



Yearlong Residency in Teacher Education Handbook

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Note from the Dean

Welcome to the yearlong residency in teacher education!

The goal of the yearlong residency is to assist you in becoming a greater expert in your content and pedagogical areas, a stronger collaborator, and a leader in the field of education. Whether you are completing your final year in the elementary education program, middle level education program, secondary education program, the advanced certificate in secondary education, Master of Arts in Teaching program, or the School Counseling and Leadership program (for an initial educator license), we want you to complete this yearlong residency successfully.

As a developing professional educator, you are vital to the transformative impact that can occur with students, schools, and communities through the education process. We look forward to working with you during your yearlong residency as you gradually move from being a university student to being a teacher and leader of your own students.

To this end, this handbook will provide you with essential information as you begin this process of the yearlong residency. Please examine each page carefully and refer back to the Arkansas Tech College of Education and Health Teacher Education Policies and Procedures document, if necessary, for additional information. The policy and procedures document may be accessed by selecting any of the Teacher Education Program Stages links at: <https://www.atu.edu/teachereducation/>.

Again, welcome to the yearlong residency!



Dr. Tim Carter
Dean, College of Education and Health
Arkansas Tech University

Our Vision and Mission

The Arkansas Tech University and College of Education and Health vision and mission statements inform the yearlong residency experience. The vision and mission statements include the following.

Arkansas Tech University Vision Statement

Arkansas Tech University will empower its students to pursue their dreams and unlock their full potential by providing a high-quality, challenging education, creating a path to personal and professional success across the Arkansas River Valley, the state, the nation and beyond.

Arkansas Tech University Mission Statement

Arkansas Tech University is dedicated to student success and access by providing an education that will significantly impact social mobility, enabling students to reach their greatest potential. The university has an unwavering commitment to providing life-changing educational opportunities at all levels of higher education through partnerships, research and service initiatives that contribute to the economic, cultural and social well-being of the students and the region it serves. The university will cultivate a vibrant and welcoming community, encouraging students, faculty and staff to achieve their goals in a supportive environment.

College of Education and Health Vision Statement

The College of Education and Health develops experts, collaborators, and innovators in education, health, and leadership who are successful and transformative professionals in the diverse communities in which they serve.

College of Education and Health Mission Statement

The College of Education and Health promotes student success by providing collaborative, engaging, and innovative programs in accessible formats to prepare professionals who will positively impact their communities locally, regionally, and globally.

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History of the Yearlong Residency

Arkansas Tech University has prepared teacher educators since the 1920s. What was known then as Arkansas Polytechnic College continued to prepare teachers for the next several decades. The teacher education program at Arkansas Polytechnic College was one of the first to achieve national accreditation for its teacher education programs in the early 1960s. Part of the teacher preparation experience involved a “student teaching” semester. The student teaching semester happened at the very end of the student’s program of studies.

In the 1950s and 1960s, Arkansas Polytechnic College teacher education students completed their student teaching semester within an Arkansas public school for a period of nine weeks. The College had partnerships with approximately thirteen school districts in the state with most of these being located in the Arkansas River Valley.

According to the first accreditation report filed by the teacher education department, there were approximately 37 students who completed a student teaching experience in 1959-1960. These student teachers majored in one of seven content areas (art, business, English, elementary, physical education, science, or social studies).

In the mid-1970s, Arkansas Polytechnic College became Arkansas Tech University. The School of Education (as it was known then) continued to expand its partnerships with school districts and its number of program offerings for teacher education candidates. During this time, students continued to complete a student teaching semester of approximately nine weeks. Later in the 1980s, students completed three weeks in a seminar course and the remaining twelve weeks in their student teaching experience during their last semester in the program.

By the 1990s to early 2000s, the College of Education, as it was renamed, increased its teacher preparation to include multiple school-based “field experiences” prior to the student teaching semester. Students now had the opportunity to explore teaching at a much deeper level prior to their final semester of preparation in fields of elementary or secondary education.

In the 2000s, the College of Education continued to expand its teacher education offerings by adding programs in middle level education at the undergraduate level and a Master of Arts in Teaching at the graduate level. At that time, the college approximately tripled its content area offerings in preparing future educators in teaching.

After 2010, the college began to refer to the student teaching experience as a student internship or a student teaching internship. Courses offered in the semester of the internship were moved to hybrid offerings to allow students even more time in their public-school setting. During this time, the college also increased its number of field experiences prior to the internship.

In 2015-2016, the College of Education embarked on a new initiative and began a yearlong internship experience first in elementary education, then in middle level education, and then in secondary education. Students completed 90-120 hours just prior to their full-semester internship. Students were encouraged to complete hours in the public school where they were placed *prior* to their future students arriving for the semester. These senior-year experiences eventually became known as Internship I and Internship II in the undergraduate programs. Although students were placed in different schools for each internship, they did have the opportunity to see how schools operated at the beginning, middle, and end of the academic year.

This yearlong internship led directly into what the college offers today in the final year of teacher preparation. In 2020, the College of Education began to explore a yearlong residency and then worked with a collection of other university colleges of education in the state to pursue this possibility. The college pilot-tested a yearlong residency in two school districts in the 2023-2024 academic year and revised its curriculum to move all programs in this direction.

This is how the yearlong residency came to be in the Arkansas Tech University College of Education and Health, as the college is now titled. What started as a nine-week student teaching experience in the 1920s has now evolved into a yearlong teaching residency for all teacher education levels. What began with a limited experience involving a handful of school districts and students has now grown to include a yearlong residency involving approximately 100 or more students each semester and partnerships with numerous schools and school districts across the entire state. This yearlong residency now includes students in five separate programs across the undergraduate and graduate levels (i.e., elementary education, middle level education, secondary education, Master of Arts in Teaching, and School Counseling and Leadership).

