

University of Arkansas

Professional Education Unit



UNIVERSITY OF
ARKANSAS

College of Education
& Health Professions

Student Teaching Handbook Career and Technical Education

Additional information regarding
required changes due to COVID-19
will be provided as needed.

Fall 2021 and Spring 2022

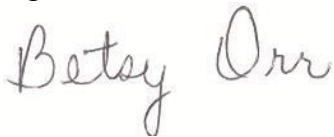
A Message to the Candidates/Interns

Greetings! On behalf of Dean Brian Primack and the College of Education and Health Professions, I want to welcome you to the career and technical education program at the University of Arkansas. Grounded in theory, research, and best practices, this innovative, field-based teacher preparation program integrates pedagogical coursework with content-specific courses into a full one-semester student teaching experience. Field-based experiences are based on the Scholar-Practitioner Curriculum Model developed by public school and university faculty. During the next few months you will have opportunities to demonstrate professional knowledge, skills, and dispositions in authentic settings with guidance and support from an instructional team.

This handbook is designed to serve as a guide for the student teaching experience and to provide information common to all areas of specialization. You will receive supplemental program-specific information as appropriate throughout the semester. Always feel free to contact me or a member of your instructional team whenever you have questions or need additional information.

We are most appreciative of all University and public school administrators and faculty who have spent many hours in planning, developing, and implementing the experiences that you will enjoy during the upcoming year. The effectiveness of the program depends on collaboration between public school administrators and faculty, university administrators and supervisors, and candidates. I want to challenge each of you to make the most of each activity and to join with us in making this a successful and rewarding experience.

Again, welcome!

A handwritten signature in cursive script that reads "Betsy Orr".

Betsy Orr, Ed.D.
Career and Technical Education Program Coordinator

UNIVERSITY OF ARKANSAS PROFESSIONAL EDUCATION UNIT

Internship Handbook Fall and Spring 2022

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CONTACT INFORMATION – UNIVERSITY OF ARKANSAS

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Curriculum and Instruction Department Head

Dr. Ed Bengston University of Arkansas Peabody Hall, Room 215 Fayetteville, AR 72701
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Office of Teacher Education

Room 109 Peabody Hall
University of Arkansas
office phone: (479) 575-6073
fax: (479) 575-8797
teach-ed@uark.edu

Dr. Jennifer Beasley
Director of Teacher Education
jgbeasle@uark.edu

OFFICE OF TEACHER EDUCATION

Web Site: <https://teacher-education.uark.edu/>

Licensure: <https://teacher-education.uark.edu/licensure/index.php>

Licensure Assessments – links for ETS Praxis, how to register for Praxis tests

Initial Teacher Licensure Programs – list of programs that lead to licensure at U of A with links

Endorsements by Program of Study – links for how to add an endorsement upon completing a program of study

Licensure in Another State – links for 50 state comparisons on teacher licensure reciprocity, includes a directory of licensure offices for border states (Colorado, Kansas, Missouri, Oklahoma, Tennessee, Texas, and then all states)

Licensure Requirements and Checklist – links for detailed licensure checklist and timeline

Mentor Teachers – links to evaluation forms and rubrics common to all programs, links to additional forms and resources by program

Support – link to Candidate Support System. Includes Notification of Concerns and Educator Disposition Assessment.

Arkansas Test Requirements - <https://www.ets.org/praxis/ar/requirements/>

ARKANSAS DEPARTMENT OF EDUCATOR LICENSURE

Contact Information and Procedures

Web Site: <https://dese.ade.arkansas.gov/>

Educator Licensure: <https://dese.ade.arkansas.gov/Offices/educator-effectiveness/educator-licensure>

Licensure Assessments – [links to Arkansas Testing Requirements](#)

For more information, please contact:

Michael K. Rowland
Educator Preparation Program Advisor
Educator Effectiveness/Licensure
Office: (501) 682-1145
michael.rowland@ade.arkansas.gov

Create/View/Update Your Profile – [link to the Arkansas Educator Licensure System \(AELS\) login site](#)

Speak to an Advisor About Licensure – [link to all the licensure advisors](#)

Adding to a License – [links to add a degree, add an area or level to a license](#)

For more information, please contact:

Office of Educator License
ade.educatorlicensure@ade.arkansas.gov
Phone: (501) 682-4342

Background Checks – [links to the process, paying, approved locations, etc.](#)

Applying for Licensure in Another State (Reciprocity) –
[links on applying for reciprocity, includes documentation needed](#)

How to Obtain a License – [links to the online application, address where to submit application and payment](#)

Additional Licensure Plans – [links to all the additional licensure plans available](#)

Available Licenses – [Levels and areas of licensures \(list of all areas of licensure a teacher could have\)](#)

The Office of Educator Licensure of the Arkansas Department of is responsible for the licensure of all Arkansas educators and provides technical assistance to educators who are licensing for the first time through an Arkansas college/university, renewing their Arkansas educator license, adding additional areas of licensure to a current educator license and licensing by reciprocity from another state.

Office of Educator Licensure
Arkansas Department of Education
Four Capitol Mall, Room 106-B
Little Rock, AR 72201
Phone: (501) 682-4342
Email: ade.educatorlicensure@ade.arkansas.gov Office phone: (501) 682-4342

The office is located in Room 106-B of the Arch Ford Education Building.

