and to ATU effectively.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>The Office of Teacher Education Student Services established a good relationship with you as a professional equal.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
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</table>

What would make ATU’s support and supervision, during the student teaching internship, more effective and useful to you?
PROGRAM EVALUATION FORM
By Mentor Teacher (Field-based Supervisor or Cohort Supervisor)

Mentor Teacher: ________________________
Subject Area/Grade Level: ________________________
Field-based Site: ________________________
Name of Intern: ________________________

1. What did you find to be the major strengths of this intern?
   a. Content Knowledge
   b. Instructional & Assessment Abilities
   c. Technology Use

2. What did you find to be the major weaknesses on this intern?
   a. Content Knowledge
   b. Instructional & Assessment Abilities
   c. Technology Use

3. Do you believe that this intern is adequately prepared to become a colleague of yours in the teaching profession? (Explain)

4. How could Arkansas Tech University improve the internship experience?
INTERNSHIP EXPERIENCE EVALUATION
Completed by Intern

Rate your perceptions of your internship experience by marking the most appropriate response to each item below using the following scale:

1 = Poor, 2 = Below Average, 3 = Average, 4 = Above Average, 5 = Superior

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<tbody>
<tr>
<td>1</td>
<td>My point of view when reflecting on observed lessons was recognized and valued.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2</td>
<td>My teacher-student relationships were</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3</td>
<td>My ability to motivate students was</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4</td>
<td>I received frequent feedback and evaluation (at least 4 observations).</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5</td>
<td>My classroom management was</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6</td>
<td>I was able to identify strengths and weaknesses in my performance that affect my ability to impact students’ learning.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7</td>
<td>Accurate assessment of my progress, constructive criticism, encouragement and alternative suggestions were provided.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8</td>
<td>There was ample opportunity for pre-observation and post-observation conferencing to examine my teaching behavior in various instructional situations.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9</td>
<td>The range of teaching experiences and role models provided for me was</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>10</td>
<td>The technology in the school of placement was adequate to support the integration of technology into my instruction.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>11</td>
<td>I am prepared for TESS mentoring in my first year of employment.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>12</td>
<td>My engagement in cooperative planning was</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>13</td>
<td>I received support in planning and using innovative and creative materials and techniques in the classroom.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>14</td>
<td>I was viewed as a second teacher in the classroom by my mentor(s) and students.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>15</td>
<td>My relationship with the school principal was</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>16</td>
<td>I was provided sufficient orientation regarding specific requirements and expectations during internship.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>17</td>
<td>My working relationship and communication with my mentor(s) was</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>18</td>
<td>Overall, my internship experience met my expectations.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>19</td>
<td>My initiative and the development of my own teaching style were encouraged.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>20</td>
<td>How could the internship experience be improved?</td>
<td></td>
</tr>
</tbody>
</table>
**Internship Survey**

Please complete the following survey items where “5” means “all elements of the statement were present at a high level” and “1” means “the elements were exhibited poorly or were missing.” Mark your answers on the Scantron sheet provided.

| 1. Learner Development. The teacher candidate 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. | 1 2 3 4 5 |
| 2. Learner Development. The teacher candidate designs and implements developmentally appropriate and challenging learning experiences. | 1 2 3 4 5 |
| 3. Learning Diversity. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | 1 2 3 4 5 |
| 4. Learning Environments. The teacher candidate 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. | 1 2 3 4 5 |
| 5. Content Knowledge. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. | 1 2 3 4 5 |
| 6. Content Knowledge. The teacher candidate creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. | 1 2 3 4 5 |
| 7. Application of Content. The teacher candidate 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. | 1 2 3 4 5 |
| 8. Assessment. The teacher candidate understands multiple methods of assessment. | 1 2 3 4 5 |
| 9. Assessment. The teacher candidate 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. | 1 2 3 4 5 |
| 10. Planning for Instruction. The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | 1 2 3 4 5 |
| 11. Instructional Strategies. The teacher candidate understands a variety of instructional strategies. | 1 2 3 4 5 |
| 12. Instructional Strategies. The teacher candidate 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. | 1 2 3 4 5 |
| 13. Professional Learning and Ethical Practice. The teacher candidate engages in ongoing professional learning. | 1 2 3 4 5 |
| 14. Professional Learning and Ethical Practice. The teacher candidate 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. | 1 2 3 4 5 |
| 15. Leadership and Collaboration. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning. | 1 2 3 4 5 |
| 16. Leadership and Collaboration. The teacher candidate seeks to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. | 1 2 3 4 5 |

Please complete the following items where “5” means “Strongly Agreed” and “1” means “Strongly Disagree.”

