



**Residency I and Residency II Handbook:
A Handbook for **Graduate** (including all MAT and Pre-K
Endorsement) Residents, Experienced Mentor Teachers,
School Administrators and University Supervisors**

2026-2027

**Arkansas State University
College of Education and Behavioral Science
Education Preparation Provider**

**Adopted by the EPP
Summer 2026**

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SECTION I: WELCOME

I.A. Welcome Statement

The **College of Education and Behavioral Science (COEBS)** and the **Office of Professional Education Programs (PEP)** welcomes you to your yearlong residency. Utilize this time to learn all you can from the Experienced Mentor Teachers (EMTs), School Administrators and other personnel you encounter each day. Make the most of your residency as you learn and grow professionally by engaging with your EMT in every aspect of the profession.

The residency is a year-long, clinically intensive competency-based experience that combines our traditional methods courses with an extended clinical experience. The year-long residency is an integral component of the teacher education program and crucial to the preparation of future teachers. This capstone experience provides classroom opportunities for residents to develop and to demonstrate teacher education outcomes as outlined in the Arkansas Teaching Standards (ATS). The development of a professional teacher is a lifelong process with the year-long residency being the culmination of formal study and the beginning of professional independence. The main purpose of the year-long residency is to help the resident to become a Day One Ready teacher. The year-long residency will require knowledge, dedication, enthusiasm, and stamina on the resident's part. It requires encouragement, assistance, trust, and compassion from the EMT, University Supervisor (US), and Residency Coordinator. Open, professional communication among the resident, EMT, US, and Residency Coordinator will enhance the field experience. This handbook is one way of communicating the policies, procedures, and roles/responsibilities of residents, EMTs, and USs. The purpose of this handbook is to assist in strengthening the residency experience for all program stakeholders.

The following provides resident-specific policies and procedures; however, this is not an exhaustive list. Arkansas State University (A-State) Residents are acting as school district employees and must adhere to all district policies.

Failure to meet expectations, as outlined in the Residency Handbook, including excessive absences, may disqualify a Resident from meeting the requirements of this program; and therefore, will prevent the Resident from obtaining an Arkansas teaching license. Residents may request special consideration for extenuating circumstances from the Residency Coordinator and the A-State Educator Preparation Provider (EPP) as needed.

I.A.1 Letter from the Dean



A PUBLIC RESEARCH INSTITUTION

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

P.O. Box 948, State University, AR 72467 | t: 870-972-3057 | AState.edu/College/Education | coe@AState.edu

Dear Resident,

Welcome to Arkansas State University's Teacher Residency Program! We are thrilled to have you join our vibrant and dedicated community of educators. As you embark on this transformative journey, we want to acknowledge the hard work, passion, and commitment you've already demonstrated in pursuing this path.

This handbook has been created to guide you throughout the residency year. It offers the policies and procedures, such as admissions, placements, daily schedule, assessments, and our expectations of professionalism, that will support your growth and success as a Resident. Whether you are in the classroom learning from experienced mentors, participating in professional development, or reflecting on your teaching practices, this residency program is designed to provide you with the tools, knowledge, and support needed to become an exceptional educator.

Teaching is both an art and a science, and through our comprehensive program, we aim to provide you with the skills, strategies, and reflective practices to thrive in any classroom setting. You will find that this journey will be challenging yet immensely rewarding as you develop your unique voice as an educator and make a lasting impact on the students you teach.

Remember that you are not alone in this journey. Your fellow residents, mentors, and the entire faculty here at AState are here to support and encourage you every step of the way. We encourage you to reach out, ask questions, seek advice, and share your experiences—this is a collaborative learning community where we grow together.

We are excited to see all the amazing contributions you will make, and we are honored to be part of your journey toward becoming an inspiring, impactful educator.

Once again, welcome to A-State's Residency Program. We look forward to the year ahead and all the growth, learning, and success that will come from it.

Wolves Up!

Annette R. Hux

Annette R. Hux, Ed. D.
Dean, College of Education and Behavioral Science

I.B. Contact Information

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I.C. Mission & Vision Statements

I.C.1 Arkansas State University Mission, Core Values, Vision and Strategic Goals

1.C.1.a University Mission Statement

A-State *educates* leaders, *enhances* intellectual growth, and *enriches* lives. (A-State = e³)

1.C.1.b Core Values

A-State values the following as central to our success:

- Student-Centered: We are committed to education, inquiry, and service in order to meet students' changing needs. We foster lifelong learning, civic and social responsibility, leadership, and individual, and career growth.
- Learning-Centered: We nurture intellectual flexibility, knowledge, and skills by integrating teaching, research/scholarship, assessment, and learning to promote continuous improvement of our scholarly community.
- Excellence: We pursue excellence within the campus community through opportunities for achievement in teaching, research, scholarship, creative activity, and service.
- Diversity: We embrace diversity in all its dimensions realizing that mutual respect for individualities and the inclusion of all are vital for both personal and institutional success.
- Service: We support and recognize service at all levels of the university. We strive to contribute to the benefit of the university, the state, the nation and the world.
- Integrity: We hold high standards of character and integrity as the foundations upon which the university is built.

1.C.1.c Vision

To be a university that is a recognized leader in the power of higher education to transform lives at an inclusive research institution.

1.C.1.d Strategic Goals from the [Discover 2025 and Beyond Strategic Plan](#)

1. **Student Success: Develop a diverse learning community and innovative environment that provides engaged and continuous support for future and current students to pursue lifelong goals.**

- Optimize undergraduate and graduate student recruitment in Arkansas and beyond (regional, national, international) through customized, targeted promotion
 - Build an agile system of linked communication and tracking to support undergraduate and graduate student success and improve retention
 - Create opportunities for P-12 students to engage with the university
- 2. Teaching and Learning: Invest in viable and relevant academic programs designed to meet the needs of our students and their future employers.**
- Foster and promote general education to expand learning experiences of students in an ever-changing society
 - Assess the viability and relevance of new and current academic programs that promote excellence in teaching and learning
 - Actively encourage academic programs to utilize interdisciplinary approaches to enhance creativity and critical thinking
 - Increase high-impact opportunities for all students such as study abroad, internships, and student research
 - Create educational programs that are responsive to the employment needs in the region
- 3. Research and Creative Activities: Invest in academic research, scholarly activities, and creative endeavors (faculty and student) that build on academic strengths and leverage regional opportunities.**
- Invest in faculty research, student research, and administrative research capacity
 - Incentivize entrepreneurial ventures through faculty startups, industry partnerships, private sector, government, public, and non-profit organizations/spaces
 - Invest in new and innovative research areas
 - Build and equip adequate facilities
 - Identify research areas to enhance and expand graduate programs
- 4. Community Engagement: Strengthen the university's engagement with the community through economic and cultural endeavors.**
- Leverage our current role as a cultural center to become the recognized and valued cultural hub for the Jonesboro region and Northeast Arkansas
 - Designate and invest resources in areas necessary to oversee and champion the university's overall role in the community
 - Partner with community stakeholders to advance and create diversity initiatives
 - Increase workforce placement and partnerships through collaborations with business, industry, nonprofit, and other education organizations
 - Create organization structures to coordinate and centralize community engagement activities
- 5. Campus Culture and Shared Values: Improve campus culture and promote shared values.**
- Incorporate the Every Red Wolf Counts philosophy in all areas of the campus community