Important General Web Sites and Phone Numbers

Child Maltreatment Central Registry (Department of Human Services)

Monica Pierson (501) 682-0405

Arkansas State Police

(501) 618-8500

Division of Elementary & Secondary Education (Formerly Arkansas Department of Education)

<http://dese.ade.arkansas.gov/>

(501) 682-4342 or ade.educatorlicensure@arkansas.gov

Arkansas Department of Career and Technical Education

<https://dcte.ade.arkansas.gov/>

Business and Marketing Technology – [link to the Standards \(formerly Frameworks\), Equipment list, program of study with codes and certifications](#)

Family and Consumer Sciences – [link to the Standards \(formerly Frameworks\), Equipment list, program of study with codes and certifications](#)

Science, Technology, Engineering, Mathematics (STEM) – [link to the Standards \(formerly Frameworks\), Equipment lists, program of study with codes and certifications](#)

Trade and Industry – [link to the Standards \(formerly Frameworks\), Equipment lists, program of study with codes and certifications](#)

Arkansas Family and Consumer Science Educator's List-Serv

All family and consumer science education students need to join this list serv. Job opportunities will be posted to the list serv.

Contact Beth Wilson: facs-teachers@harding.edu

Professional Development Requirements for Licensure using the IDEAS Portal



Documentation of the completion of the following professional development, which may be obtained through the Arkansas IDEAS Portal are:

- Two (2) hours of Family and Community Engagement*
- Two (2) hours of child maltreatment training* and
- Two (2) hours of teen suicide awareness and prevention*
- One (1) hour of dyslexia awareness*
- One (1) hour of human trafficking awareness

Review the QUICK START GUIDE TO GET STARTED:

<http://ideaslms.aetn.org/guides/>

Go to <https://ideaslms.aetn.org/> and click “Log In” and “Create new account”

NOTE: When choosing your organization, be sure to select University of Arkansas – Fayetteville under University Teacher Preparatory Programs

Please note that you are responsible for providing documentation of completion (*click on “pdf landscape” in the IDEAS record of learning tab*) to the U of A licensure office. ADE will not issue the license until completion is verified through the licensure office.

If you have any questions or issues creating an account, please call the IDEAS portal helpdesk at 1-800-488-6689 | Email: ideas@myarkansaspbs.org

University of Arkansas: Mission

Mission

The University of Arkansas is determined to build a better world by providing transformational opportunities and skills, promoting an inclusive and diverse culture, nurturing creativity, and solving problems through research and discovery, all in service to Arkansas.

Since 1871, our fundamental purpose as a land-grant institution and state flagship remains unchanged — to serve the state of Arkansas as a partner, resource and catalyst by:

- Providing access to a comprehensive and internationally competitive public education, and fostering student success across a wide spectrum of disciplines.
- Utilizing research, discovery and creative activity to improve the quality of life, develop solutions to the challenges we face and drive the state's economy.
- Contributing service and expertise through outreach, engagement and collaboration.

Our mission provides a broad outline of the work required to achieve our vision – that the University of Arkansas represents the best of public higher education, advancing Arkansas while building a better world. (*Source: Catalog of Study, 2020-2021*)

College of Education and Health Professions: Mission and Goals

Goals

The [goals](#) of the College of Education and Health Professions are as follows:

- Strengthen the academic quality and reputation of the College of Education and Health Professions by development and enhancing programs of excellence in teaching, research and service;
- Improve the quality and diversity of our students, faculty and staff.
- Generate increased private and public support for the college's research, academic and service initiatives.

(*Source: Catalog of Study, 2021-22*)

Career and Technical Education Teacher Education Mission Statement

The overall mission of the career and technical education teacher education program at the University of Arkansas is to develop professional career and technical educators who are knowledgeable, skillful, caring, and inquiring for Arkansas and the world.

Business Education Mission Statement

The business education program at the University of Arkansas strives to become a cutting-edge, internationally renowned program with high standards for preparing tomorrow's business educators. (Developed by business education students, 2006)

PROFESSIONAL EDUCATION UNIT: VISION

The [vision](#) of the U of A Teacher Education is to be a leader in the preparation of educational professionals based on essential knowledge, evolving technology, research findings, and reflective practice in a diverse and dynamic global society. The University of Arkansas graduates are prepared to become: **1) Knowledgeable, 2) Skillful, 3) Caring, and 4) professional** educators in diverse educational settings who can balance the needs and aspirations of each learner with the expectations of an increasingly complex and technological society. Our educators are teachers, administrators, counselors, and other school professionals who value theory and research, understand that theory and practice are complementary and mutually reinforcing, and are committed to the enhancement of teaching, learning, and professional practice.

Educator Preparation Programs (EPPs) at the University of Arkansas believe in the nature of continuous improvement. It is through the cycles of assessment that all professional programs can evaluate their impact on their teacher candidates. This culture of assessment extends to the way candidates' are prepared through their professional learning experiences.

INSTRUCTIONAL TEAM: COMPOSITION, ROLES, AND RESPONSIBILITIES

Each instructional team consists of: licensed public school mentors, university supervisors and administrators from the teacher preparation program in the Professional Education Unit of the University of Arkansas. **Public school mentors must hold a standard teaching license in a career and technical education area, have a minimum of a master's degree, and completed three years of successful public school teaching.**

Expectations of the University Faculty

- Provide feedback to candidates on a regular basis.
- Share examples of lesson plans.
- Review lesson plans and provide feedback.
- Promote communication between public school and University faculty.
- Facilitate/coordinate relationships between public school and the University of Arkansas.
- Keep public school faculty informed of university activities and classes.
- Provide final grade for the candidate.
- Ensure actions decided upon during meetings are carried out.
- Conduct three evaluations using the Charlotte Danielson model (see form in Appendix).
- Complete the Summative Evaluation Form (see form in Appendix).