| 17. The teacher candidate positively impacts the learning of P – 12 students. | 1 2 3 4 5 |
| 18. The teacher candidate exhibits the characteristics of a “Professional of the 21st Century.” | 1 2 3 4 5 |
| 19. The teacher candidate uses technology in appropriate ways to impact student learning. | 1 2 3 4 5 |
| 20. The teacher candidate provides evidence that he or she meets the standards of his or her respective professional area of expertise (i.e., secondary, middle level, or early childhood). | 1 2 3 4 5 |

*The teacher candidate demonstrates the four continuously developing foundations of professional and pedagogical knowledge, skills, and dispositions; knowledge of the school culture; systemic and developmentally appropriate practices; and a strong liberal arts background. These foundations are infused throughout with professional practices involving parents and community, diversity, leadership, oral and written communication skills, technology use, and purposeful reflection. These four foundations and these infused strands guide the teacher candidate’s curriculum and assessment approaches and informs the teacher candidate’s commitment to program and professional standards as the candidate seeks to positively impact the learning of P-12 students.*
The Formative Observation and Intervention Form was adapted from Danielson’s Framework for Teaching; the Arkansas Teacher Excellence Support System (TESS) is built around these:

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibility

It includes 22 Elements of good teaching and is aligned to the Arkansas Teaching Standards (InTASC Standards). These 10 standards are grouped into four categories. They include:

- The Learner and Learning
  - Standard #1 Learner Development
  - Standard #2 Learning Differences
  - Standard #3 Learning Environments
- Content
  - Standard #4 Content Knowledge
  - Standard #5 Application of Content
- Instructional Practice
  - Standard #6 Assessment
  - Standard #7 Planning for Instruction
  - Standard #8 Instructional Strategies
- Professional Responsibility
  - Standard #9 Professional Learning and Ethical Practice
  - Standard #10 Leadership and Collaboration
**Student Internship Formative Observation and Intervention** (Completed electronically)

Intern ___________ Observer ___________ School ___________ Date ______

What is your supervisory role? ATU Campus-based Supervisor Cohort Supervisor ATU Content-area Supervisor (circle one)

Which Observation is this? 1 2 3 4 (circle one)

Is this lesson the one the candidate will be including as his/her BEST LESSON in the internship exit portfolio? Yes No (circle one)

Average Rating Scored in each Domain: Domain 1_____ Domain 2_____ Domain 3_____ Domain 4_____

***Key for rating performance:***

1. Unacceptable - Insufficient evidence presented/observed to demonstrate knowledge/skill to perform in classroom situations unassisted.
2. Acceptable - Sufficient evidence presented/observed to demonstrate knowledge/skill to perform adequately and appropriately in most classroom situations, meeting most learners’ needs.
3. Highly Effective - Evidence presented/observed to demonstrate knowledge/skill to perform in classroom situations is more than sufficient; performs capably and flexibly in varied classroom situations with all learners.

**TESS DOMAIN 1: Planning and Preparation (**AR Teacher Licensure Standards: InTASC Standards 1, 2, 4, 6, & 7 )**

<table>
<thead>
<tr>
<th>Rating (Circle One)</th>
<th>Evidence Noted (PRE-OBSERVATION)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1a. Knowledge of Content & Pedagogy (InTASC Standard 4 Content Knowledge & Standard 8 Instructional Strategies)
UNDERSTANDS CENTRAL CONCEPTS, TOOLS OF INQUIRY, & STRUCTURES OF THE DISCIPLINE; CONSIDERS SCOPE & SEQUENCE; USES LIFE APPLICATIONS TO ASSURE MEANINGFUL ENGAGEMENT

1b. Knowledge of Students (InTASC Standard 1 Learner Development and Standard 2 Learning Differences)
UNDERSTANDS GROWTH & DEVELOPMENTAL LEVELS; PLANS FOR INDIVIDUAL & CULTURAL DIFFERENCES (INCLUDING LANGUAGE, BELIEFS, EXPERIENCES, VALUES, INTERESTS & SKILL LEVELS)

1c. Setting Instructional Outcomes (InTASC Standard 7 Planning for Instruction)
PROVIDES FOR MULTIPLE LEARNING OPPORTUNITIES; PLANS WITH CLEAR ALIGNMENT, VALUE & SEQUENCE; STATES RIGOROUS LEARNING GOALS; INCLUDES ALL LEARNERS; CONSIDERS CROSS-DISCIPLINARY SKILLS

1d. Knowledge of Resources (InTASC Standard 7 Planning for Instruction)
KNOWLEDGEABLE OF INSTRUCTIONAL RESOURCES TO EXTEND CONTENT KNOWLEDGE AND PEDAGOGY IN CLASSROOM; CONSIDERS COMMUNITY CONTEXT & KNOWLEDGE OF RESOURCES FOR STUDENTS