- Embrace diversity, inclusion, and civility as important values
- Invest in professional development and recognize employees for their commitment to campus service
- Encourage increased health and wellness program participation
- Foster a greater commitment to environmental impact and sustainability
- Establish and promote campus traditions

I.C.2 College of Education and Behavioral Science Mission & Vision

1.C.2.a College of Education and Behavioral Science Mission

To provide curricula/instruction to enhance development of physical, mental, social and emotional qualities essential for living a quality life while providing quality professional preparation programs that meet appropriate standards at both the undergraduate and graduate levels.

1.C.2.b College of Education and Behavioral Science Vision

To accomplish our mission, the college places primary focus on quality teaching striving to provide service to the (a) university, (b) elementary and secondary schools, (c) community and state, and (d) related professional organizations and agencies.

I.C.3 Educator Preparation Provider (EPP) Mission, Vision, Motto and Goals

1.C.3.a Educator Preparation Provider (EPP) Mission

The Arkansas State University Educator Preparation Provider (EPP) is to prepare culturally responsive educators with the knowledge, skills, and dispositions to meet the needs of all learners.

1.C.3.b Educator Preparation Provider (EPP) Vision

Our vision is to prepare candidates to be effective leaders and continuous learners in an ever-changing global society.

1.C.3.c Educator Preparation Provider (EPP) Motto

Inspiring educators today for a globally dynamic tomorrow.

1.C.3.d Educator Preparation Provider (EPP) Goals

Goal 1:

Identify, reach, and maintain/surpass a benchmark measure of inter-rater reliability on all EPP and program level assessments.

Goal 2:

Collect data from Formative Evaluation of Teaching Performance for Teacher Intern for purposes of EPP analysis of data for quality improvement.

Goal 3:

Implement EPP wide measure of candidate use of technology

Goal 4:

Implement EPP wide measure of candidate impact on student learning.

Goal 5:

Implement a measure of candidate dispositions and monitor across multiple checkpoints; incorporate mechanism to track individual candidate disposition over time (see also Goal 2)

I.D. Definitions of Terms

Accountability

The requirement, when undertaking an activity, to expressly address the concerns, requirements or perspective of others (Council for Higher Education (CHEA), 2001).

Actionable

Sufficiently detailed and relevant to directly indicate or clearly suggest a course of action.

Information is actionable if it supplies the who, what, when, where, and why that allows one to determine how to change current practice(s) to achieve the intended goal (CAEP, 2025).

Aspiring Teacher Rubric (Aspiring TESS Rubric)

This rubric, adopted from the Teacher Excellence Support System (TESS), supports residents' development. Residents will be observed and evaluated on the components of the rubric. The rubric can be found at: [Aspiring Teacher Rubric](#).

Arkansas Teaching Standards (Adapted from INTASC)

The Arkansas Department of Education adopted the 2011 Model Core Teaching Standards developed by Interstate Teacher Assessment and Support Consortium (InTASC). These new Arkansas Teaching Standards are used in identifying competencies for all teachers and for advising teacher preparation programs in all Arkansas colleges and universities.

Candidate

An individual, admitted to the Teacher Education Program, engaged in an EPP's preparation process for P-12 professional education licensure/certification (CAEP, 2025)

Clinical (Field) Experiences

Guided, hands-on, practical activities designed to allow for practicing and demonstrating the application of professional knowledge and theory in field-based settings. These include, but are not limited to, culminating clinical practices such as student-teaching or internship (CAEP, 2025).

Completer

A candidate who successfully satisfied all program requirements of a preparation program at least six months previously and who is employed in a position for which they were prepared for state licensure (CAEP, 2025).

Content

The central concepts, tools of inquiry, and structures of a discipline (FAU, 2021).

Council for the Accreditation of Educator Providers (CAEP)

A nonprofit and nongovernmental agency that accredits educator preparation providers (EPPs). CAEP was created with the October 2010 adoption of a motion to consolidate the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) by the boards of the two organizations. CAEP became operational on July 1, 2013 (CAEP, 2025)

Educator Disposition Assessment (EDA)

To gain full depiction of a candidates' teaching effectiveness, all aspects of the teaching act must be considered. Not only must teachers possess content and pedagogical knowledge and skills, they must deliver instruction in a manner which results in positive learning impact. A substantial amount of research showed the attitudes, ideals, and principles teachers held regarding their students, teaching, and themselves, strongly influenced their impact on student learning and development. The Educator Disposition Assessment measures candidates' attitudes, ideals, and principles in their dispositions (Adapted from the EDA Technical Guide, 2017).

edTPA

edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. For each handbook field, the placement is a Pre-Kindergarten to 12th grade classroom. edTPA is a subject-specific assessment that includes versions for 28 teaching fields. The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment (edTPA, 2025).

Arkansas State University Educator Preparation Provider (EPP)

A-State unit that is primarily responsible for coordinating all programs for the initial and advanced preparation of educators and other professional school personnel. EPPs may include non-profit organizations, public or private institutions of higher education, a school district, a corporation, or a governmental agency (CAEP, 2025). Educator Preparation Providers (EPP) determine what candidates will need to do to meet program and graduation requirements (Arkansas Division of Elementary and Secondary Education (DESE), 2020).

Experienced Mentor Teacher (EMT)

Highly qualified K-12 classroom teacher who has met the required standards and will support and coach a resident in their classroom for a year-long residency experience.

Faculty

The personnel, including both employees and partners of the educator preparation provider (EPP) who assess, support, and develop a candidate's knowledge, skills, and/or professional dispositions within the scope of the educator preparation program. Note that this includes academic as well as

clinical faculty, and EPP based educators as well as P-12 partner educators. EPPs may include personnel referred to as coaches, mentors, or development team members (CAEP, 2025).

Field Experience

Field experiences are an integral part of the teacher education preparation program. All field experiences are designed to enable candidates to acquire the knowledge, skills, and professional dispositions to teach a varied population of K-12 students in today's elementary and secondary schools. Candidates have at least three well-sequenced clinical field experiences consisting of an early field experience during the sophomore year, a mid-level during the junior or first semester senior year, and a capstone experience during the senior year (Adapted from the Arkansas State University Teacher Education Handbook, 2023).