Expectations of the Mentor Teacher

- Provide feedback to the candidate in a **formal setting once a week**, preferably after school and to last at least one hour. Discuss both strengths and areas of concern. Close the meeting with both a review of events recording strengths and also generate some items requiring attention for the next lesson, if appropriate.
- Model effective instructional practices in order to maximize learning opportunities for candidates.
- Share models of lesson and unit plans.
- Review lesson plans prior to teaching by the candidate and provide feedback and suggestions.
- Discuss expectations with the candidate. Be specific.
- Provide a desk and school supplies for the candidate.
- Provide the candidate with a classroom seating chart for all classes by the end of the first week.
- Discuss household duties with the candidate. See if there are some activities the candidate could do the first week.
- Explain methods of classroom attendance. Make clear your expectations.
- When you leave the classroom, let the candidate know where you are in case an emergency occurs. **Leave the room sparingly during the first two weeks.**
- Prepare an information packet for the candidate that contains class schedules, emergency plans, alternate schedules, faculty handbook, student handbook, school discipline policy, classroom discipline policy, seating charts for student names labeled, school procedures for copying and using school supplies.
- Discuss with candidate personal beliefs about teaching, classroom management, assessment, and dispositions.
- Provide opportunities for the candidate to observe other master teachers in business education.
- Communicate **immediately** with the university supervisor if the candidate appears deficient in performance, disposition, and/or knowledge.
- Notify the university supervisor **immediately** of any absences and/or tardies by the

candidate. **Keep track (document) of all absences and/or tardies of the candidate.**

- Document all situations, instances of inappropriate behavior, both verbal and non-verbal. Provide written feedback to the candidate. Use the appropriate form in the back of this handbook. Keep the university supervisor informed of the progress.
- Complete one evaluation using the Charlotte Danielson model (see form in Appendix).
- Complete the end of semester Summative Evaluation Form (see form in Appendix).

Expectations of the Candidate

- Obtain copies of the school student handbook, class schedule, faculty handbook, and supplementary materials being used. Get a map of the school.
- Dress professionally every day. No exceptions.
- Candidates may not administer medication. This includes Tylenol, aspirin, cold medications, etc.
- Take the initiative and offer assistance to the mentor teacher.
- Take constructive advice in a positive manner and implement strategies suggested.
- Do not gossip or talk negatively about any of the teachers or administrators in your school.
- Be early every day. **Tardiness is not acceptable.** Any personal activities are never considered as reasonable excuses. **Absences and tardies can lead to being requested to postpone student teaching to another semester.**
- Attend all professional training workshops and duties required. There will be instances where you may be asked to assist your mentor teacher in other duties such as workshops, bus duty, etc.
- Attend all U of A classes.
- Collect evidence of work and performance as part of an ongoing portfolio.
- Doctor's appointments, dentist appointments, graduate school visits, job interviews, etc. should be made outside the school day.
- Report absences and tardies of any kind to the university supervisor immediately.
- Take an active role in the professional student organization.
- Submit written assignments to the university supervisor by the due date.
- University assignments and/or personal correspondence must be conducted outside the school day. **You are not allowed to complete assignments for the university liaison or work on your resume or portfolio, etc. during the school day. This includes working on your lesson plans.**
- Refrain from promoting religious activities and/or beliefs in school. This is illegal.
- You are expected to have a lesson plan for each lesson you present. Plan in cooperation with your mentor teacher. Lesson plans must be emailed to your mentor teacher at the beginning of each week (Monday morning BEFORE school begins!). Failure to submit lesson plans BEFORE the school day each Monday will result in probation for you. Failure to do this two times and you may be asked to withdraw from the program. Mentor teachers are responsible for the instruction of THEIR students. It is critical to the mentor teacher that he/she knows your plans for instruction well in advance to make changes, if needed.
- Prepare a class schedule showing the beginning and ending times for each class period you are teaching. Turn this schedule in to your university supervisor via email.
- Ask for feedback from your mentor teacher weekly.
- Review state department of career education curriculum frameworks.

**FORMS REQUIRED TO BE COMPLETED BY MENTOR TEACHER, STUDENT TEACHER,
UNIVERSITY SUPERVISOR**

(All forms are on the uacate.weebly.com website.)

Please review the [Mentor and Teacher Candidate Packet 2021-2022](#) before beginning.

Fall 2021

Documentation Form	Completed By
TESS Documentation Form Domains 1-4	University Supervisor
TESS Documentation Form Domains 1-4	University Supervisor
TESS Documentation Form Domains 1-4* Observation 1	Mentor Teacher
Educator Disposition Assessment	Mentor Teacher
TESS Documentation Form Domains 1-4	University Supervisor
TESS Documentation Form Domains 1-4* Observation 2	Mentor Teacher
Educator Disposition Assessment	Mentor Teacher
Summative Evaluation Form	University Supervisor
Summative Evaluation Form	Mentor Teacher
Summative Evaluation Form	Teacher Candidate
Mentor Evaluation and Input	Mentor Teacher
Mentor Teacher Assessment of CATE Program	Mentor Teacher
Mentor Teacher Evaluation Form	Teacher Candidate

TEACHING SCHEDULE

Week 1 Observation Week

See Suggested Schedule section Week One

Week 2 Transitioning Week

See Suggested Schedule section Week Two

Week 3 - beyond Assume All Teaching Responsibilities

See Suggested Schedule Week Three to the End

Last week On campus for U of A classes

Fall 2021 interns will use this week to make up any days missed AND complete required assignments from the university supervisor.