1e. Designing Coherent Instruction (InTASC Standard 7 Planning for Instruction)
ACTIVITIES/MATERIALS/RESOURCES CREATE A SUPPORTIVE LEARNING ENVIRONMENT THAT ENCOURAGES ACTIVE ENGAGEMENT; STRUCTURED PLANNING INCLUDES ALIGNMENT TO GOAL(S) & OBJECTIVE(S), ENGAGING ACTIVITIES & INSTRUCTIONAL GROUPING; MATERIALS PREPARED & PLANS COMPLETED

1f. Designing Student Assessments (InTASC Standard 6 Assessment)
ALIGNMENT TO GOAL(S)/OBJECTIVE(S) & STANDARDS, UNDERSTANDING OF USE FOR FUTURE INSTRUCTION, WELL-DEVELOPED; MULTIPLE METHODS OF ASSESSMENT TO ENGAGE LEARNERS IN SELF-GROWTH; GUIDES TEACHER AND LEARNERS IN ACADEMIC DECISION-MAKING
<table>
<thead>
<tr>
<th><strong>TESS DOMAIN 2: The Classroom Environment (AR Teacher Licensure Standards: InTASC Standard 3)</strong></th>
<th>Rating</th>
<th>Evidence Noted During Lesson (DURING OBSERVATION)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2a. Creating an Environment of Respect &amp; Rapport (InTASC Standard 3 Learning Environments)</strong></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>POSITIVE SOCIAL INTERACTIONS ENCOURAGED; APPROPRIATE EYE CONTACT, BODY LANGUAGE, FEELING TONE &amp; FOCUSED COMMENTS; ENVIRONMENT OF RESPECT [TEACHER TO STUDENT(S), STUDENT(S) TO TEACHER &amp; STUDENT(S) TO STUDENT(S)]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>2b. Establishing a Culture for Learning (InTASC Standard 3 Learning Environments)</strong></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>IMPORTANCE OF CONTENT EXPRESSED, CHALLENGING LEARNING EXPECTATIONS, ACTIVE STUDENT ENGAGEMENT IN LEARNING; PRIDE IN WORK ENCOURAGED</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>2c. Managing Classroom Procedures (InTASC Standard 3 Learning Environments)</strong></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MANAGEMENT OF INSTRUCTIONAL GROUPS, TRANSITIONS, MATERIALS &amp; SUPPLIES; PERFORMANCE OF NONINSTRUCTIONAL DUTIES; SUPERVISION OF VOLUNTEER(S) AND PARAPROFESSIONAL(S); INDIVIDUAL AND COLLABORATIVE LEARNING SUPPORTED THROUGH PROPER MANAGEMENT</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>2d. Managing Student Behavior (InTASC Standard 3 Learning Environments)</strong></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>COMMUNICATES CLEAR STANDARDS OF CLASSROOM BEHAVIOR; DISPLAYS CONSISTENCY; DEMONSTRATES POSITIVE BEHAVIOR; HANDLES RANGE OF BEHAVIOR; ANTICIPATES MISBEHAVIOR; VISIBLE COLLABORATION; SELF-MOTIVATION EXHIBITED BY LEARNERS</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>2e. Organizing Physical Space (InTASC Standard 3 Learning Environments)</strong></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>SAFE AND CONDUCIVE TO LEARNING, ACCESS FOR ALL STUDENTS, PHYSICAL RESOURCES ARRANGED AND USED EFFECTIVELY</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

This form was developed to provide formative feedback to Arkansas Tech University Interns. The rating scale was modified from the Danielson rubrics and level four was omitted due to practical and developmental reasons. The ratings are designated to identify and document areas for growth within the internship experience.


**AR Teacher Licensure Standards: InTASC, Interstate Teacher Assessment and Support System, 2011**
**TESS DOMAIN 3: Instruction (AR Teacher Licensure Standards: InTASC Standards 5, 6, & 8)**

<table>
<thead>
<tr>
<th>Rating (Circle One)</th>
<th>Evidence Noted During Lesson (DURING OBSERVATION)</th>
</tr>
</thead>
</table>

### 3a. Communicating with Students (InTASC Standard 8 Instructional Strategies)
CLEAR COMMUNICATION OF CONTENT; EXPECTATIONS OF LEARNING; PROCEDURES & DIRECTIONS; PROPER USE OF ORAL AND WRITTEN LANGUAGE; MAKES CONTENT COMPREHENSIBLE; MEANINGFUL ENGAGEMENTS, CONNECTIONS

### 3b. Using Questioning and Discussion Techniques (InTASC Standard 8 Instructional Strategies)
QUALITY QUESTIONS AND QUESTIONING TECHNIQUES; ADEQUATE RESPONSE TIME PROVIDED; QUESTIONING FACILITATED WELL; STUDENT ENGAGEMENT WITH DEEP UNDERSTANDING DEVELOPED THROUGH QUESTIONING