Key Assessment

Terminology used by the EPP to identify assessments used by faculty to evaluate candidates and provide them with feedback on their performance. Key assessments are used to examine candidates consistently at various but intentional points from admission through exit of a program (Nicholls State University (NSU), 2024).

Licensure (Certification)

Arkansas State University offers programs that lead to licensure in a variety of grade levels and subject areas. Regulations governing the licensure of teachers in Arkansas are issued by the Arkansas Board of Education. Licensure rules and regulations are always subject to change due to current legislative or state departmental actions (Adapted from the University of Arkansas (UARK), 2025).

Mission

An important goal or purpose accompanied by strong conviction that underlies the work of an educator preparation provider (CAEP, 2025).

Pre-Conference, Observation, and Post-Conference Cycle (POP Cycle)

A POP Cycle is a performance evaluation utilized to measure residents' development and influence on student learning. It is comprised of a pre-conference, observation, and post-conference.

Professional Development

Professional development provides comprehensive, sustained, and intensive learning opportunities to expand the professional knowledge base available to teachers and to engage them in an ongoing process of critically examining their teaching practices to find new and more effective ways to improve student learning. Professional development needs to address both an individual teacher's goals for professional growth and the larger organizational learning priorities for school improvement (Interstate Teacher Assessment and Support Consortium (InTASC), 2013).

Professional Dispositions

Professional dispositions are the principles or standards that underpin a teacher's success in the classroom. They are the values, commitments, and professional ethics that govern how a teacher acts with students, families, colleagues, and communities (Washington State University, 2025).

Professional Education Programs (PEP)

The Professional Education Programs (PEP) Office is responsible for the coordination of the field

experience. The unit is also designed to assist students from the time of admission to Teacher Education programs to completion of teacher licensure. The monitoring and/or coordination of admission into the teacher education program, field experiences, licensure (both at the initial and advanced programs level), and partnerships are major responsibilities of this office.

Professional Knowledge

A core part of content knowledge for teaching that includes: core activities of teaching, such as figuring out what students know; choosing and managing representations of ideas; appraising, selecting and modifying textbooks...deciding among alternative courses of action and analyzing the subject matter knowledge and insight entailed in these activities (Adapted from FAU, 2024).

Professional Skills

An educator's abilities or expertise to impart the specialized knowledge/content of their subject area(s) (FAU, 2024).

Program

A planned sequence of academic courses and experiences leading to a degree, a recommendation for a state license, or some other credential that entitles the holder to perform professional education services in a P-12 setting. Educator preparation providers (EPPs) may offer a number of program options (for example, elementary education, special education, secondary education in specific subject areas, etc.). (CAEP, 2025).

Provisional Teaching License

A state or national (outside of U.S.A.) credential/certificate/license provided for a limited period of time while an individual completes requirements for a standard teaching license. The license is issued by the appropriate office related to teacher licensure for the state/nation.

Quality Assurance System

Mechanisms (i.e., structures, policies, procedures, and resources) that an educator preparation provider (EPP) has established to promote, monitor, evaluate, and enhance operational effectiveness and the quality of the educator preparation provider's candidates, educators, curriculum, and other program requirements (CAEP, 2025).

Residents

Teacher candidates in the residency model who are working towards completing a one-year internship during their final year in the education program at A-State.

Residency I

Residents are engaged in authentic field-based experiences for approximately 50% of their semester credit load. The remainder of the semester is designated for participation in professional studies using effective instructional delivery methods (Arkansas State University Residency Handbook, 2025).

Residency II

Residency II provides candidates culminating opportunities on which to transition into the profession as competent and caring educators. Residents are engaged in authentic experiences that may include co-teaching models, evidence-based learning, and reflective practice (Arkansas State

University Residency Handbook, 2025).

Residency Coordinator

Responsible for all administrative duties needed to run the residency program for the EPP.

Rigor

In education, refers both to a challenging curriculum and to the consistency or stringency with which high standard for learning and performance are upheld (adapted from the Western Association of Schools and Colleges glossary).

Specialized Program Associations (SPA) Recognition

The process entails alignment of licensure area program information with national standards developed by professional associations that have entered into a partnership with CAEP through a service agreement. The review of individual programs within EPPs leads to National Recognition of programs upon meeting the SPA Standards. The goal is for EPPs to ensure that candidates enrolled in a program undergoing review can apply content and pedagogical knowledge as reflected in outcomes assessments in response to SPA Standards. CAEP Accreditation and SPA National Recognition are separate designations achieved by EPPs through two independent processes; however, decision reports from program-level review through a SPA may be used as partial evidence for CAEP Standard 1 (Initial Licensure) and/or Standard A.1 (Advanced Level) (CAEP, 2025).

Stakeholders

Partners, organizations, businesses, community groups, agencies, schools, districts, and/or EPPs interested in candidate preparation or education (CAEP, 2025).

Standards (also known as Outcomes/Goals/Components)

Normative statements about educator preparation providers (EPPs) and educator candidate practices, performances, and outcomes that are the basis for an accreditation review. Standards are written in broad terms with components that further explicate their meaning (CAEP, 2025).

Stakeholders

Refers to all those involved during a resident's internship (residents, A-State EPP Faculty and Staff, EMTs, building administrators, district administrators, and educational cooperative).

Teacher-of-Record

Individual hired to be the full-time primary teacher for a class or set of classes; the Teacher-of-Record receives the same compensation of teachers with a standard license. Long-term substitute and paraprofessional positions are not counted as a Teacher-of-Record.

University Supervisor (US)

A University Supervisor is an experienced educator/faculty member from A-State who provides guidance, support, and evaluation to residents during their residency.

Value Added Measure (VAM)

A growth model describes the change in student achievement over a period of time (DESE, 2020).