GUIDELINES FOR STUDENT TEACHING EXPERIENCE

Introduction

The internship experience is an integral and vital part of the business education degree program. It is a full-time one-semester field experience that allows the candidates to further apply theoretical principles of teaching and learning, which have been formulated during an undergraduate studies program. It is the initial preparation program for future teachers.

It is an opportunity to develop appropriate attitudes and understanding and to acquire knowledge, skills, and techniques under the guidance of an instructional team consisting of University liaisons, mentor teachers, and the building principal.

The internship will begin with the school district calendar and end the day before the University Commencement. Candidates will observe the holidays and other breaks in accordance with the public school calendar. Candidates are expected to be in class every day. Punctuality is expected.

Factors Determining Placement

Candidates are placed in settings to provide a variety of experiences. Experiences include socioeconomic background, ethnic, racial, gender, and student with exceptionalities. Candidates will be placed in a school by the university liaison based on diversity data provided by the Department of Curriculum and Instruction or the public schools. Candidates will not be placed in schools where they previously attended or have a child attending. **Public school mentors must hold a standard teaching license in business education or family and consumer sciences education or technology education, have a minimum of a master's degree, and completed three years of successful public school teaching in the program area where the student teacher is placed.**

Length of Student Teaching

The length of the student teaching is one full-semester at a local public high school. The candidate follows the schedule of the public school, not the university. In all cases, the candidate will begin the internship much earlier in August/January than the U of A. Candidates will be expected to attend in-service meetings, professional development activities and faculty meetings. Candidates will have different starting dates, but will end his/her requirements the day before the University of Arkansas commencement. If a candidate must go beyond the U of A commencement date, a grade of "Incomplete" will be given in the course(s) until all requirements are fulfilled. Any candidate making up days after Commencement should be expected to make up those days during the next semester. The university supervisor will not be available following commencement. If excessive days/tardies are documented the candidate will be asked to withdraw from the internship experience.

Terminology

Candidate: University of Arkansas candidate participating in an internship experience in a public school setting.

Mentor Teacher: Classroom teacher. Also referred to as cooperating teacher.

Program/University Liaison: University faculty member.

Suggested Schedule

Week One

1. Become familiar with the school building, policies, and handbooks.
2. Assist the mentor teacher in preparing the classroom for the first day of school.
3. Begin to learn the students' names.
4. Observe the mentor teacher's teaching style: starting class, classroom management strategies, and routines. Take notes.
5. Assist the mentor teacher with all duties.
6. Collaborate with the mentor teacher on next week's lesson plans.
7. Circulate in the room on the first day. For example, you could work with individual students on a specific task.
8. Conduct tasks that are low risk but which put you in a position of control.
9. Submit your teaching schedule to your University Supervisor via email.
10. Work on the lesson plan for next week **on your own time at home**. Become familiar with the curriculum frameworks for the classes you will be teaching.
11. Start an organization system for each class.

Please do not share interesting facts about your students with anyone other than your mentor teacher. This is called "talking out of school" and it is not professional of a candidate or teacher. Do not talk about your students in the teacher's lounge or workroom. Gossip is unnecessary, unneeded and unprofessional.

Week Two

1. Teach one class, minimum.
2. Distribute graded papers.
3. Assist mentor teacher in grading.
4. Record attendance.
5. Assume responsibility for some classroom routines, such as the transition between classes (stand at the door and greet students, giving permission for restroom breaks, etc.)

Weeks Three to the End

1. Assume teaching responsibilities for all of the courses.
2. Plan, implement, manage and assess independently as much as possible.
3. Maintain full teaching responsibility.
4. You will maintain full teaching responsibilities until your last day.
5. Attendance and full involvement is **mandatory** until the last day. Working on required university assignments at your school is not permitted.

Faculty Visits

The Professional Education Unit instructional team will observe candidates three times. Advance notification is not necessary. Your mentor teacher will conduct two evaluations and the university faculty will conduct three observations. Additional observations will be conducted as needed.

Professionalism

Professionalism requires a high level of mature judgment concerning confidential matters. Student records and information relating to parents, school, staff, and administrative personnel are professional concerns. Confidential matters relating to either school activities or to teacher or student behaviors are not to be discussed with persons outside the professional experience. Some examples of confidential matters would include, but not be limited to: students' IQ scores, individual achievement test scores, psychological test information, or any other test results used to determine eligibility for special programs; names of students on free or reduced lunch; family information gained from parent teacher conferences or from student records.

Attendance and punctuality are important aspects of professionalism. Candidates are expected to be in class and on time every day. No exceptions. In cases where this is not happening, after consulting with the participating school, the candidate will be terminated from the student teaching experience.

Educator Disposition Assessment

All teacher candidates are assessed using the Educator Disposition Assessment (EDA) two to three times during their program.

The Educator Disposition Assessment

https://teacher-education.uark.edu/resources/pdf/support/EDA_Rubric_5-9-2018.pdf focuses on the following dispositions that promote the profession:

*Effective Oral
Communication*

Professional

*Preparedness in
Teaching and
Learning*

*Effective
Collaborator*

Social and Emotional Intelligence

*Effective Written
Communication*

*Positive and Enthusiastic
Attitude*

*Appreciation of and Value for
Cultural and Academic
Diversity*

Self-regulated Learner

Portfolios

It is the candidate's responsibility to check with their university liaison for more detailed information concerning this requirement. The portfolio must be a digital portfolio.

POLICIES AND PROCEDURES

Code of Ethics of the Education Profession

The Professional Education Unit adheres to the Code of Ethics of the Education Profession as established by the Department of Education at

<https://dese.ade.arkansas.gov/Offices/educator-effectiveness/plsb-professional-ethicsdiscipline/code-of-ethics-for-arkansas-educators>

Violation of these principles may result in probation, suspension, or dismissal of the internship.