### 3c. Engaging Students in Learning (InTASC Standard 5 Application of Content)
ACTIVITIES AND ASSIGNMENTS ENCOURAGE COGNITIVE ENGAGEMENT; PRODUCTIVE GROUPING; SUITABLE MATERIALS & RESOURCES; APPROPRIATE STRUCTURE AND PACING; ATTENTION TO HIGHER-LEVEL THINKING; MEANINGFUL FOR LEARNERS; MASTERY OF CONTENT ASSURED

### 3d. Using Assessment in Instruction (InTASC Standard 6 Assessment)
STUDENT AWARENESS OF ALIGNMENT; MONITORING STUDENT LEARNING; APPROPRIATE AND TIMELY FEEDBACK; OPPORTUNITIES FOR STUDENT SELF AND/OR PEER EVALUATION; MULTIPLE METHODS TO ENGAGE LEARNERS

### 3e. Demonstrating Flexibility and Responsiveness (InTASC Standard 8 Instructional Strategies)
LESSON ADJUSTMENT BASED ON STUDENT PROGRESS; RESPONSIVE TO STUDENTS; PERSISTENCE TOWARD OBJECTIVES; VARIETY OF INSTRUCTIONAL STRATEGIES USED TO DEVELOP DEEP UNDERSTANDING

This form was developed to provide formative feedback to Arkansas Tech University Interns. The rating scale was modified from the Danielson rubrics and level four was omitted due to practical and developmental reasons. The ratings are designated to identify and document areas for growth within the internship experience.


**AR Teacher Licensure Standards: InTASC, Interstate Teacher Assessment and Support System, 2011**
<table>
<thead>
<tr>
<th>TESS DOMAIN 4: Professional Responsibilities  (AR Teacher Licensure Standards: InTASC Standards 9 &amp; 10 )</th>
<th>Rating</th>
<th>Evidence Noted (POST-OBSERVATION)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a. Reflecting on Teaching (InTASC Standard 9 Professional Learning and Ethical Practice)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ACCURATE EVALUATION OF LESSON EFFECTIVENESS; CONSIDERS RESEARCH IN TEACHING &amp; LEARNING; CONSIDERS STUDENT SUCCESS IN FUTURE PLANNING; ADAPTS TO MEET NEEDS OF LEARNER(S)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4b. Maintaining Accurate Records (InTASC Standard 9 Professional Learning and Ethical Practice)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PROFESSIONAL ETHICS &amp; CONDUCT GUIDES ACCURATE DATA COLLECTION OF STUDENTS’ ASSIGNMENTS &amp; PROGRESS; ACCURACY IN INSTRUCTIONAL AND NONINSTRUCTIONAL RECORDS</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4c. Communicating with Families (InTASC Standard 10 Leadership and Collaboration)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>VARIOUS FORMS (NEWSLETTERS, EMAILS, PHONE CALLS, ETC.) DESCRIBES SPECIFIC SITUATIONS, CONSIDERS STUDENT AND FAMILY BACKGROUND IN COMMUNICATION; INFORMS FAMILIES ABOUT INSTRUCTIONAL PROGRAM/PLANS</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4d. Participating in a Professional Community (InTASC Standard 10 Leadership and Collaboration)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>SHARES, COORDINATES, COLLABORATES, VOLUNTEERS &amp; ENGAGES IN SCHOOL, DISTRICT &amp; COMMUNITY PROJECTS, INVOLVEMENT IN SCHOOL CULTURE OF PROFESSIONAL INQUIRY; PARTICIPATES IN VOLUNTEERISM</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4e. Growing and Developing Professionally (InTASC Standard 9)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>SEEKS PROFESSIONAL DEVELOPMENT OPPORTUNITIES TO ENHANCE CONTENT AND PEDAGOGICAL KNOWLEDGE; SEEKS &amp; ACCEPTS CONSTRUCTIVE CRITICISM; MAKES CONTRIBUTIONS TO THE PROFESSION THROUGH COLLABORATION; CONTRIBUTES AS A FELLOW PROFESSIONAL</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4f. Showing Professionalism (InTASC Standard 9)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>INTEGRITY; ETHICAL BEHAVIOR; SERVES STUDENTS; PROMOTES FAIRNESS; PARTICIPATES IN DEPARTMENTAL DECISION MAKING; COMPLIES W/ DISTRICT REGULATIONS; ADVOCATE FOR STUDENTS AND SCHOOL; DRESSES APPROPRIATELY; PUNCTUAL; REGULAR ATTENDANCE</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Was the following STRAND exhibited during the observation? Yes/No

Was the following STRAND exhibited during the observation? Yes/No

For each STRAND noted to the left, please list any evidence observed.