Yearlong Residency Handbook Glossary of Terms

Before reviewing the information in this handbook, please familiarize yourself with the following glossary of terms.

AEELS (Arkansas Educator Licensure System)

A state database system that is used to manage the background check and fingerprinting process required for all teacher education candidates prior to clinical placements.

Apprenticeship Model

A paid residency pathway where students are hired as apprentices, allowing them to earn income and have tuition paid while completing Residency A and B in a public school. This model is initiated by local school districts and supported through federal funding.

Aspiring Teacher Program

A paid pathway where students in Residency B serve as full-time teachers with their own classrooms, earning a full teacher's salary. This role must be initiated and approved by a school district, the university, and Arkansas DESE.

Aspiring Teacher Rubric

An evaluation tool aligned with teacher education courses and used to assess teaching performance during Residency A and B. It includes four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities that are subdivided into 22 criteria.

Campus-Based Supervisor

A university-affiliated professional who evaluates and supports yearlong residents. This individual may serve in the Triad Model or in the Cohort Model. This person must complete DESE-approved training and university training.

Cohort Model

An evaluation model where a single experienced public-school teacher serves as both the experienced mentor teacher and campus-based supervisor, guiding and assessing the candidate's performance.

Clinical Placement

A required teaching experience in a real classroom setting where teacher candidates apply coursework in practice under supervision.

Co-Teaching Strategies

Collaborative teaching methods used by the yearlong resident and experienced mentor teacher to share responsibilities in instruction and classroom management.

Data Sharing Seminars

Bi-semester meetings with school partners and university personnel to review and evaluate resident performance and program effectiveness.

DESE (Division of Elementary and Secondary Education)

A division of the Arkansas Department of Education responsible for approving licensure, policies, and training requirements for teachers and school leaders.

Educator Licensure

Official certification allowing individuals to work as teachers in the state of Arkansas. Granted by DESE upon university recommendation.

Experienced Mentor Teacher

A public or accredited private school teacher who supports and evaluates the resident during their clinical experience. This person must complete DESE-approved training and must have at least three years of teaching experience.

Exit Portfolio

A final compilation of teaching evidence completed by yearlong residents in Residency B to demonstrate readiness for licensure and independent teaching.

Formal Performance Assessment

Structured evaluations using the Aspiring Teacher Rubric conducted by campus-based supervisors or mentor teachers.

Gradual Release Model

A scaffolded method in which the experienced mentor teacher gradually transfers teaching responsibilities to the yearlong resident, promoting independence.

High Quality Instructional Materials (HQIM)

Arkansas DESE-approved curriculum resources to support teachers in helping students reach high standards and expectations in respective areas of learning.

Lead or Master Professional Educators

Experienced mentor teachers that meet DESE requirements for a Master or Lead Professional Educator designation.

Live Scan Locations

Designated sites where teacher candidates may complete fingerprinting for background checks if unable to do so on campus.

MAT (Master of Arts in Teaching)

A graduate program for individuals who have already earned a bachelor's degree and are pursuing teacher licensure.

Observations

Scheduled visits by supervisors to watch and assess the resident's teaching practice, with feedback.

Paraprofessional Pathway Program

A paid pathway for paraprofessionals (and/or senior-level students) to continue employment while completing their yearlong residency and degree online (elementary education only).

Placement Site

The specific school (public, charter, or accredited private) where a teacher candidate completes their Residency A and B experience.

Provisional Licensure

Temporary teaching license granted to MAT students allowing them to teach full time while completing licensure coursework.

Residency A

The first semester of the yearlong residency experience, involving three days per week in a school and concurrent upper-level coursework.

Residency B

The second and final semester of the yearlong residency, during which students teach full-time five days a week and complete licensure and exit requirements.

Residency A/B Seminars

Co-requisite university courses required for elementary and middle-level residents during their Residency A and B semesters.

Teacher Education Program Stages (I, II, III)

Designated progression checkpoints for teacher education candidates, each associated with specific requirements, evaluations, and training.

TESS (Teacher Education Student Services) Office

The Arkansas Tech University office responsible for managing student teaching placements, orientation, supervision, and evaluations for the yearlong residency.

Traditional Triad Model

An evaluation model involving three roles: the candidate, an experienced mentor teacher, and a separate campus-based supervisor.

Training Certificates

Documentation of completion for DESE-approved coaching and evaluation training required of mentor teachers and supervisors.

Walkthroughs

Condensed classroom visits by a supervisor or mentor teacher to observe the resident's teaching, classroom management, and progress.

Yearlong Residency

A two-semester clinical experience (Residency A and B) where teacher education candidates gradually assume full teaching responsibilities in a school setting.

Yearlong Residency Stipends

Financial support options offered by some school districts that may include substitute teaching, tutoring, or similar roles during Residency A or B.

Things to Know about the Yearlong Residency

The yearlong residency is designed for students to be in the same school and ideally in the same classroom for both senior/final-year semesters. Students spend part of the week at the school site in the first semester, and most of their week at the school site in the second semester. During the first semester of the senior year, students are still completing several content and/or educational courses. During the second semester, the number of content and/or educational courses is greatly limited as students focus on participating nearly full time each week in the public-school setting.

To be eligible for the yearlong residency, candidates in undergraduate teacher education programs must have completed 90 hours of course credit with a minimum of 12 hours residency at Arkansas Tech University before beginning the first semester of the yearlong residency (Residency A). For the MAT program, students must have completed a bachelor's degree.