Code of Ethics for Arkansas Educators Overview

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

Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice.

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

Standard 4: An educator entrusted with public funds and property honors that trust with honest, responsible stewardship.

Standard 5: An educator maintains integrity regarding acceptance of any gratuity, gifts, 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.

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

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.

Standard 8: An educator, while on school premises or at school-sponsored activities involving students, refrains from:

- a) Using, possessing and/or being under the influence of alcohol or unauthorized drugs/substances, and/or possessing items prohibited by law, or
- b) possessing or using tobacco or tobacco-related products, e-cigarettes, e-liquid, or vapor products, or
- c) Abusing/misusing prescription medications or other authorized substances as evidenced by impairment

Dress Code

Professional dress and grooming are expected from all candidates. Each candidate should check with the instructional team regarding appropriate dress for the classroom setting.

Professional dress includes refraining from wearing the following: tank tops, tee shirts, short skirts, hats or caps, casual flip flops, see-through clothing, and shorts. Candidates with multiple piercings may be asked to remove some of their jewelry. Candidates may be required to cover any tattoos visible. Remember you are on a semester-long interview; first and consistent impressions are important. Be aware of oral language (including grammar and use of appropriate words). Note that all schools are tobacco-free and weapon-free zones. Do not take any tobacco product or weapon on school property, including the parking lot.

Promptness and Attendance

Promptness and regular attendance are a part of each candidate's professional requirements. Adequate travel time should be allowed to arrive at the school assignment on time. Absences and tardiness may result in a grade of incomplete, failure, or dismissal from the program.

Candidates are expected to make up all absences. **There are NO allowances for personal days. If the candidate is aware IN ADVANCE of a pending absence, the candidate is required to obtain approval from the university faculty.** Again, candidates are REQUIRED to be in the classroom EVERY day unless there is a family (death, hospitalization) emergency.

Two late arrivals, two early departures, or a combination of the previous will equal to one absence.

Candidates are to be present every day, all day for the internship (except for seminars) unless there is a serious illness or documented emergency clearly beyond control. **Should an absence be necessary, candidates should inform both the mentor teacher and university supervisor prior to the assigned time of arrival at school. *The candidate must provide alternate lesson plans for the mentor teacher for the classes he/she is responsible for. The plans must be provided in advance.*** Should it be necessary for candidates to leave school for the same reasons, they should call the university supervisor's office and leave a message prior to departure. In any case, the university supervisor must be notified of all absences, in advance if possible.

Candidates are expected to attend any and all activities as mutually agreed upon by the instructional team. Attendance at regular faculty meetings is expected. In addition to teaching assignments, candidates are expected to assist mentor teachers in performing certain duties, including bus and/or lunch duties; sponsoring or helping with classroom parties, sponsoring special field trips or other projects, and participating in team projects and student organizations. Participation is expected of the candidates for all committee meetings that are logical for their assignment (i.e. department meetings, program curriculum meetings, etc.) If the mentor teacher is involved in other activities, such as the district calendar committee, district personnel committee, facilities committee, etc. the candidate is not required to attend those meetings since they do not relate to the business education assignment. The commitment to teaching extends beyond the school day and often to weekends. Candidates having campus or community commitments or job responsibilities that interfere with the quality of assigned work may be required to withdraw from the internship.

Attendance at professional meetings and conferences is beneficial and a critical part of professional development and professional behavior. Mentors should model participation in professional organizations through active membership and attendance at professional meetings. Meetings and conferences outside the immediate purview of the partnership school and district are offered and candidates are encouraged to attend. Candidates will be granted professional leave to attend professional conferences in their program area and will not be counted absent or otherwise penalized. Candidates will attend all parent-teacher conferences

which do not conflict with regularly schedule university classes or seminar.

Candidates should not be involved in school activities beyond the regular school hours or off the school campus unless they are related to professional development or student organizations. This includes volunteer coaching.

There will be times of inclement weather and emergency school closings. The mentor teacher should inform the candidate what stations announce closings for that district. Candidates do not make up snow days if the snow days are made up after commencement.

Teaching in the Absence of Certified Personnel

The academic University programs set their own guidelines for teaching in the absence of certified personnel. **Career and technical education candidates are ONLY allowed to substitute for their mentor teacher.** The candidate must also contact human resources and/or the personnel office in the school/district for particular requirements to follow. In some cases, however, the public school does not allow candidates to substitute for the mentor teacher. In that case, the public school must also have a substitute teacher in the classroom with the candidate.

Corporal Punishment

Corporal punishment is the responsibility of the public school district. The candidate must not be given the responsibility to administer corporal punishment nor serve as a witness to corporal punishment.

Firearms and Restricted Items

Candidates are not permitted to have a firearm or other restricted items (knives, mace, pepperspray, laser pointers, etc.) in their bodily possession at any time while on school property.

All school grounds are declared firearms, tobacco, alcohol and drug free. Smoking, the use of smokeless tobacco, use of alcohol or any illegal drug(s) are prohibited on school property at all times.

Withdrawals

If it becomes necessary for a candidate to withdraw from the internship experience, it is the responsibility of the candidate to provide a written explanation to the mentor teacher and the university liaison. The candidate is expected to follow standard University procedures to withdraw from school. In addition, a candidate whose progress is considered unsatisfactory by the mentor teacher and the university liaison, if applicable, may be withdrawn from the student teaching experience. Should the candidate be permitted to re-enroll in student teaching at a later date, they may be advised of additional course work and/or additional requirements necessary before being allowed to re-enroll. Re-enrolling in student teaching is neither guaranteed nor automatic.