1. High Expectations
2. Cultural Competence
3. Appropriate Use of Technology
4. Student Assumption of Responsibility
5. Equity
6. Developmental Appropriateness
7. Attention to Individual Needs
8. Engagement of Students’ Minds

SUMMARY COMMENTS/ STRENGTHS/ GOALS FOR IMPROVEMENT:

OBSERVERS’ SIGNATURE: ___________________________ Date: __________

INTERN’S SIGNATURE: ___________________________ Date: __________
Student Internship Formative Observation and Intervention Form
EXAMPLE for Middle Level Education

The Formative Observation and Intervention Form was aligned to the AMLE Standards and adapted from Danielson’s Framework for Teaching; the Arkansas Teacher Excellence Support System (TESS) is built around these:

Domain 1: Planning and Preparation
Domain 2: The Classroom Environment
Domain 3: Instruction
Domain 4: Professional Responsibility

It includes all the MLED Standards and 22 Elements of good teaching and is aligned to the Arkansas Teaching Standards (INTASC Standards). These 10 standards are grouped into four categories. They include:

- The Learner and Learning
  - Standard #1 Learner Development
  - Standard #2 Learning Differences
  - Standard #3 Learning Environments
- Content
  - Standard #4 Content Knowledge
  - Standard #5 Application of Content
- Instructional Practice
  - Standard #6 Assessment
  - Standard #7 Planning for Instruction
  - Standard #8 Instructional Strategies
- Professional Responsibility
  - Standard #9 Professional Learning and Ethical Practice
  - Standard #10 Leadership and Collaboration
Middle Level Education Program Formative Observation and Intervention

Intern ___________________________ Observer ___________________________ School ___________________________ Date ___________________________

What is your supervisory role?  ATU Campus-based Supervisor  Cohort Supervisor  ATU Content-area Supervisor (circle one)
Which Observation is this?  1  2  3  4 (circle one)

Is this lesson the one the candidate will be including as his/her BEST LESSON in the internship exit portfolio?  Yes  No (circle one)

Average Rating Scored in each Domain:  Domain 1 _______ Domain 2 _______ Domain 3 _______ Domain 4 _______

***Key for rating performance:
1 - Unacceptable - Insufficient evidence presented/observed to demonstrate knowledge/skill to perform in classroom situations unassisted.
2 - Acceptable - Sufficient evidence presented/observed to demonstrate knowledge/skill to perform adequately and appropriately in most classroom situations, meeting most learners’ needs.
3 - Highly Effective - Evidence presented/observed to demonstrate knowledge/skill to perform in classroom situations is more than sufficient; performs capably and flexibly in varied classroom situations with all learners.

<table>
<thead>
<tr>
<th>**TESS DOMAIN 1: Planning and Preparation (**AR Teacher Licensure Standards: INTASC Standards 1, 2, 4, 6, &amp; 7) (AMLE Principal A: The Learner and Learning, Standard 1 Young Adolescent Development. Principal B: Content, Standard 2 Middle Level Curriculum)</th>
<th>Rating (Circle One)</th>
<th>Evidence Noted (PRE-OBSERVATION)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMLE Standard 1 Young Adolescent Development Element a. Knowledge of Y. A.</td>
<td>1</td>
<td>Standard 1 Young Adolescent Development Element a.</td>
</tr>
<tr>
<td>DEMONSTRATES UNDERSTANDING OF THE INTELLECTUAL, PHYSICAL, SOCIAL, EMOTIONAL &amp; MORAL CHARACTERISTICS, NEEDS &amp; INTERESTS OF YOUNG ADOLESCENTS TO CREATE HEALTHY, RESPECTFUL, SUPPORTIVE, &amp; CHALLENGING LEARNING ENVIRONMENTS FOR ALL, INCLUDING THOSE WHOSE LANGUAGE &amp; CULTURES ARE DIFFERENT FROM THEIR OWN</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>AMLE Standard 1 Young Adolescent Development Element b. Knowledge of the implication of Diversity on Young Adolescent Development</td>
<td>1</td>
<td>Element b.</td>
</tr>
<tr>
<td>DEMONSTRATES UNDERSTANDING OF THE IMPLICATIONS OF DIVERSITY ON THE DEVELOPMENT OF YOUNG ADOLESCENTS; PLANNING CONSIDERS &amp; CELEBRATES THE DIVERSITY OF ALL</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Element c. Implications of Young Adolescent Development for Mid Level Curr. &amp; Instr.</td>
<td>1</td>
<td>Element c</td>
</tr>
<tr>
<td>USES KNOWLEDGE OF YOUNG ADOLESCENT DEVELOPMENT WHEN PLANNING AND IMPLEMENTING MIDDLE LEVEL CURRICULUM &amp; WHEN SELECTING &amp; USING INSTRUCTIONAL STRATEGIES</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>AMLE Standard 2 Mid Level Curriculum</td>
<td>1</td>
<td>Standard 2 Middle Level Curriculum Element a</td>
</tr>
<tr>
<td>Element a. Subject Matter Content Knowledge</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>DEMONSTRATES A DEPTH AND BREADTH OF SUBJECT MATTER CONTENT KNOWLEDGE IN THE SUBJECTS THEY TEACH INCLUDING LITERACY SKILLS &amp; STATE-OF-THE-ART TECHNOLOGY</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Element b. Middle Level Student Standards</td>
<td>1</td>
<td>Element b</td>
</tr>
<tr>
<td>USES KNOWLEDGE OF LOCAL, STATE, NATIONAL &amp; COMMON CORE STANDARDS TO FRAME TEACHING &amp; DRAW ON THIS KNOWLEDGE OF STANDARDS TO DESIGN, IMPLEMENT, AND EVALUATE DEVELOPMENTALLY RESPONSIVE, MEANINGFUL &amp; CHALLENGING CURRICULUM FOR ALL</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Element c. Interdisciplinary Nature of Knowledge</td>
<td>1</td>
<td>Element c</td>
</tr>
<tr>
<td>DEMONSTRATES THE INTERDISCIPLINARY NATURE OF KNOWLEDGE BY HELPING ALL YOUNG ADOLESCENTS MAKE CONNECTIONS AMONG SUBJECT AREAS BY FACILITATING RELATIONSHIPS AMONG CONTENT IDEAS, INTERESTS &amp; EXPERIENCES &amp; BY DEVELOPING &amp; IMPLEMENTING RELEVANT CHALLENGING, INTEGRATIVE &amp; EXPLORATORY CURRICULUM. (Learning opportunities should enhance information literacy, thinking, problem solving &amp; evaluation of information gained.)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
**TESS DOMAIN 2: The Classroom Environment (AR Teacher Licensure Standards: INTASC Standard 3) (AMLE Principal A: The Learner and Learning, Standard 1 Young Adolescent Development)**