As per the Arkansas Department of Education Division of Elementary and Secondary Education (DESE) policies and procedures, students must complete their first semester of the yearlong residency during three days each week with a minimum of 270 hours across the semester (with minor exceptions for non-core content areas [e.g., music, agricultural education, etc.]). Second-semester yearlong residents then complete the longer placement during their final semester that is more akin to the traditional student internship semester. It is an all-day, every-day experience during the last semester.

As indicated in the university catalog, the two semesters of residency are known as Residency A and Residency B. Residency A and B should be a natural extension of what students have learned previously in their teacher education coursework. In preparation for this experience, students should familiarize themselves with the Aspiring Teacher Rubric to which all courses have been aligned. This rubric contains four domains including Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, Domain 3: Instruction, and Domain 4: Professional Responsibilities. Each of these domains are further delineated into 22 total criteria that have been found to be strong predictors of teaching quality. A copy of this rubric is included here:

https://dese.ade.arkansas.gov/Files/Aspiring_TESS_Rubric_2023_November_EEF.pdf. This rubric is used to evaluate candidate's teaching performances in Residencies A and B. A copy of the adapted Aspiring Teacher Rubric for use at Arkansas Tech University may be found on the [Teacher Education website](#) under the Stage III link with information about the yearlong residency experience.

Residency A

As related to Residency A, students may explore the course curriculum for their respective program to see what courses are offered in Residency A (next to last semester in the senior/final year of preparation). As noted previously, with few exceptions, during Residency A, students participate in the upper-level professional education and content coursework while completing approximately 3 days in the public schools during each week.

During Residency A, students are supported by an experienced mentor teacher and are evaluated by a clinical supervisor(s) on their teaching performance. The Aspiring Teacher Rubric is used to evaluate teacher education candidates in all programs during Residency A and B.

Please keep in mind that during Residency A some courses may be offered online to allow students more time at the public-school site. Students in Residency A complete coursework that includes, but is not limited to, case studies, planning, teaching, assessing, and reflecting. Students are to engage in the Residency A experience fully by viewing themselves as a co-teacher/teacher in the classroom and school.

Residency B

Residency B occurs during the last semester of the senior year. This semester includes all the aspects of teaching and is considered a full-time, every-day-at-the-school-site experience. Students should expect to return to campus during this semester for four to five days to complete final coursework, training, and preparation. By the end of this semester, students will have completed an exit portfolio, been evaluated by several individuals on their teaching performance, completed licensure testing, and applied for teacher licensure in Arkansas.

During Residency B, students are supported by an experienced mentor teacher and are evaluated by a clinical supervisor(s) on their teaching performance. In like manner as Residency A, the Aspiring Teacher Rubric is used to evaluate teacher education candidates in all programs during Residency B.

Background Check with Fingerprinting

It is essential to note that candidates for the yearlong residency must complete a background check prior to beginning this experience. For any candidate in the yearlong residency to enter a school setting for their clinical placement, they must have completed all required aspects of the background check. Information concerning this

AELS background check process can be located at:
<https://www.atu.edu/teacherlicensure/BackgroundCheck.php>.

The background check includes fingerprinting and can be completed in the Office for Educator Licensure and Support Services in Crabaugh 308. More information can be found about this office at the following address:

<https://www.atu.edu/teacherlicensure/contact.php> If a student cannot complete a background check in this office, an appointment may be scheduled at one of the additional Live Scan Locations with directions found at:

<https://dese.ade.arkansas.gov/Offices/educator-effectiveness/background-checks/licensed-educators>.

Residency Orientations

During each semester and following the Arkansas Tech University Academic Calendar, the Arkansas Tech University Office of Teacher Education Student Services (TESS) director conducts orientations for those residents entering the Residency A experience. The orientation is scheduled the week prior to the beginning of the university's start date for students.

The orientation meeting addresses the expectations for residents completing the yearlong residency beginning with the 270-hour first semester (Residency A) and concluding with the full-week (Residency B) experience. Within this orientation, the director discusses topics such as expectations for attendance, scheduling, required assignments, professional behavior, communication, evaluation processes, supervision models, and ongoing course responsibilities during the residency.

High Quality Instructional Materials (HQIM) in Residency

Arkansas Tech University College of Education and Health residents have received opportunities to explore and work with High Quality Instructional Materials during coursework and during early field experiences. Candidates should recognize that different school districts have adopted different DESE-approved HQIM. Students should work to familiarize themselves with these respective HQIM as they begin their yearlong residency experience (during Residency A). The following two pages provide more information about HQIM resources.

- [DESE information about HQIM](#)
- [Arkansas Initiative for Instructional Materials](#)

Placement Sites, Supervisors, and Experienced Mentor Teachers

During the yearlong residency experience, students may be placed in a public elementary school classroom, a public charter school classroom, or an accredited private school classroom. The College (the Education Program Provider) works in collaboration with school districts to assign placements following a Memorandum of Understanding (MOU) signed by the university and the school district. This requires all parties to follow respective policies and procedures. With this being noted, candidates may indicate preferences, but final decisions are made based on placement availability, diversity requirements for programs, licensure level needs, and in agreement with appropriate policies and procedures. The Arkansas Tech University TESS Office is the entity that works directly with these different placements sites to ensure that our college meets program expectations, State of Arkansas licensure expectations, and placement site expectations. Contact information for this office may be found in the early pages of this document.

For yearlong residency placements with experienced mentor teachers, a Lead or Master Professional Educator as defined by the DESE is preferred for these mentors. For all DESE-approved paid pathways (discussed in a subsequent section), a Lead or Master Professional Educator status is required. For each yearlong residency, an experienced mentor teacher must have at least three years of teaching experience and may be assigned no more than two residents during any semester. Practicing administrators and supervisors cannot serve as experienced mentor teachers.