Grievance or Appeal Procedures

The [electronic Notification of Concern \(NOC\)](#) process was developed to identify, assist, and monitor teaching candidates who exhibit issues that could prevent them from being successful professionals.

The Notification of Concern (NOC) form is used by UA Teacher Education faculty and the Office of Teacher Education (OTE) to alert candidates, the Teacher Candidate Professional Review Committee (TCPRC) and the teacher education assessment system to problems that may prevent a candidate from successfully completing the teacher education program. The NOC should be reserved for only those situations that, if not corrected or addressed, would be a significant barrier to success in the teaching

profession. The process involved with the Notification of Concern form is focused on helping the candidate and may include tracking concerns, and identifying and applying action plans designed to alleviate the concerns. In some cases, however, it may also be used to identify candidates who should seriously consider changing majors. This form should be filled out as completely and specifically as possible. When appropriate, the faculty should involve the candidate in reviewing the information below and inform the candidate before it is filed.

Dismissal Policy

Candidates may be dropped from further study if at any time their performance is considered unsatisfactory as determined by the school/district, program liaison or the Dean of the College of Education and Health Professions.

Academic dishonesty and failure to maintain a specified cumulative grade-point average may lead to immediate dismissal from the internship program and/or the University of Arkansas. Academic dishonesty involves acts which may subvert or compromise the integrity of the educational process at the University of Arkansas. Included is an act by which a student gains or attempts to gain an academic advantage for himself/herself or another by misrepresenting his/her or another's work or by interfering with the completion, submission, or evaluation of work. See the University of Arkansas's Catalog of Studies under "Academic Regulations" for a more detailed description.

All candidates are expected to comply with rules, regulations, and expectations of the school/district in which they are placed. It is the candidate's responsibility to obtain a copy of the school manual, handbook, policy guidelines, or master contract for teachers, and become familiar with it. Upon request from the school where the candidate is placed, the student teaching may be terminated by the school's administration at any time during the experience. Causes of termination may include, but are not limited to, inappropriate language, dress or behavior, breaches of a school district policy, illegal activity on the part of the candidate, not attending required meetings, inability to perform teaching duties, inappropriate conduct with a student, etc. If a candidate is removed from the public school setting under such circumstances, a subsequent placement is neither automatic nor guaranteed. This may also lead to immediate dismissal from the College. Further, candidates are expected to adhere to the NEA's code of Ethics for Teachers, Principle I and Principle II and the guidelines as established by the University of Arkansas and the Professional Education Unit.

Any candidate who has been convicted of a felony is not allowed to participate in the teacher preparation program. Candidates who have been arrested for crimes which could result in a felony conviction will be immediately removed from their public school placement pending legal resolutions. Please note that the Arkansas Department of Education will not issue a teaching license to individuals with a felony conviction.

Other reasons for dismissal from the internship may include, but are not limited to:

- lack of responsibility in fulfilling student teaching requirements
- behaviors indicating an attitude of indifference
- poor language skills (verbal and/or written)
- unprepared for class, poor lesson plans, poor classroom management, etc.
- lack of interpersonal skills
- violation of school policies and/or procedures
- multiple absences
- multiple tardies
- failure to demonstrate satisfactory work

- illegal activity
- unprofessional conduct of a teacher
- failure to seek approval for an absence that is not an emergency
- not knowing the content
- giving out incorrect information to students
- failure to turn in lesson plans by date required to mentor teacher

LICENSURE

Upon posting of the student's degree and receipt of all required materials, completed application packets are sent directly to the Arkansas Department of Education by the Office of Teacher Education. ADE will issue a teaching license to the applicant approximately two weeks after receipt of the appropriate documents.

Applicants can look up the status of the UARK Teacher Licensure Checklist by entering the UARK Student ID or last name. The link is: <https://licensureuark.knack.com/licensure-checklist-progress>

Applicants can check the status of their license in the Arkansas Educator Licensure System and see the date that they were recommended or approved for licensure by going to the Arkansas Educator Licensure System (AELS). The background check status directions are here: <https://teacher-education.uark.edu/background-checks/checkingbackgroundcheckstatus.pdf>

Checklists and Letters

Applicants will be able to download a Teacher Candidacy Letter [from https://teacher-education.uark.edu/licensure/index.php](https://teacher-education.uark.edu/licensure/index.php) when they have met all requirements or will meet the requirements by the end of the semester.

[Track My Progress](#) This link is the candidate's personal licensure checklist to track their progress on all licensure tasks. The candidate will be required to enter their U of A ID.