I.E. Crosswalk of Standards (InTASC, CAEP, ATS, and Science of Reading) and Initial Programs Key Assessments

Arkansas State University EPP Standard Sets						Arkansas State University Initial Programs EPP-wide Assessments					
Arkansas Teaching Standards (adopted from InTASC Standards)	CAEP 2022 Initial Level Standards	Science of Reading	Praxis Content Exams	edTPA Rubric	Lesson Plan Rubric	A-State Employer Survey	Danelsion Alignment (including Aspirant TESS Residency Exit Survey)	EDA			
Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	R1.1	Standard 1		1.2, 1.3, 1.4, 1.5, 3.14	X	13a, 14b, 14c, 14e	1b. Demonstrating Knowledge of Students 1c. Setting Instructional Outcomes 1e. Designing coherent instruction 3c. Engaging students in learning	#1 Oral Communication #6 Appreciation/value for cultural/academic diversity			
	R1.1			1.1, 1.2, 1.3, 1.4, 2.6, 2.7, 3.14	X	13a, 14b, 14c, 14e	1b. Demonstrating Knowledge of Students	#6 Appreciation/value for cultural/academic diversity			
Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	R1.1			1.1, 2.6, 2.7, 2.8, 2.9	X	13b, 14b, 14c, 14e	2a. Creating an environment of respect and support 3c. Engaging students in learning	#1 Oral communication #4 Positive and enthusiastic attitude #6 Appreciation of and value for cultural and academic diversity #8 Self-regulated learner/takes initiative #9 Social emotional intelligence			
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	R1.2	Standard 2	X	1.1, 1.2, 1.3, 2.7, 2.8, 2.9, 2.14	X	13a, 13c, 14b, 14e	3c. Engaging students in learning	#8 Self-regulated learner/takes initiative			
Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	R1.2		X	1.4, 2.7, 2.8, 2.9, 3.14	X	13c, 14b, 14e	3a. Communicate with Students 3c. Engaging Students in Learning 3f. Demonstrating Flexibility and Adaptability				
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	R1.3	Standard 3		1.5, 3.11, 3.12, 3.13, 3.15	X	13a, 13c, 14b, 14e	1f. Designing student assessment 3d. Using assessment in instruction				
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	R1.3	Standard 4		1.1, 1.2, 1.3, 3.15	X	13a, 14b, 14c, 14e	1b. Demonstrating knowledge of students 1e. Designing coherent instruction	#3 Progression in teaching and learning #8 Self-regulated learner/takes initiative			
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	R1.3	Standard 4		1.1, 1.2, 1.4, 2.6, 2.7, 2.8, 2.9, 3.15	X	13c, 14b, 14c, 14e	3b. Using Questioning and Discussion Techniques 3c. Engaging students in learning	#3 Progression in teaching and learning #8 Self-regulated learner/takes initiative			
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on learners, families, other professionals, and the community, and adapts practice to meet the needs of each learner.	R1.4	Standard 5		2.19, 3.15		13d, 14a, 14c, 14e	4a. Reflecting on Teaching 4e. Growing and Developing Professionalism 4f. Showing Professionalism	#3 Professionalism #4 Positive attitude #6 Progression in teaching and learning #8 Self-regulated learner/takes initiative			
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	R1.4	Standard 5				13d, 14a, 14e	4c. Communicating with Families 4d. Participating in a Professional Community 4f. Showing professionalism	#3 Professionalism #4 Positive Attitude #6 Progression in teaching and learning #7 Collaborative efficacy with #9 Social emotional intelligence			

II.F. Assessment System

Student Learning & Licensure (SL&L) by Watermark is the official assessment and portfolio software system of the A-State EPP. Program required key assessments, portfolios, projects, work samples, and applications as well as program admission and field experiences data related to program improvement, accreditation, and professional licensure are all collected and analyzed. It is the responsibility of each candidate pursuing a degree or initial licensure as an educator to purchase a SL&L account.

II.G. Candidate Dispositions

The Council for the Accreditation of Educator Preparation (CAEP) defines dispositions as, “The habits of professional action and moral commitments that underlie an educator's performance.” CAEP standards require teacher preparation programs to address and assess candidate dispositions. In addition, motivation for assessing disposition is particularly helpful for teacher candidates to expedite the course of change needed to address problems associated with inappropriate attitudes and actions before and during clinical experiences. Developed by researchers from The University of Tampa, Educator Disposition Assessment (EDA) instrument is a valid and reliable research-based instrument for measuring candidate dispositional behavior. The EDA was adopted by the A-State EPP to monitor and assess candidate dispositional behaviors as they progress through the educator preparation program. Structured across a 0 to 2 Lickert scale, the foundation and development of the EDA tool and its use were specifically designed to align with CAEP and InTASC Standards and the Danielson and Marzano frameworks.

Teachers candidates at A-State are expected to demonstrate professional behaviors that are indicative of the following dispositions characteristic of effective educators: (1) oral communication skills; (2) written communication skills; (3) professionalism; (4) positive attitude; (5) preparedness in teaching and learning; (6) appreciation of and value for cultural and academic diversity; (7) collaboration; (8) self-regulation; and (9) social and emotional intelligence.

Teacher candidates will be made aware of the dispositions and expectations regarding them upon being admitted to the teacher education program. In addition, professional behaviors and dispositions are assessed at various points in the program. The candidate who fails to demonstrate acceptable performance of dispositions is referred to the Dispositions Committee for intervention/remediation.

II.H. Areas of Study

The College of Education and Behavioral Science, in cooperation with the other colleges of Arkansas State University, offers a variety of teacher education programs, each leading to a baccalaureate degree. Upon completion of all requirements, a recommendation is made for teacher licensure. You may make your professional career choice in education from the following programs.

Master of Arts in Teaching

The COEBS has designed the Master of Arts in Teaching (MAT) program for individuals who hold a baccalaureate degree and wish to earn a standard teaching license. The MAT program prepares highly qualified mid-career professionals to be classroom teachers. The candidate may be employed as a Teacher of Record with an Arkansas provisional license or placed in an internship while completing the necessary requirements for a standard Arkansas teaching license. The MAT program has 5 tracks to choose from: Art K-12, Business Technology 4-12, Elementary K-6, Middle Level 4-8, and Special Education K-12.

SECTION II: POLICIES AND PROCEDURES

II.A. Residency Eligibility

Academic and Testing Requirements:

- **GPA:** Graduate students must have a minimum of 3.0 overall
- Students must complete all course with the exception of courses offered during Residency I. Review your program check sheet for specifics.

Background Check and Liability Insurance:

- **Background Check:** Current and approved background check in Arkansas Educator Licensure System (AELS), including fingerprinting, during May and June prior to the residency year.
- **Professional Liability Insurance:** Obtain and submit proof of professional liability insurance by August 1st of the residency year.

Residency Structure:

- **Residency I:** Engage in a minimum of 18 hours per week for 15 weeks field component during the fall semester, including additional coursework and practical classroom experience.
- **Residency II:** Participate in a minimum of 15 full weeks of observation, teaching, and may include co-teaching during the spring semester.

II.A.1 Checkpoints

It is the candidate's responsibility, with the assistance of your advisor and/or program coordinator, to initiate the online application for admission into the teacher education program in accordance with the procedures established by your department screening committee. This committee will evaluate your records and determine your eligibility for admission into the teacher education program.

Timeline:

- Admission to Teacher Education Programs – Checkpoint 1
- Pre-Teacher Residency Check – semester PRIOR to Residency I
- Residency I Validation – beginning of Residency I semester
- Residency II Validation – beginning of Residency II semester
- Exit Evaluation Assessment – end of Residency II semester

II.A.1.a Checkpoint 1: Admission to Teacher Education Programs

Candidates making formal application into the teacher education program must meet the following admission requirements.