Each yearlong resident candidate is assigned a campus-based supervisor and an experienced mentor teacher during the yearlong residency experience. In addition to being professionals in their respective fields, these individuals complete trainings to prepare them to be effective in these particular roles. The following describes two models involving the supervisors, experienced mentor teachers, and yearlong residents. A student may be assigned to a:

1. Traditional Triad Model involving three people – a campus-based clinical supervisor, the experienced mentor teacher (a public-school teacher), and the candidate
2. Cohort Model where the public-school teacher serves as both the experienced mentor teacher and the campus-based supervisor with the candidate.

In either case, yearlong residency candidates work with experienced and trained individuals in each of these models. Each supervisor and experienced mentor teacher must complete Arkansas Department of Education – DESE-approved coaching training. The trainings are conducted through the educational cooperatives, a specific provider (e.g., NIET, Instructional Coaching Group, etc.) or through the Arkansas IDEAS portal.

In addition to a DESE-approved coaching training, all mentor and cohort teachers must complete the Aspiring Teacher Rubric course on the Arkansas IDEAS portal (ERC25006).

Training dates for coaching are determined by the respective Arkansas education cooperatives. The Arkansas Tech College of Education does require the aforementioned trainings for each participant that coaches and/or evaluates yearlong residents. Although, the director of the Arkansas Tech University TESS Office is not a trainer for coaching, this individual has completed coaching training and Aspiring Teacher Rubric training and is an additional resource for these professionals.

Following these trainings, experienced mentor teachers and campus-based supervisors submit certificates of completion for all required trainings to the director of the Arkansas Tech University TESS Office. This office keeps a record of each participant with demographic and content information. These trained individuals work with the director to ensure that each yearlong residency candidate receives effective coaching and evaluation.

To further strengthen this effort, each supervisor and experienced mentor teacher must complete training at Arkansas Tech University through Campus-Based Supervisor Training or Cohort Training to meet additional program expectations in this role and to evaluate candidates more effectively in their teaching praxis. Cohort trainings occur in June, July, and December. The Cohort Trainings address the role and responsibility of the cohort teacher, the gradual release model with a focus on co-teaching strategies, the Aspiring Teacher Rubric, practices of support and feedback for the resident, completing the evaluation cycle (pre-observation conference, observation, and post-observation conference), and reporting the evaluation data to the university using our reporting forms and procedures. During these trainings, cohort teachers are given the opportunity to score real examples of artifacts from intern evaluations and to discuss feedback and next steps for the intern based on the evidence gathered through the pre-observation form, lesson video, and the post observation form.

Campus-Based supervisors, who are part of the Traditional Triad Model rather than the Cohort Model, also receive additional training via the Arkansas Tech University TESS Office. These trainings occur at the beginning of the semester via videoconferencing. The director of Teacher Education Student Services conducts these trainings and question and answer opportunities to strengthen the use of the Aspiring Teacher Rubric, share about the gradual release model with a focus on co-teaching strategies, discuss the evaluation cycle previously mentioned, and to assist these supervisors in the submission of evaluation data via our reporting forms and procedures.

As related to the evaluation of yearlong residents in the program, professionals completing evaluations of these candidates use one or more of the following evaluation types at minimum of four times per year with each resident.

- Walkthroughs
- Observations
- Formal Performance Assessments (using the previously-discussed Aspiring Teacher Rubric)

The Teacher Education Student Services Office keeps a record each year of campus-based supervisors and experienced mentor teachers and the training each has received in order to be effective in these respective roles.

Experienced mentor teachers working with yearlong residents in paid pathways (See the next section.) must be designated as a Lead or Master teacher as per Arkansas Division of Elementary and Secondary requirements. This includes experienced mentor teachers participating in such programs as the Aspiring Teacher Program and the Apprenticeship Model. For more information about paid pathways during the yearlong residency, please see the following section.

Potential Paid Pathways to Educator Licensure (and a Teaching Job!)

The Arkansas Tech University College of Education and Health has partnered with different agencies, districts, and schools to provide multiple pathways for students to complete their yearlong residencies in the teacher education programs in the State of Arkansas. These different pathways lead to the same point – an Arkansas educator licensure. Educator/Teacher licensure information may be found at the following address: <https://www.atu.edu/teacherlicensure/index.php>. Concerning educator licensure, it is important to remember that Arkansas Tech does not grant an educator licensure. The university director of educator licensure simply recommends program completers for educator licensure based on their successful completion of the program and its various requirements. The Arkansas Department of Education Division of Elementary and Secondary Education is the educator licensure granting agency.

In the pursuit of an educator (teacher) licensure, all students in all programs will complete the yearlong residency that involves a Residency A and Residency B experience. For more information about Residency A and Residency B, please see the previous pages detailing these two residency experiences. Some of these residency experiences provide opportunity for payment in special circumstances. Each of these paid experience opportunities is described below in the bulleted list.

School District Initiated Paid Pathways. School districts must initiate the following potential paid pathways and pursue an agreement with the university for the university's students to participate in the pathway. Arkansas Tech University cannot initiate the following pathways and must rely on respective school districts to initiate these potential opportunities with Arkansas DESE approval.