Teaching Tips from Other Candidates

- √ Make sure you ask about any hidden rules that are not told to you but the ones that you are just suppose to know. Make sure you ask if you can make copies of their lesson plans, or any materials that might be helpful to you later. I wish I would have done that when I did my student teaching.
 - √ Keep in contact with your supervising teacher, a world of experience and information will come in handy later on. Especially when it comes to knowing how to deal with admin on certain issues that you may disagree.
 - √ Keep in mind that you will come in contact with students with different personalities and working habits. Some students are very needy and will test you first thing. Good luck!
 - √ You should make sure to take a lot of pictures of the student activities, school, teachers, etc. because they help make your portfolio come to life. You should also keep samples of students work when they do one of your lessons. I would also recommend that you document everything.
 - √ This did not happen to me, but I have seen it happen to others—you must start out being tough. Get your bluff in on the students early. If you start out trying to be friends with all of them, they will take advantage of you.
 - √ It does not mean you cannot show compassion for them. Just let them know who is in control. I believe that this means that you cannot be buddies with them as if they are your best friends. You will make “friends” with the students later. Trust me; respect is a lot easier to get from the start, than to try to get it later.
 - √ If you are very young (21-23), you must dress professionally every day. Your attire is part of what sets you apart from the students.
 - √ The main thing I would advise is to remember that kids are all different in their abilities and in their motivation. Just because you (or anyone else) was a motivated student, doesn't mean that all students are going to be that way. Sometimes we tend to expect students to be "just like us" and that just isn't reality. I have had student interns and observers in my room say "I can't believe these students don't want to do the assignments, or I can't believe the students act like this - I never did this when I was in school!" Our job is to do our best to motivate/teach/train/ and nurture these kids to the best of our ability, whatever their capabilities are. (Remember, you don't know what goes on in their homes at night that might affect them)
- I guess what I'm trying to say is look at individual students and don't lump them all into one category. After all, as my co-workers get tired of me saying, "People change." Hooligans of today could very well grow up to become responsible citizens. Just give them a chance.
- √ The other thing is to do your best to treat all students the same. The good students who make good grades and always act respectful are much easier to like than those who don't; however, the other type student will shut down in a heartbeat if they think the teacher is playing favorites. I would make it my goal to pick out the "hard nose" in every class and be determined to make them like me. If they like you and they feel like you like them, that can make all the difference. Remember, PEOPLE CHANGE. (Of course, there are always exceptions to everything, and there will be some students along the way that are just lost causes, regardless of what you do.

- √ There is a lot of great information I use from Harry Wong.
<http://teachers.net/gazette/wong.html>
A great tool we have implemented recently in our classrooms is the "pink slip" idea for missing homework assignments. I think you will learn very quickly that documentation is everything now, and this is a tool that will back you up with the responsibility being put directly on the student for failure. Good luck. It is a great profession to be in!
(most days :))
- √ Learn quickly the discipline procedures at the school. You will be tested as students want to see how professional you are. Always maintain professionalism.
- √ I would highly recommend (if you haven't already done this) read and/or watch the Harry Wong First Days of School. I would never have survived if I had not read this book. I watched the video series from the coop this summer.
- √ Advice: Be as organized as you possibly can. I use a contract. Let your students know what routines (policies) you expect. I have found if they know what you want they will try to please.
- √ When you go in to the classroom for the first time, for heaven's sake, don't smile!!! Put your best professional self forward and show them from the beginning that you are not a "push over" and that this is not a "dumb class" and that you are showing how a professional should be.
- √ Also, be prepared!!!! Have way too much stuff planned. The first time you teach, time will drag and you will run out of stuff quicker than you plan. Have a variety of activities, such as reading, questions, a quick game, then back to reading, then wrap up with a summary of what they should have learned. Also be prepared for questions like "why do we have to take this class" and "why do we need to know that" and "I'll never use that in my life". If you are in high school level classes, relate to the current events if possible. Be sure you can give them current examples of how this subject is working in today's world.
- √ I surely do wish you the best!!!! We need good teachers coming along. The teaching field is more challenging than it has ever been and a teacher has to be a social worker, a career planner, a knowledgeable teacher all at the same time. You might ask about the socio-economic level of your students, also. This has a lot to do with how well they will listen to you and what their paradigms are. Also I find that students are hungry when they come and they cannot learn as well. Encourage them to eat breakfast and lunch if you see this happening. It is not good to load them up with candy.

Teaching Tips from U of A BUED Candidates

1. Be sure to create lesson plans **two weeks in advance**. See your mentor teacher before you go out for your student teaching and get the information about what you are going to teacher and start creating your lesson plans then.
2. Always stay calm and motivated to teach. When the students are being disruptive, be strong and forceful. But also show that you care for them. Know when you are caring too much.
3. Always talk to your students and understand their backgrounds. Watch some of their extra curricular activities. Ask them about their extra curricular activities and be interested in their lives. Get involved with students and student activities early – It will pay off in your classroom. Ask them questions.
4. Speak to the principal and fellow teachers. Get ideas from them. Speak to the superintendent.
5. Meet with previous candidates to get a first-hand look at what to expect.
6. Find out about IEP and 504 plan for each student during the 1st week of school and research their disorder/modification.
7. Always act as a role model for the students and not a friend. This will help with classroom management.
8. Remember, if you say you are going to do something...do it. For example, if a student misbehaves and you tell him/her you'll send them to the office next time, do it. Otherwise you will lose control and respect in the classroom.
9. Jump in and make yourself a part of the class on the first day. Don't sit by passively while your mentor runs the show. This tells the students that you are a subordinate if you do that. Let them know that you demand the same respect as the mentor participating.
10. Do your best to get a feel for the curriculum from the start. Pick up books from the classroom the first day and take them home. Compare the books to state frameworks; textbooks don't always cover everything in the frameworks, especially for BUED classes.
11. Start your lesson plans early and be prepared to be flexible. Concepts you think your students will grasp easily they may not, and concepts you think could be hard they may grasp easily.
12. Learn software early. You will be required to teach from software that you have had no experience with at the post-secondary level. Even if you've used the software, go back over it. Software changes!
13. Start your lesson plans at least one to two weeks ahead of time. My goal was to have 2 weeks of lesson plans complete.
14. Be 15 minutes early everyday. Never leave any room for doubt that you are not 100% dedicated.

15. Think about your portfolio from the 1st day of school and save (in an organized way) anything you might use.
16. Wear comfortable shoes.
17. Get to know the teachers and the faculty and the people in the front office.