Admission Requirements:

1. Submit the Online Application for Admission
2. Graduate students must have a minimum of 3.0 overall
3. For Graduate candidates, must hold a bachelor's degree
4. Complete the Professional Dispositions Self-Assessment as prescribed in the Teacher Education Handbook
5. Complete the Professional Ethics Assessment as prescribed in the Teacher Education Handbook
6. Complete the Admission Technology Checkpoint Requirement
7. Obtain a signed Clarification of Teacher Education Admissions/Retention Standards on the application
8. Document an **Approved** Arkansas State Police (ASP) and FBI Background Check and the Arkansas Child Maltreatment Background Check
9. Verify that candidate has received a copy of the Mission & Values, Teacher Education Outcomes and Arkansas Teaching Standards
10. Appear individually for a personal interview before the Department Screening Committee
11. Must have proof of Student Learning & Licensure (SL&L) account at admission

Candidates will need to verify meeting admission requirements to remain enrolled in courses requiring admission to the Teacher Education program. Such courses are designated by an asterisk in the Graduate Bulletin. When the candidate's application is approved by the Professional Education Programs Director, candidates will receive official notification via email. Official admittance to the teacher education program does not carry a guarantee of continuance in the program. In addition to the retention checkpoints, candidates must maintain academic proficiency, effective dispositional behaviors, moral responsibility, emotional stability, and satisfactory professional growth to continue in the program.

II.A.1.b Checkpoint 3: Pre-Teacher Residency Check (semester prior to Residency I)

Candidates must meet the following requirements *one semester prior to the Residency I semester* to continue in the program.

1. Minimum of 3.0 in all course work required for Graduate candidates
2. Earn a "C" or better in all Professional Education courses completed to date
3. Have confirmation of program eligibility for the Residency I experience

4. Provide documentation of an approved Child Maltreatment and Arkansas State Police (ASP) and FBI Background Check to be eligible for Residency I

II.A.1.c Residency I Validation Check (beginning of Residency I semester)

Candidates must meet the following requirements *at the beginning of the Residency I semester* to continue in the program.

1. Formal admittance into the teacher education program
2. For Graduate candidates, must hold a bachelor's degree
3. Minimum of 3.0 in all course work required for Graduate candidates
4. Earn a "C" or better in all Professional Education courses completed to date
5. Pre-Teacher Residency Check Form filed with the Office of Professional Education Programs*
7. For registration options, check with your program coordinator
8. Provide documentation of an approved Child Maltreatment and Arkansas State Police (ASP) and FBI Background Check to be eligible for the Residency semester
9. Verification of clearance of disqualifying offenses listed in the *Teacher Education Handbook*
10. Complete the Professional Disposition Self-Assessment as prescribed in the *Teacher Education Handbook*
11. Meet the Clinical Candidate Technology checkpoint requirements as assessed within the licensure program
12. Attend the orientation sessions for Residency I

II.A.1.d Residency II Validation Check (beginning of Residency II semester)

Candidates must meet the following minimum performance requirements to *continue into Residency II*.

1. Meet and maintain all requirements for Residency I

2. Have a completed Residency I Validation on file with Professional Education Programs Office
3. Completion with a 'C' or better of all professional education courses for MAT majors with the exception of Residency II
4. Graduate candidates must maintain a minimum 3.0 grade point average for the program
5. Meet prescribed department/program requirements
6. Verification of clearance of disqualifying offenses listed in the Teacher Education Handbook
7. Document an **Approved** Arkansas State Police (ASP) and FBI Background Check and the Arkansas Child Maltreatment Background Check
8. Complete the Professional Disposition Self-Assessment as prescribed in the *Teacher Education Handbook*
9. Meet the Clinical Candidate Technology checkpoint requirements as assessed within the licensure program
10. All Professional Education coursework must be completed prior to admission to Residency II

II.A.1.e Exit Evaluation Assessment (End of Residency II semester)

Candidates must meet the following minimum performance requirements to graduate from the teacher education program.

1. Successful performance in Residency II, earning at least a 'C' or better
2. Minimum of 3.0 in all course work required for Graduate students
3. Meet EPP and program portfolio requirements
4. Complete assessments specified for the Arkansas teacher licensure being pursued
5. Meet graduation requirements documented through Degree Works
6. Complete Exit Evaluation

II.B. Field Experience Assignments

II.B.1 Placement

The placement process for teacher residency candidates at Arkansas State University (A-State) is designed to ensure meaningful, standards-aligned clinical experiences in partnership with approved P-12 schools. This process adheres to the requirements set forth by the Arkansas Department of Education (ADE) and the Division of Elementary and Secondary Education (DESE).

Placement Assignments:

- **Residency I:** Engage in a minimum of 18 hours per week for 15 weeks field component during the fall semester, including additional coursework and practical classroom experience.
- **Residency II:** Participate in a minimum of 15 full weeks of observation, teaching, and may include co-teaching during the spring semester.

These placements are coordinated by the Professional Education Programs (PEP) office and are based on several factors, including program requirements, candidate readiness, and the availability of qualified mentor teachers.

Placement Criteria:

- **Accredited Schools:** Placements are made in PK-12 schools accredited by DESE.
- **Experienced Mentor Teachers:** Experienced Mentor Teachers (EMTs) must hold a valid teaching license in the appropriate content area and have a minimum of three years of teaching experience. Elementary and Special Education EMTs must be Proficient in the Science of Reading.
- **Proximity:** Placements are typically within a 60-mile radius of the A-State campus to facilitate supervision and support.

Placement Procedure:

- **Assignment:** Residents should not initiate contact with schools or mentor teachers for placement purposes. All placements are arranged through the PEP office to ensure compliance with PEP and DESE guidelines. Exceptions may be made in case a school requests a particular resident.
- **Confirmation:** Once a placement is confirmed, Residents will be notified by the PEP office and provided with details regarding their assigned school and EMT.
- **Changes:** Requests for changes to placements are considered only under exceptional circumstances and must be submitted in writing to the PEP office. Approval of such requests is at the discretion of the PEP office and relevant academic committees.
- **Resident Responsibilities:** Residents are responsible for notifying the PEP office of any circumstances that may affect their placement. Residents are responsible for being aware of the policies and procedures as part of their residency program and criteria for placement.
- **Professional Conduct:** Residents are expected to adhere to the professional standards and policies of both A-State and the assigned school. (See Section II.D)

- **Attendance:** Regular and punctual attendance is mandatory. Any absences must be communicated promptly to both the EMT and University Supervisor (US). (See Section II.C.2)
- **Evaluation:** Residents will be evaluated on their performance during the residency, including lesson planning, instruction, classroom management, and professional demeanor. (See Section III)

Courtesy Placement

A courtesy placement describes a field experience for a teacher candidate who has completed all of his/her program of study except for Residency I/II and because of extenuating circumstances has requested a placement outside of the A-State 60-mile radius. These placements are only available upon request to the PEP Office. You will be required to complete an application and provide justification.