1. [Apprenticeship Model](#) – The Apprenticeship Model is a federally-funded model where school districts may hire a student as an apprentice. This model allows the student's tuition to be paid and allows the student to earn income during their residency experience. This model must be initiated by a local school district and involves a partnership between the school district, the university, the local education cooperative, and the student. This opportunity is presently available solely in the elementary education program since it requires all university courses to be offered online for students to be able to participate. These students complete their Residency A and B experiences while employed in a public school. For this model, the experienced mentor teacher must be a DESE-approved Lead or Master Professional Educator.
2. [Aspiring Teacher Program](#) –Aspiring Teachers are students who are hired by a district as the full-time teacher with their own classroom and paid at the state

rate of payment for full-time teachers (presently \$50,000). Students in the Arkansas Tech University College of Education and Health Residency B experience may participate in the Aspiring Teacher program. Public schools must initiate this option and must agree to provide additional support for these students who have not yet completed their degrees. All Aspiring Teacher applications must be initiated by a local school district and must be approved by both the university and the Arkansas Department of Education. School districts, who wish to pursue this route for a student in Residency B, must complete all necessary requirements to ensure that a student has the support to teach full time while completing their respective program of studies. For this program, the experienced mentor teacher must be a DESE-approved Lead or Master Professional Educator.

3. Yearlong Residency Stipends – A few school districts are able to provide opportunities for Residency A and B students to earn income while completing their yearlong residency in a school district. These include opportunities to substitute teach at a limited level, serve as a tutor for students, or to serve in some other function at the school. These decisions are made by local school districts and not made by the Arkansas Tech University College of Education and Health. However, it should be noted that at no time may a student be employed more than one day per week as a substitute teacher while completing the yearlong residency experience.

School District and/or University Initiated Paid Pathways. The university and/or the local school district may initiate the following potential paid pathways.

1. Provisional Licensure – Since MAT students have already completed an undergraduate degree, they may receive what is known as a provisional license. This allows these students to teach in a full-time teaching position prior to completing their teacher preparation coursework in the MAT program. Students must apply for this license in the Educator Licensure and Support Services Office. These students complete their Residency A and B experiences while employed in a public school. *Please keep in mind that students must complete the Praxis subject test for licensure within the first 6 hours of their MAT program.*
2. Paraprofessional Pathway Program – The Paraprofessional Pathway Program is designed for paraprofessionals who desire to continue work in their current job while completing their degree. It may also be used by school districts who have openings in paraprofessional positions and would like to hire senior-level students into these positions while the students complete their university teacher preparation courses. Presently, this pathway is only available for elementary education students since all courses must be completed online. Elementary Education is currently the only program with a fully online option for Residency A

and B experiences. Students pursuing this option complete their Residency A and B experiences while employed in a public school.

Arkansas Tech University College of Education and Health Teacher Education Policies and Procedures Connections

The Arkansas Tech University College of Education and Health Teacher Education Policies and Procedures document may be found within the Teacher Education page through selecting any of the Teacher Education Program Stages links. The link for the Teacher Education site is the following: <https://www.atu.edu/teachereducation/>. The information in this document describes the policies and procedures for applications, expectations, appeals, and requirements, as well as a host of other policies and procedures. These policies and procedures will inform the student's pursuit of the educator licensure required for a teaching job. It is vital that all students familiarize themselves with the content in this document. Aspects of this document have been discussed throughout each program of study. The policies and procedures document provides an overview of the structure and function of the college, admission and program requirements, and appeal and grievances processes along with other important information.

Requirements and Assessments While in the Yearlong Residency

Attendance

Promptness and dependability are professional characteristics essential for teachers to provide meaningful protection of the children under their care and critical to the success of any school district. A school district has the right to expect the teachers employed to demonstrate professionalism within the education profession. Therefore, any school district accepting placement of a teacher candidate has a right to expect the same of that teacher education candidate.

All teacher education programs implement a gradual responsibility process where candidates should expect to take on more roles in the classroom as they progress through their Residency A and B experiences. This process involves initially observing in the classroom and helping with classroom tasks denoted by the teacher in the Residency A experience. Candidates should actively seek to assist in this role and should inquire of the experienced mentor teacher about what the resident can do to assist each day.

Within the first month of the residency experience, it should then move to assisting the teacher, when needed, with classroom instruction using co-teaching approaches. The yearlong resident will then be the primary teacher, at times, for lessons with planning and agreement with the classroom teacher in Residency A. At least two of these teaching experiences will be evaluated using one of the processes denoted in the next section. During Residency B, the yearlong resident will be expected to take on all primary duties of teaching in the classroom for, at minimum, at two-week period. However, at no time, should the yearlong resident be unsupervised within in the classroom with the exception of when the resident is being paid as a teacher of record (e.g., as an Aspiring Teacher).

By the completion of this yearlong residency experience, the resident should have had opportunity to gradually complete all aspects of teaching in their assigned placement site. In addition, by completion of this experience, candidates should be Day 1 Ready for the classroom. Therefore, attendance and active participation is essential to the growth of the yearlong resident. Residents should keep this in mind at all times during this experience.

The teacher candidate should be aware that during any clinical field experience(s), including the residency experience, a cooperating school may request to have the teacher candidate removed from the school should she or he not exhibit the behaviors and dispositions expected of today's education professionals. If a student is removed from a clinical field experience including residency, it may result in both course and/or program repercussions.

The yearlong residency experience involves three days in the public-school classroom during Residency A and 5 days in the classroom during Residency B.

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 from 7:45 a.m. to 3:45 p.m. Each intern is expected to be present 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 being dropped from residency.

Any absence requires that the Campus Based Supervisor, Experienced Mentor Teacher, and the Director of Teacher Education Student Services be notified as early as possible. If the cause is an emergency, the Clinical Supervisor, Experienced Mentor Teacher, Building Principal, 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 later in the semester. If more than one consecutive day is missed, a doctor's note must be provided to the Director of Teacher Education Student Services including the dates missed, and the date allowed back must be provided on the note. This does not excuse the candidate from completing the days missed in the future.