<table>
<thead>
<tr>
<th>AMLE Standard 1 Young Adolescent Development Element a. Knowledge of Young Adolescent Development</th>
<th>Rating (Circle One)</th>
<th>Evidence Noted During Lesson (DURING OBSERVATION)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEMONSTRATES A COMPREHENSIVE KNOWLEDGE OF YOUNG ADOLESCENT DEVELOPMENT &amp; USES THIS UNDERSTANDING OF THE INTELLECTUAL, PHYSICAL, SOCIAL, EMOTIONAL, &amp; MORAL CHARACTERISTICS, NEEDS &amp; INTERESTS OF YOUNG ADOLESCENTS TO CREATE HEALTHY, RESPECTFUL, SUPPORTIVE &amp; CHALLENGING LEARNING ENVIRONMENTS FOR ALL</td>
<td>1 2 3</td>
<td>Standard 1 Young Adolescent Development Element a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMLE Standard 1 Young Adolescent Development Element b. Knowledge of the Implication of Diversity on Young Adolescent Development</th>
<th>Rating (Circle One)</th>
<th>Evidence Noted During Lesson (DURING OBSERVATION)</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDICATES &amp; DEMONSTRATES AN UNDERSTANDING OF THE IMPLICATIONS OF DIVERSITY ON THE DEVELOPMENT OF YOUNG ADOLESCENTS &amp; PARTICIPATES SUCCESSFULLY IN MIDDLE LEVEL PRACTICES THAT CONSIDER &amp; CELEBRATE THE DIVERSITY OF ALL</td>
<td>1 2 3</td>
<td>Element b</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMLE Standard 1 Young Adolescent Development Element c. Implications of Young Adolescent Development</th>
<th>Rating (Circle One)</th>
<th>Evidence Noted During Lesson (DURING OBSERVATION)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROVIDES A SAFE AND CONDUCIVE LEARNING ENVIRONMENT THAT IS ACCESSIBLE FOR ALL YOUNG ADOLESCENTS &amp; IS APPROPRIATE FOR IMPLEMENTING MIDDLE LEVEL CURRICULUM AND INSTRUCTIONAL STRATEGIES</td>
<td>1 2 3</td>
<td>Element c</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMLE Standard 1 Young Adolescent Development Element d. Implications of Y. A. Development for Middle Level Programs and Practices</th>
<th>Rating (Circle One)</th>
<th>Evidence Noted During Lesson (DURING OBSERVATION)</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPLIES KNOWLEDGE OF YOUNG ADOLESCENT DEVELOPMENT WHEN MAKING DECISIONS ABOUT THEIR RESPECTIVE ROLES IN CREATING &amp; MAINTAINING DEVELOPMENTALLY RESPONSIVE LEARNING</td>
<td>1 2 3</td>
<td>Element d</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMLE Standard 1 Young Adolescent Development Element a. Knowledge of Young Adolescent Development</th>
<th>Rating (Circle One)</th>
<th>Evidence Noted During Lesson (DURING OBSERVATION)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEVELOPS CLEAR STANDARDS OF CLASSROOM BEHAVIOR THAT ARE CONSISTENT; DEMONSTRATES POSITIVE BEHAVIOR &amp; AN UNDERSTANDING OF THE DEVELOPMENTAL CHARACTERISTICS OF THE YOUNG ADOLESCENT</td>
<td>1 2 3</td>
<td>Element a</td>
</tr>
</tbody>
</table>