To be considered for a courtesy Residency I/II placement, teacher candidates must have demonstrated excellence in both their academic coursework and prior field experiences. Usually, teacher candidates with overall GPAs of less than 3.0 will not be considered.

II.B.2 Experienced Mentor Teacher (EMT)

The Experienced Mentor Teacher (EMT) is the individual who works on a daily basis with the resident and who serves as the full-time co-teacher. The EMT is a critical figure within the residency student teaching experience, acting as a mentor and day-to-day guide during a resident's placement. The role of the EMT is to serve as a mentor and coach who models and plans effective co-teaching instruction, creates a supportive classroom environment where residents are encouraged to take risks and reflect daily, observes and provides specific, actionable feedback to the resident candidate, and provides implementation support so that residents candidates will have a lasting impact on student achievement. For MAT Residents, the EMT will not be in the classroom with the resident daily, but still serves in these capacities.

Serves as the mentor and role model for the resident:

- allow the resident to obtain competencies required for the Residency
- provide a warm, supportive atmosphere in the classroom and school environment
- establish a specific time each day for communication with the resident, to determine goals to be accomplished, to plan together, to discuss materials and the relationship between educational theory and classroom practice, to evaluate resident growth, and to help the Resident understand the importance of professional behavior
- confer regularly with the resident to establish positive and constructive approaches to classroom management, discipline, and teaching techniques
- assume, when necessary, the role of counselor in anticipating needs, addressing apprehension, and supporting expectations of the resident
- discuss teaching techniques and philosophy with the resident.

- share your ideas and solicit the resident's ideas.
- allow your resident to implement use his/her their own ideas and techniques.
- support the resident in reflecting and problem solving
- help the resident choose and use high quality instructional materials (HQIM) and learning activities appropriate for the grade and discipline area, prepare to teach by reviewing lesson plans before they teach, discuss plans, and make modifications prior to the teaching episode
- guide the resident in selecting and using appropriate evaluation procedures
- demonstrate exemplary teaching techniques and professional responsibility
- enhance resident's progress by providing constructive criticism and informative feedback on a daily basis

Oversee the activities of the resident carefully and extensively:

- allow the resident to engage in many types of opportunities for learning, such as observing for a short period of time, small group and large group teaching, parent conferences, staff development sessions, professional meetings, extracurricular activities, and non-instructional activities
- assist the resident in planning a schedule of activities leading from observation to full-time teaching
- provide clear and actionable feedback to support the residents continual growth

Additionally, Experienced Mentor Teacher responsibilities for Residents who are Teacher-of-Record include:

Purpose of the Mentor Teacher Role

- Provide professional guidance and support to the MAT candidate who is serving as the Teacher of Record.
- Serve as a coach and resource as the candidate balances the dual role of full-time teacher and graduate-level intern.
- Collaborate with the university supervisor to ensure the candidate is meeting licensure and residency requirements.

Mentor Teacher Roles

- Advisor: Offer professional advice on lesson planning, instructional strategies, and classroom management.
- Model: Demonstrate best practices in instruction, data use, differentiation, and parent communication.
- Support System: Provide encouragement and constructive feedback as the candidate navigates first-year teaching challenges.
- Liaison: Serve as a point of contact between the school district and the university if concerns or needs arise.

Responsibilities

- Meetings & Communication: Meet regularly with the MAT candidate to discuss progress and goals and communicate with the university supervisor as needed.
- Observation & Feedback: Conduct informal observations and provide constructive feedback on instruction and classroom management.
- Professional Development Support: Encourage participation in PLCs, grade-level meetings, and PD opportunities.
- Accountability & Documentation: Support completion of university-required documents and participate in mentor feedback forms.

Boundaries of the Mentor Role

- Mentor teachers are not expected to assume responsibility for the candidate's classroom.
- The MAT candidate, as Teacher of Record, is ultimately responsible for student learning, grading, and classroom management.
- Mentor teachers guide and support, they do not evaluate employment performance (that remains the principal's role).

Collaboration with University Supervisor

- Respond to communication from the university supervisor.
- Attend scheduled check-ins if requested.
- Work collaboratively to ensure the MAT candidate is progressing toward licensure and program expectations.

II.B.3 The Role of the University Supervisor

The University Supervisor serves as a liaison between Arkansas State University, the Resident, and the Experienced Mentor Teacher (EMT). University Supervisors provide ongoing support, coaching, feedback, and evaluation throughout the Residency experience while helping ensure Residents meet university and program expectations.

Communication & Collaboration

- Establish contact with the Resident and Experienced Mentor Teacher at the beginning of each semester.
- Maintain regular communication with the Resident and EMT throughout the Residency experience.
- Clearly communicate evaluation requirements, expectations, timelines, and important deadlines.
- Serve as a resource for Residents and EMTs when questions or concerns arise.
- Maintain professional and timely communication with school and university personnel.

Resident Support & Professional Growth

- Build a supportive relationship with the Resident that encourages open communication and professional growth.
- Provide constructive, actionable feedback following observations and evaluations.
- Encourage Residents to reflect on their instructional practices, professional growth, and student outcomes.
- Help Residents identify areas of strength and areas for continued improvement.
- Provide additional guidance and support when a Resident is experiencing difficulty meeting program expectations.

Observations & Evaluations

- Complete all required Walkthroughs, POP Cycles, Summative Evaluations, and other required assessments according to the established Residency timeline.
- Schedule observations and communicate evaluation dates with the Resident and EMT in advance.
- Conduct required conferences and provide timely feedback following observations.
- Ensure all evaluation documentation is completed accurately and submitted by established deadlines.
- Monitor the Resident's progress across Residency I and Residency II.

Addressing Resident Concerns

When concerns arise, **the Experienced Mentor Teacher should first communicate directly with the Resident** and provide an opportunity for the concern to be addressed.

If the concern continues, the EMT should contact the University Supervisor. Once notified of a concern, the University Supervisor is expected to:

- Gather information from the EMT regarding the concern and steps already taken.
- Notify the Associate Director of Field Placement promptly.
- Follow up with the Resident and EMT to discuss the concern.
- Maintain documentation of conversations, concerns, and interventions.
- Work collaboratively with the Associate Director of Field Placement to determine appropriate next steps.
- Assist with developing and monitoring an improvement plan when necessary.
- Keep the Associate Director of Field Placement informed of the Resident's progress and any continued concerns.