Candidate Professional Development and Training

During each semester of the yearlong residency, candidates are required to report to the Arkansas Tech University campus to complete just-in-time professional development sessions and additional coursework. Yearlong residents are to use this time to complete DESE-required professional development for licensure and to allow time to pursue continuous improvement from coursework, question and answer sessions, meetings with key university personnel, and to receive additional information about processes and requirements as they are completing this experience. The following table details when these return dates occur, particularly emphasizing Residency B students, who are in a semester long, all-day experience.

Residents in Residency B Meeting Dates	
<i>Fall</i>	<i>Spring</i>
August – 1 day	January – 1 day
September – 2 days	February – 2 days
October – 1 day	March – 1 day

Residency B students will receive notification of these specific dates each semester during this yearlong experience.

Dress Code

Students must adhere to the ATU Teaching and Educational Leadership Dress Code Policy. This policy may be found by clicking on any of the Teacher Education Program Stages links from the Teacher Education website located at the following address: <https://www.atu.edu/teachereducation/>.

Co-Requisite Courses during the Yearlong Residency Experience

Elementary Education

Elementary education yearlong residents must be enrolled in the Residency A Seminar during the Residency A experience. Likewise, elementary education yearlong residents are required to be enrolled in the Residency B Seminar during their Residency B experience. Elementary education residents should follow their prescribed curriculum during the Residency A and Residency B yearlong residency experience. Yearlong residents may not exceed a maximum of 15 hours of coursework during the semesters of yearlong residency as per Arkansas DESE guidelines.

Middle Level Education

Middle level education yearlong residents must be enrolled in the Residency A Seminar during their Residency A experience. Likewise, middle level education yearlong residents are required to be enrolled in the Residency B Seminary during their Residency B experience. Middle level education residents should follow their prescribed curriculum during the Residency A and Residency B yearlong residency experience. Yearlong residents may not exceed a maximum of 15 hours of coursework during the semesters of yearlong residency as per Arkansas DESE guidelines.

Secondary Education and Advanced Certificate in Secondary Education

Secondary education and advanced certificate in secondary yearlong residents must be enrolled in SEED 4553 and SPED 4052 during their Residency A experience. Secondary yearlong residents are required to be enrolled in SEED 4503 during their Residency B experience. Secondary education residents should follow their prescribed curriculum during the Residency A and Residency B yearlong residency experience. Yearlong residents may not exceed a maximum of 15 hours of coursework during the semesters of yearlong residency as per Arkansas DESE guidelines.

Master of Arts in Teaching (MAT)

Master of Arts in Teaching (MAT) yearlong residents must be enrolled in the Residency A required program coursework during the Residency A experience. MAT yearlong

residents are required to be enrolled in Residency B/required coursework during their Residency B experience. Specifically, MAT residents should follow their prescribed curriculum during the Residency A and Residency B yearlong residency experience. *MAT yearlong residents may not exceed a maximum of 9 hours of coursework during the semesters of yearlong residency.*

Evaluations

Candidates will be evaluated a minimum of six times across their yearlong residency experiences. As noted previously, Campus-Based Supervisors (in either the Triad or Cohort Model) will conduct one of the following four evaluations during these visits.

- Walkthroughs (using the Arkansas Tech University College of Education and Health Classroom Walkthrough Rubric)
- Observations
- Formal Performance Assessments (using the previously-discussed [Aspiring Teacher Rubric](#))

For Residency A yearlong residents, evaluations will typically occur during the first, middle, and last months of each respective semester. For Residency B yearlong residents, evaluations will typically follow a similar pattern with the fifth observation (e.g., August-September/October-early November or January-early February/March-early April) allowing ample time for these candidates to near completion of their exit portfolio (See next section.). Please see the table below for more information which delineates a fall or spring start date with the four evaluations. Yearlong residents may use this information to plan for the upcoming visits whether starting in the spring or fall in Residency A.

Fall Semester Candidate Observations		
Residency A		Residency B
Observation 1	August-September	Observation 4
Observation 2	October/early November	Observation 5
Observation 3	November-December	Observation 6
Spring Semester Candidate Observations		
Observation 1	January-early February	Observation 4
Observation 2	March-early April	Observation 5
Observation 3	April	Observation 6

The evaluator will provide information to the candidate following each observation experience and will report these data following the Arkansas Tech University College of Education and Health Teacher Education Student Services reporting processes.

As denoted previously, each person conducting evaluations, whether in the Cohort Model (where the experienced mentor teacher also serves as the campus-based supervisor) or the Traditional Triad Model (where there is an experienced mentor teacher and a separate campus-based supervisor), has been trained in coaching, using the Aspiring Teacher Rubric (found on the Teacher Education website at: <https://www.atu.edu/teachereducation/> under the Stage II link, and in further Teacher Education Student Services' Cohort or Campus-Based Supervisor training.

Exit Portfolio

An exit portfolio must be completed towards the end of the Residency B experience. Guidelines for completion of the Residency B Exit Portfolio are found online at <https://www.atu.edu/teachereducation/> and through selecting the Stage III/Residency B link and may also be located in our digital portfolio submission tool(s). Within the exit portfolio, yearlong residents are provided additional opportunity to demonstrate expertise in planning, teaching, impacting student learning, assessing this learning, reflecting upon these results to inform future instruction, consider their professional development and involvement, and to consider personal improvement in the profession.

Data Sharing and Discussion

The Arkansas Tech University TESS Office works in collaboration with the Associate Dean of the College of Education and Health to host two data sharing seminars each semester with school partners to discuss evidence collected on resident performance. The first data sharing seminar involves all school partners hosting an ATU resident. The second data sharing seminar involves the top two placement school district partners. Seminars are scheduled to coincide with formative observations each semester. The following table summarizes these dates.