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**AR Teacher Licensure Standards: INTASC, Interstate Teacher Assessment and Support System, 2011**
<table>
<thead>
<tr>
<th>AMLE Standard 4 Middle Level Instructional Strategies</th>
<th>Rating (Circle One)</th>
<th>Evidence Noted During Lesson (DURING OBSERVATION)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element a. Content Pedagogy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>USES INSTRUCTIONAL &amp; ASSESSMENT STRATEGIES THAT ARE</td>
<td>1</td>
<td>Standard 4. Middle Level Instruction and</td>
</tr>
<tr>
<td>EFFECTIVE IN THE SUBJECT THEY TEACH</td>
<td></td>
<td>Assessment Element a</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
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<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Element b. Middle Level Instructional Strategies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMPLOYS A WIDE VARIETY OF TEACHING, LEARNING &amp;</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ASSESSMENT STRATEGIES INCLUDING TECHNOLOGY THAT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENCOURAGES EXPLORATION, CREATIVITY &amp;</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>INFORMATIONAL LITERACY SKILLS; INSTRUCTION IS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESPONSIVE TO THE YOUNG ADOLESCENT INDIVIDUAL</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>IDENTITIES</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Element c. Middle Level Assessment and Data-inform</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d Instruction**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>DEVELOPS &amp; ADMINISTERS ASSESSMENTS &amp; USES THEM AS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FORMATIVE AND SUMMATIVE TOOLS TO CREATE MEANINGFUL</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>LEARNING EXPERIENCES BY ASSESSING PRIOR LEARNING,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IMPLEMENTING EFFECTIVE LESSONS, REFLECTING ON</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>YOUNG ADOLESCENT LEARNING &amp; ADJUSTING INSTRUCTION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BASED ON THE KNOWLEDGE GAINED</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>Element d. Young Adolescent Motivation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MOTIVATES ALL YOUNG ADOLESCENTS &amp; FACILITATES THEIR</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>LEARNING THROUGH A WIDE VARIETY OF</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>DEVELOPMENTALLY RESPONSIVE MATERIALS &amp; RESOURCES</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>**Element b. Middle Level Organization and Best</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practices**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>UTILIZES KNOWLEDGE OF THE EFFECTIVE COMPONENTS OF</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MIDDLE LEVEL PROGRAMS &amp; SCHOOLS THAT FOSTER</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>EQUITABLE EDUCATIONAL PRACTICES; ENHANCES LEARNING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FOR ALL STUDENTS &amp; DEMONSTRATES THE ABILITY TO</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>APPLY KNOWLEDGE WITHIN A VARIETY OF SCHOOL ORGANIZA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TIONAL SETTINGS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**AR Teacher Licensure Standards: INTASC, Interstate Teacher Assessment and Support System, 2011**
**TESS DOMAIN 4: Professional Responsibilities (AR Teacher Licensure Standards: INTASC Standards 9 & 10) (AMLE Principal D: Professional Responsibility, Standard 5 Middle Level Professional Roles. AMLE Principal B: Content Standard 3 Middle Level Philosophy and School Organization)**