Teaching Tips from First-Year Teachers

(Source: www.abea.us)

1. Prepare for success! Before the first day of school you should do the following:
 - a. Arrange your classroom for effectiveness and efficiency.
 - b. Become familiar with your school's rules, guidelines, and regulations. (These should be spelled out in the school handbook.)
 - c. Plan and post classroom rules. (3-5 is the ideal number.)
 - d. Develop course requirements and produce a class policy sheet for each class.
 - e. Generate and have copies made of student profile sheets for each class.
 - f. Prepare lesson plans for the first week.
 - g. Become familiar with the school's physical layout.
 - h. Check all computer equipment and software to be used in your classroom.
 - i. Locate the curriculum frameworks for business/marketing education:
<http://dwe.arkansas.gov/CurriculumFrameworks/CGBusinessandMarketing.htm> You will most likely be asked to tie your lesson plans in with the state frameworks for each class. (*An actual lesson plan with framework notations is attached in this manual.*)
2. On the first day of school:
 - a. Dress appropriately. If you want to be treated as a professional, you must dress like one.
 - b. Write your name, room number, and class on the board at the front of the class.
 - c. Stand outside the door and welcome students into your classroom. Be enthusiastic and smile!
 - d. Tell students where to sit. Don't do a seating chart the first day, but explain to students that you will have a seating chart soon.
 - e. Introduce yourself. Tell students your name, college attended, your degree, past work experience related to what you are teaching, that you are excited to be here and how much you love teaching!
 - f. Pass out student profiles for students to fill out. When students have completed these, check the class roster and note if a student wants to be called by a different name.
 - g. Pass out the class policy sheet and carefully go over it so the students know exactly what is expected of them.
 - h. Do a mixer activity. (For example, a human scavenger hunt is good.)
 - i. Make a note of the special problems that come to you during the first day. Discuss these with your mentor teacher or another teacher.
3. What students want to know on the first day (in order):

- a. Am I in the right room?
- b. Where am I supposed to sit?
- c. What are the rules of this teacher?
- d. What will I be doing in this class?
- e. How will I be evaluated?
- f. Who is the teacher as a person?
- g. Is this teacher going to be interested in me as an individual?

Miscellaneous information:

1. Once you are hired, you will most likely receive your first check in August. Many CTE teachers are hired on a 9 ½ or 10 month contract and receive a check everymonth over 12 months.
2. As quickly as possible after you are hired, go look over your classroom. Take hometextbooks to help in your planning. It is never too early to begin!
3. To keep track of traffic in and out of your room, consider using a check-in/check-outsheet (*attached*). Impress upon students that they must sign in and out on this sheet every time they leave your classroom for any reason. Post this at the door in your classroom along with a pen on a chain.
4. Post your class objective on the board or at the front of the class EVERYDAY. Thiswill help end the question, “What are we doing today?”
5. Have a “bell activity” for students to do each day when they enter the room. Get yourstudents into the habit of entering class and starting work on the bell activity each daywithout your prompting them.
6. If you really want the students to keep something, put it on colored paper (not white,off-white or gray.)
7. After your classes have “settled down” (i.e. no more drops/adds), assign each studentin your class a number in alphabetical order, starting with 1. (In other words, the firststudent in your grade book alphabetically is assigned number 1; the next person alphabetically is number 2, etc.) Have them write their assigned number beside their name on each paper when they turn it in to you. When you grade papers, put the numbers in order and you can enter grades easier.
8. If you have a class where students have to give rather detailed answers to questions (such as case studies) on an assignment or test, use labels. Key the correct answer on a sheet of labels and just put the label with the correct answer on the student’s paper. You can still add your own comments. This will save a LOT of time!



How to Survive Your First Year And . . . Come Out Smiling! (Source: www.abea.us)

Lesson Plans

Stay ahead of the game. Life is so much easier with lesson plans! (See example) Use a lesson plan folder with copies of frameworks, lesson plans, handouts etc.

Keep copies of extra projects, class related puzzles, worksheets etc. for those times students finish work early.

Grading

Start taking grades from day one! Use a printout of your roster if necessary to keep up with them.

Two ways to grade, give credit for turning it in or actually check and deduct points for incorrect answers. Even high school students love stickers or happy notes on their papers!

Keep an answer key folder. I actually complete each assignment and print it out for my key.

Future Business Leaders of America

Use the national website, especially the adviser section. The entire handbook is online!

Start off easy. Pick projects or activities that you are comfortable with then expand or add to them.

Other tips

Keep a folder with all meeting agendas, programs, and certificates of completion. It comes in handy at the end of the year and when creating resumes or portfolios.

Keep copies of all documents sent to your principal, central office, workforce education etc. Don't be afraid to ask questions. Use the list serve.

“I wish all teachers would . . . “

(Source: www.abea.us)

- Don't choose favorites in the classroom.
- Meet individual needs.
- Don't “smart off” to students or be sarcastic.
- Treat students with respect and patience.
- Be consistent.
- Be firm but fair.
- Encourage and compliment us.
- Remember my name. (and use it often!)
- Smile and be friendly.
- Don't take anger out in the class.
- Admit you are wrong if you are.
- Don't embarrass students, and don't encourage them to put each other down.
- Don't assume we already know something.
- Listen to your students.
- Do not let a student treat you disrespectfully.
- Don't be afraid to share your feelings with us.
- Be a real person—the real you.
- Print rules for the class and explain what types of tests you give.
- Stand up when you teach.
- Don't chew gum or drink cokes or coffee in front of students.
- Dress appropriately for class.

--Compiled from ACTE Journals and others