Fall	
<i>Dates</i>	<i>Invited Participants</i>
Late August/Early September	All School Partners
Late October/Early November	Top Two Placement School Partners
Spring	
<i>Dates</i>	<i>Invited Participants</i>
Late January/Early February	All School Partners
April	Top Two Placement School Partners

These data-sharing meetings are designed to determine real-time areas for improvement for the program and residents. In addition, these times are designed to assist the TESS Office Director, program personnel, and administrators in ensuring a

successful and continuously-improving experience for yearlong residents, experienced mentor teachers, campus-based supervisors, and university personnel.

Online, Hybrid, and Face-to-Face Learning Environments

While in Classes – Being Part of the Learning Community

Whether a student is in an online, hybrid, or face-to-face learning environment, committing to being part of the learning community is very important. This is particularly true as in the Residency A and B yearlong experiences. Many times, in the face-to-face learning environment, it is easier to participate in the learning community. In these learning contexts, there are people to speak to face-to-face. There is possibility for physical movement, face-to-face collaborative interaction, small group approaches, lively question and answer opportunities, discussions where body language can be seen, and so forth.

Sometimes, these interactions may be more difficult in a hybrid or online environment. Part of this hybrid and/or online uniqueness involves the learning community in the digital world where the teacher and learners are participating with one another via the Internet. This online participation introduces new opportunities for learning and some potential dilemmas if the learner does not consider the course and instructor expectations. The following is a short but non-exhaustive list of some of the things that need to be considered in an online or hybrid course. In an online or hybrid course, the learner must understand:

- *The Need for the Learning Community.* Research in teaching and learning strongly suggests that social and interactive opportunities for learning benefit learners tremendously in the learning process. Engaging with others in reflection, critique, feedback, discussion, and so forth allows learners to process information and be challenged at higher levels. One goal of our online instructors is to provide students with opportunities to share in this interaction in order to improve their knowledge and skills as a professional. This means that such tools as discussion boards, among other interactive tools, are provided to increase discussion around a central topic. Therefore, attempting to “post” on a discussion board (or any other interactive tool) simply to earn points defeats the purpose of this learning opportunity (In addition, if the class has moved to another topic, the student will find that there is no longer anyone to “discuss” this information with on the discussion board.). Therefore, as a member of an online professional learning community, students need to participate with the community in a timely fashion to deepen their learning and preparation as a professional. This is one of a number of examples that could be considered, but students should remember to effectively and consistently participate in the learning community within the online course. This will be essential to students’ success in any course and in their future profession as teachers.

- *The Opportunities for Asynchronous and Synchronous Participation.* In the online and hybrid environments, there are times when the instructor will offer opportunities for everyone to be involved together online at the same time (synchronous). There will be other times when the instructor will provide opportunities for students to do their work asynchronously as the instructor sees fit. Students should take full advantage of both of these opportunities.
- *The Benefits of Engaging Professionally.* The purpose of offering online and hybrid options to learning is for students to continue to develop the knowledge, skills, and dispositions expected of education professionals. These courses are not designed to provide students with “hoops to jump through” or to give students opportunities to “earn enough points.” Practically, this means that students should view themselves as early professionals, who are growing in their field. This view is particularly important during the Residency A and B experiences in the yearlong residency. Although there is vibrant debate that occurs within the field of education that is very useful and even encouraged in this program, students should refrain from personally criticizing or demeaning experienced mentor teacher, instructors, or peers online. Students should bear in mind that they should be demonstrating increasing levels of professionalism inside and outside the online setting in which they are participating. Reckless words in written or spoken form can spread rapidly and can reflect poorly on a future teacher as a professional. It is important to consider this.

The Syllabus and Personal Ownership

- *The Importance of the Syllabus.* When participating in courses at Arkansas Tech University whether online, hybrid, or face-to-face, instructors share some common features on their syllabi. There are unique aspects on these syllabi as well. Students should examine these carefully concerning expectations, due dates for assignments, and so forth. Not all instructors will require assignments to be submitted on the same date for a variety of reasons. Instructors base their expectations on their professional considerations for the specific courses and content being taught. As students consider this, they should be mindful to examine each syllabus for each course that a student is completing in online, face-to-face, or hybrid course offerings especially as related to due dates and course grades.
- *The Necessary Self-initiation and Self-regulation for Online Usage.* When participating in an online or hybrid course, it is necessary that students pace themselves, manage their time effectively, and take personal initiative in meeting

deadlines, exploring information, and scheduling. Instructors spend considerable amounts of time considering and preparing detailed instructions concerning assignments, course schedules and due dates, syllabi, and so forth. It is vital that students take time (and sometimes considerable time) to carefully examine these materials, requirements, and deadlines. These pieces of information are readily available on the Blackboard site for immediate viewing. If students rely solely upon emailing or contacting the instructor to get information about materials that have already been posted, directions for assignments, schedules and due dates, syllabi, and so forth (especially at the last minute); the instructor may not be able to respond to these students immediately. It is essential to self-initiate and self-regulate in all learning environments but particularly in online and hybrid settings.

Assessment Considerations

While completing the teacher education programs, students complete digital portfolio requirements in courses and during the yearlong residency experience. It is important for students to familiarize themselves with the digital portfolio submission tool(s). It is also important for students to be active on their university Blackboard course shells during all courses particularly those involving clinical experiences, including the yearlong residency.

Additional Specific Online Course Considerations

If a student is completing courses online during Residency A or Residency B, there are some unique aspects of online learning that should be considered. This is particularly relevant if a student has never completed a semester of online courses. The following describes some things that need to be considered if a student is completing online courses during the yearlong residency.