Professional Expectations

University Supervisors should:

- Model professionalism in all interactions with Residents, EMTs, administrators, and university personnel.
- Maintain confidentiality and handle Resident concerns appropriately.
- Be accessible and responsive to Residents and EMTs.
- Follow Arkansas State University Residency policies and procedures.

- Communicate concerns early rather than waiting until an evaluation deadline or the end of the semester.
- Work collaboratively with the Residency/Field Placement team to support Resident success.

II.C. Residency Requirements

The Arkansas Department of Education (ADE) regulations for first-time standard licensure of teachers state that students complete their one-year teaching residency under the supervision of the institution from which they expect to graduate. To be eligible, Residents must meet the requirements outlined in their degree plan. Residents must also complete a Residency Intent application packet that will be distributed by the Professional Education Programs Office (PEP).

Requirements for the Residency Program are:

1. Complete the Pre-Teacher Residency Check one semester prior to Residency I
 2. Must have completed all required background checks
 3. Graduate Residents should meet their program requirements and **MUST** be a Teacher-of-Record with an appropriate provisional license
 4. Meet prescribed program/department requirements
 5. MAT candidates are required and maintain to have a 3.0 and at least 27 hours for SPED. For Residency II they must maintain the 3.0 GPA and completed 30 hours
- MAT candidates are required to have and maintain a 3.0 GPA in their program and have completed all program requirements except Residency II prior to the Residency II semester.
6. Maintain satisfactory evaluations by university supervisor and Experienced Mentor Teachers in Residency I & II. All residents will be evaluated by utilizing the Aspiring Teacher Rubric based on TESS for effectiveness.
 7. To continue into Residency II, candidates must have completed Residency I with a grade of “B” or better
 8. Take all parts of the Praxis II Content Specialty Area Test(s) before Residency II begins and as prescribed by DESE to meet Arkansas licensure guidelines
 9. Before beginning Residency II, residents must have completed all courses required in the degree program

General Guidelines

1. Residents must not be assigned to schools where members of their immediate families are staff members or students
2. Residents must provide evidence of comprehensive general liability insurance
3. Once assigned to a school, residents must adhere to all rules and regulations of that school and district and treat their residency placement as a contracted employee to fulfill the prescribed responsibilities of a resident at the selected site
4. Any changes in a resident's placement can only be done through the Professional Education Programs office (PEP), and only in extreme extenuating circumstances. If there are extreme extenuating circumstances, a written request with specific reason(s) must be submitted to the Associate Director of Field Experiences and/or designee
5. Residents start their clinical experiences when university classes begin and end their clinical experiences in the schools the day before Study Day. However, residents will follow the calendar of the school district where they have been assigned (e.g., holidays, breaks, etc.) and not the A-State calendar for breaks
6. Professionalism must always be exhibited in work and attitude. Unprofessional conduct will result in dismissal from residency placement
7. Residents must go to their sites always prepared, including having completed lesson plans and applicable materials for conducting the class
8. During Residency II, residents are not allowed to take classes other than residency courses.
9. Outside employment is discouraged during the Residency II semester. Residents cannot be excused from their residency requirements because of employment responsibilities
10. If a resident has an absence (i.e., illness of the resident or a family member, or death of a family member), the resident must notify their Experienced Mentor Teacher (EMT) and the University Supervisor (US) as soon as possible. Any lesson plans required during the period of the absence should be submitted to the EMT and the US
11. Residents should not hesitate to ask for assistance or guidance from the EMT first, then the US when needed
12. Follow the semester check sheet for program to stay on the graduation target date

II.C.1 Schedule

Comprised of the final two semesters of the senior year, the yearlong clinical residency is a time to learn and practice the art/science of teaching and to use the many instructional strategies learned and practiced throughout the preceding years enrolled in the Educator Preparation Provider (EPP). Residents are engaged in coursework and experiences designed to develop general and content specific pedagogy.

Residency I:

Residents are engaged in authentic field-based experiences for 18 hours per week in the first semester. The remainder of the semester is designated for participation in professional studies using effective instructional delivery methods. During Residency I, residents initiate efforts toward completion of a Mock edTPA portfolio performance assessment (Educative Teacher Performance Assessment) a will be submitted in SL&L (across all EPP programs).

During Residency I, residents will participate in the following:

- Minimum of 18 hours a week at the school site in classrooms, mirroring the Experienced Mentor Teacher's (EMT's) daily routine.
- One day of the week can be used for substituting, may not conflict with coursework.
- Enrolled in content and pedagogical related courses to complete degree requirements.
- Opportunities to participate in both required and voluntary district or school led professional development, meetings, community events, etc.
- A minimum of 3 completed formal teaching observation cycles (POP Cycles), which include video capture and reflection components and evaluative feedback from observers. At least one will be completed in collaboration with the University Supervisor (US) and EMT.
- 2-4 informal Classroom Walkthrough/Video observations to provide ongoing feedback, coaching, and support.
- Additional training as needed.

The program is structured such that it scaffolds greater responsibility, and sequences observations and participatory experiences, culminating in full time teaching during Residency II.

Residency II:

Residency II provides candidates with culminating opportunities in which to transition into the profession as competent and caring educators. During Residency II, residents initiate efforts toward completion of an edTPA portfolio performance assessment (Educative Teacher Performance Assessment) that **MUST** be submitted in SL&L.

During Residency II, residents will participate in the following:

- Attendance at the school site in accordance with the district calendar

- 5 days per week at the school site which is equivalent to 360 hours in the second semester; one day of the week can be used for substituting.
- Seminars and meetings related to your licensure area/major
- A minimum of 2 Formative and 1 Summative completed formal teaching observation cycles (POP Cycles), which include video capture and reflection components and evaluative feedback from the University Supervisor. At least one POP cycle will be in collaboration with the EMT and US.
- 2-4 informal classroom walkthrough/video observations to provide ongoing feedback, coaching, and support.
- A Formal Summative Evaluation Conference/meeting in collaboration with Resident, EMT and US.
- Additional training as needed.

The following schedule is ONLY a suggested timeline. It can be adjusted to meet your situation; however, THIS IS ONLY AN EXAMPLE. All residents are to begin on the first day co-planning and co-reflecting with their Experienced Mentor Teacher. This should include, but not be limited to, small group instruction, tutoring, lab work, facilitated learning stations, and discussion groups.

Beginning in Fall 2026, MAT candidates will be required to have a full-time teaching position as a teacher-of-record. The teacher-of-record assumes full-time teaching responsibilities across the entire school day in both the Residency I and Residency II semesters. This includes planning, instruction, assessment, grading, and classroom management. Teacher-of-record candidates should operate as lead teachers, implementing feedback from both the Experienced Mentor Teacher and University Supervisor. During this time, they will be evaluated using formal university and school-based observation tools.