<table>
<thead>
<tr>
<th>AMLE Standard 5 Middle Level Professional Roles</th>
<th>Rating (Circle One)</th>
<th>Evidence Noted (POST-OBSERVATION)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element a. Professional Roles of Middle Level Teachers</strong></td>
<td>1 2 3</td>
<td><strong>Standard 5. Middle Level Professional Roles</strong></td>
</tr>
<tr>
<td>UNDERSTANDS, REFLECTS &amp; IS SUCCESSFUL IN UNIQUE ROLE AS MIDDLE LEVEL PROFESSIONAL, AS MEMBER OF A TEAM &amp; AS ADVISOR TO YOUNG ADOLESCENTS</td>
<td></td>
<td>Element a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMLE Standard 5 Middle Level Professional Roles</th>
<th>Rating (Circle One)</th>
<th>Evidence Noted (POST-OBSERVATION)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element b. Advocacy for Y. A. &amp; Developmentally Responsive Schooling Practices</strong></td>
<td>1 2 3</td>
<td><strong>Element c</strong></td>
</tr>
<tr>
<td>SERVES AS AN INFORMED ADVOCATE FOR EFFECTIVE MIDDLE LEVEL EDUCATIONAL PRACTICES, POLICIES &amp; USE PROFESSIONAL LEADERSHIP TO CREATE EQUITABLE OPPORTUNITIES FOR YOUNG ADOLESCENTS THAT WILL MAXIMIZE STUDENTS' LEARNING</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMLE Standard 5 Middle Level Professional Roles</th>
<th>Rating (Circle One)</th>
<th>Evidence Noted (POST-OBSERVATION)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element c. Working with Family Members and Community Involvement</strong> VALUES DIVERSE FAMILY STRUCTURES &amp; CULTURAL BACKGROUNDS TO INFLUENCE &amp; ENRICH LEARNING; COLLABORATES WITH COMMUNITY PARTNERS, PARTICIPATES IN SCHOOL &amp; COMMUNITY ACTIVITIES &amp; BUILDS POSITIVE COLLABORATIVE RELATIONSHIPS WITH FAMILIES FROM DIVERSE BACKGROUNDS</td>
<td>1 2 3</td>
<td><strong>Element d</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMLE Standard 5 Middle Level Professional Roles</th>
<th>Rating (Circle One)</th>
<th>Evidence Noted (POST-OBSERVATION)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element d. Dispositions and Professional Behaviors</strong></td>
<td>1 2 3</td>
<td><strong>Standard 3. Middle Level Philosophy and School Organization</strong></td>
</tr>
<tr>
<td>HAS A POSITIVE ORIENTATION TOWARD TEACHING THE YOUNG ADOLESCENT BY MODELING HIGH STANDARDS, ETHICAL BEHAVIOR &amp; PROFESSIONAL COMPETENCE</td>
<td></td>
<td>Element a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMLE Standard 3 Middle Level Philosophy and School Organizations</th>
<th>Rating (Circle One)</th>
<th>Evidence Noted (POST-OBSERVATION)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element a. Middle Level Philosophical Foundations</strong></td>
<td>1 2 3</td>
<td><strong>Element a</strong></td>
</tr>
<tr>
<td>UNDERSTANDS THE DEVELOPMENTALLY RESPONSIVE MIDDLE LEVEL PROGRAMS &amp; SCHOOLS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Was the following STRAND exhibited during the observation?</th>
<th>Yes/No</th>
<th>Was the following STRAND exhibited during the observation?</th>
<th>Yes/No</th>
<th>For each STRAND noted to the left, please list any evidence observed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. High Expectations</td>
<td></td>
<td>5. Equity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Cultural Competence</td>
<td></td>
<td>6. Developmental Appropriateness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Appropriate Use of Technology</td>
<td></td>
<td>7. Attention to Individual Needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Student Assumption of Responsibility</td>
<td></td>
<td>8. Engagement of Students’ Minds</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SUMMARY COMMENTS/ STRENGTHS/ GOALS FOR IMPROVEMENT:**

OBSERVERS' SIGNATURE: ___________________________ Date: ___________

INTERN'S SIGNATURE: ___________________________ Date: ___________
THE EXIT PORTFOLIO FOR ELEMENTARY EDUCATION, MIDDLE LEVEL EDUCATION, SECONDARY EDUCATION, AND MASTER OF ARTS IN TEACHING

A Standards-Based Presentation of Evidence for the Licensure of Beginning Teachers

**Purpose:** The exit portfolio is a performance-based assessment completed during the student internship. It should contain documentation of the essential teaching skills and dispositions as required by the Arkansas Teaching Standards (InTASC Standards) and aligned with the domains of Danielson’s Framework for Teaching used in Arkansas’ Teacher Excellence Support System (TESS). The contents of the exit portfolio should document reflective practice. To be recommended for licensure, you must successfully complete the exit portfolio.

**Process:**
- All evidence included in the Exit Portfolio should be developed during your internship experience.
- The Exit Portfolio should include select and significant examples of standards-based growth and performance evidenced through the Exit Portfolio Tasks.
- The appearance of the portfolio should not overshadow its contents; however, be professional in presentation caring for organization, technical detail and thoughtful reflection. Choose a format that allows easy access to materials included. Use 12 pt. Times New Roman font and double spacing. Be sure to include your name on the cover or title page.

**Products:** Rubrics for evaluating the evidence presented in the Exit Portfolio are provided with the guidelines for development. You must complete all portfolio tasks and your portfolio introduction to be recommended for licensure. Any task (including the Introduction) that is rated below “acceptable” must be revised until satisfactory completion is achieved. Any case of academic dishonesty in completion of the portfolio will be addressed following the procedures outlined in the Arkansas Tech University Undergraduate Catalog.