Online learning has become a rapidly growing and continually evolving way to complete professional preparation in a variety of university programs. Some universities offer a selected number of courses online. Other universities offer hybrid courses where students meet face-to-face at times and online at others. Still other universities offer fully online preparation in certain areas of study. There is a wide variety of methods that different universities use to offer their online courses.

Since several of the pathways to program completion may require online coursework, it is important that students commit to this approach. Unlike traditional face-to-face learning environments, a student will have much greater flexibility with the time in which the student chooses to participate in collaboration, study, and communication with professors and fellow students. This flexibility is a privilege, but it can become a tremendous detriment if a student does not commit to creating a schedule and managing their time carefully.

As it relates to courses, if a student was on campus completing their courses in a face-to-face environment, the student would be expected to be in class on average of three hours per day if enrolled as a full-time, 15-hour-load-per-semester student. In addition, the student would be expected to complete work outside of class adding to this average three hours per day experience.

Therefore, students **MUST** commit to scheduling ample time per day and per week to participate in online courses. Waiting until midway or later in the semester to hurry and complete assignments works against the purpose of and limits the effectiveness of a student's professional preparation. The assignments that students are asked to complete in the online program are not "hoops to jump through." Instead, they have been carefully considered and designed to provide students with an opportunity to demonstrate their growing and developing knowledge and skills in developing into professional educators.

Becoming a professional in the field of education requires work, grit, and determination. It also requires thinking ahead. The first step to success with online coursework is recognizing these aspects of online learning and fully embracing them. By committing

to this, a student's opportunity to be successful increases. By not committing to this, the potential for success decreases. Fully committing to the online experience is the first step toward success in online courses. These are particularly important considerations when considering the Residency A and B requirements and expectations in the yearlong residence experience.

Continuous Improvement

As part of the College of Education and Health's efforts to continuously improve the yearlong residency and to effectively work with our partners, the college collects data and provides opportunities for stakeholder involvement towards this continuous improvement. The college collects and reviews data each semester from various stakeholders concerning such aspects as the effectiveness of the Arkansas Tech University TESS Office, the effectiveness of the yearlong residency experience, the quality of the teacher education programs, the quality of advising, and so forth.

These surveys include items such as the following:

- I was treated like a professional by university support staff and/or supervisors.
- The Office of Teacher Education Student Services communicated information from and to ATU effectively.
- The Office of Teacher Education Student Services established a good relationship with me as professional equal.
- The university campus-based supervisor communicated information from and to ATU effectively.
- The university campus-based supervisor provided guidance for specific experiences for the resident (techniques, methods, procedures) as needed.
- How could Arkansas Tech University work with you to improve the internship experience and/or teacher education program?
- In what ways, if any, did the candidate benefit you in your classroom this semester?
- I received feedback to improve (actionable feedback) from my campus-based or cohort supervisor.
- I received effective assessment of my progress and growth from my campus-based or cohort supervisor.
- I received useful feedback on the four Aspiring Teacher domains during my evaluations.
- The experienced mentor teacher, with whom I was placed, benefited my growth and development as a future educator.

Such items are reviewed by the Arkansas Tech University TESS Office and the Dean's Office to determine areas for improvement. The TESS Office also collects data from its training efforts to improve these efforts and to continuously improve the yearlong residency experience for all stakeholders involved. Example items for these efforts include the following:

- Was the material presented in a clear and concise manner that was understandable? (four options)

- The time scheduled was beneficial to my understanding of my role as a cohort teacher.
- One goal of the TESS office is to increase communication with experienced mentor teachers. Choose which mode of communication you prefer. (five options)
- In the past few years, the participants in the Cohort Training have provided feedback to the CEH that has resulted in changes (e.g., moving to online observation forms, revising the exit portfolio to better match Aspiring Teacher criteria, extending the internship/residency experience, etc.). Do you have any comments on the program, residency, or assessments to help us continue doing things well or to improve things?

In addition to these surveys administered at various points of the program, the TESS Office and the Dean's Office schedule shareholder data meetings where data from the residency experience is examined to continuously improve this experience (e.g., see table on page 27). The TESS Office has used data collected to revise data collection tools, initiate as-needed consultation meetings, and revise training sessions. From these efforts, the college also recently developed the Paraprofessional Pathway Program to increase teacher preparation and has specifically engaged with school districts in high-need geographical regions of the state to help prepare teachers in these areas. The college has also worked with districts in other areas of the state within this program.

Through these aforementioned efforts, the College of Education and Health has promoted open and respectful communication, times for examining data collected, innovative approaches to fill needs, and assisted in clearly defining roles and processes for respective stakeholders. This is an ongoing endeavor that requires a commitment to continuous improvement along with data-informed decision making.

Final Notes about the Yearlong Residency

The yearlong residency is a significant part of teacher preparation in the Arkansas Tech University College of Education and Health. It takes much time, consideration, and effort whether in face-to-face, online, or hybrid settings. While completing the Residency A experience, a student may be completing up to 15 hours of course credit. In addition, for certain fields, there may be some additional responsibilities. As a student enters this time period of preparation, it is important to consider the fact that the candidate is both a student and a teacher simultaneously. Therefore, the time and effort required during this final year will be a significant commitment. It is vital to recognize this in order to be highly successful in this pursuit.

Therefore, as you consider the aforementioned information in this handbook, please keep in mind that it is our hope that your yearlong residency is beneficial to you, the school and school district in which you are placed, your experienced mentor teacher, and particularly your students. The Arkansas Tech University College of Education and Health has worked diligently to provide you with programs, advising, and instruction to prepare you for this moment. It is our hope that you continue the rich teacher preparation tradition that began early in the last century. We wish you well in your pursuit of educator licensure during this final yearlong residency experience, and we are committed to you becoming the best teachers in the field that you can be.