II.C.1.a Residency I Semester Schedule

Residency I: Weeks 1–16 *Fall Semester: August- December*

Week 1:

Orientation and Classroom Immersion

The teacher resident should observe the classroom and begin supporting routines. During this time, the resident should become acclimated to the school building, classroom procedures, and the expectations of the Experienced Mentor Teacher. Responsibilities may include assisting with supervision, small group work, recording attendance, and supporting behavior routines.

Communication with the University Supervisor should begin this week to establish expectations and timelines.

Resident:

- Assignment Sheets will be distributed by your University Supervisor. This is their opportunity as a University Supervisor to have a conversation with the Experienced Mentor Teacher about their expectations during the Residency year.

Week 2:

The teacher resident will continue learning classroom rules, routines, and procedures. During this week, the resident should begin participating in small group instruction and classroom activities that allow them to become more comfortable in an instructional role rather than solely serving as an observer. The goal is for the resident to gradually build confidence while actively engaging with students and supporting classroom instruction.

Weeks 3–4:

Supported Instructional Engagement

The teacher resident begins teaching one instructional block or subject area per day while continuing to assist with classroom responsibilities. Residents should begin collaborating with the Experienced Mentor Teacher on lesson planning, instructional preparation, and classroom procedures. University Supervisor check-ins and observations should begin during this phase to support instructional growth and development.

Resident:

- Residency I, Walkthrough #1

Weeks 5–7:

Expanded Instructional Responsibility

The teacher resident assumes additional instructional blocks and becomes more actively involved in classroom transitions, instructional pacing, and student engagement. Residents should begin demonstrating increased confidence in classroom leadership while continuing to apply feedback from the Experienced Mentor Teacher and University Supervisor. Observation cycles and reflective conversations should continue throughout this phase.

Resident:

- Residency I, POP Cycle #1

Weeks 8–12:

Developing Instructional Independence

The teacher resident teaches approximately half of the school day and assumes greater responsibility for planning, instruction, and assessment across multiple content areas or class periods. Residents should continue strengthening classroom management skills, instructional delivery, and professional communication while collaborating closely with the Experienced Mentor Teacher and University

Supervisor.

Resident:

- Residency I, Walkthrough #2
- Residency I, POP Cycle # 2

Weeks 13–16:

Preparation for Full-Time Teaching

The teacher resident teaches the majority of the school day and demonstrates readiness for full time instructional responsibility. Residents should lead instruction, classroom management, assessment practices, and daily classroom operations with support and feedback from the Experienced Mentor Teacher. This phase serves as the culminating experience of Residency I and prepares the resident to transition into full-day teaching responsibilities during Residency II.

University Supervisor:

- Residency I, Summative Evaluation

II.C.1.b Residency II Semester Schedule

Residency II: Weeks 17–32

Spring Semester- January-April (Possibly first week of May)

Focus: Full-day independent teaching with support, evaluation, and gradual release of responsibility back to the mentor.

Weeks 17–20:

Transition into Full-Time Teaching

The teacher resident assumes responsibility for the majority of instructional planning and daily teaching responsibilities across the school day. During this phase, the Experienced Mentor Teacher should continue providing active coaching, modeling, and daily feedback as the resident adjusts to full-time instructional responsibilities. Residents should begin independently managing classroom routines, assessment practices, and communication expectations while continuing to collaborate closely with the mentor teacher and University Supervisor.

University Supervisor:

- Residency II, Walkthrough # 1

Weeks 21-24:

Independent Instruction and Classroom Leadership

The teacher resident functions as the lead classroom teacher for the majority of the day. Responsibilities include lesson planning, instructional delivery, classroom management, assessment, grading, and

participation in professional duties. Residents should demonstrate growth in instructional decision-making, student engagement strategies, and data-informed instruction. Formal university and school-based observations should continue during this time, with residents actively applying feedback to improve practice.

University Supervisor:

- Residency II, POP Cycle #1

Weeks 25-28:

Refinement and Professional Readiness

The teacher resident continues leading full-time instruction while refining professional practices and preparing for transition into independent teaching. Residents should demonstrate consistency in classroom management, instructional pacing, differentiation, assessment practices, and professional communication. The Experienced Mentor Teacher should begin gradually releasing support while encouraging reflective practice and professional independence. Residents may also begin preparing final portfolio components, reflections, and university-required documentation.

University Supervisor:

- Residency II, Walkthrough #2
- Residency II, POP Cycle #2

Weeks 29–32:

Transition, Reflection, and Professional Growth

The teacher resident gradually transitions instructional responsibilities back to the Experienced Mentor Teacher while continuing to support classroom instruction and daily operations. During this phase, residents are encouraged to observe other classrooms and teaching styles within the school building to broaden professional understanding and instructional perspectives. Residents should also complete final reflections, university-required assessments, documentation, and summative evaluation requirements as they prepare for program completion and entry into the profession.

University Supervisor:

- Residency II, Summative Evaluation

II.C.2 Attendance

During residency, residents are expected to be at their assigned school every day of the designated placement for the entire school day and should assume the same duties/responsibilities as the Experienced Mentor Teacher. Typically, this means being present thirty minutes before school begins

and thirty minutes after school. These duties and responsibilities may also include attendance at faculty meetings, open-house, parent-teacher conferences and all other assigned duties. Residents may also be required to sign in/out at the front office of their assigned school; follow the Experienced Mentor Teacher's (EMT's) schedule for reporting to school and departing.

If illness or emergency should require a resident to be absent for any period of time, the resident **must notify** the Experienced Mentor Teacher and the University Supervisor. **The total number of days away (for illness) from an assignment is three (3) days per residency semester.** If absent, tardy, or leaving early, the resident should complete the attendance form through Qualtrics. Each week a log of attendance will be completed by the Resident, reviewed by the Experienced Mentor Teacher and sent to the University Supervisor for final review. If a resident must be absent on a day when he or she is expected to teach, lesson plans and materials must be provided to the Experienced Mentor Teacher before the class begins.

Residents are expected to attend all assigned days for Residency I and II. Absences should be limited to university-approved dates listed on the Resident Calendar. **Attendance at all required university seminars and meetings is mandatory.**

Residents may take up to **two (2) days per semester** (maximum **four (4) days total**) for approved School Business, including:

- Professional Development
- Praxis or Foundations of Reading testing
- Job interviews

All School Business absences must be **requested in advance** and **approved by both the Experienced Mentor Teacher (EMT) and University Supervisor (US).**

Residents participating in university activities must coordinate with the **PEP Office, EMT, and US** to ensure all required days for licensure are met.

Residents who have absences that are not warranted and/or fail to contact their Experienced Mentor Teacher and university supervisor commit a serious breach of professional responsibility and may be removed from residency and/or receive a failing grade for their residency semester(s).

II.C.2.a Make-up Days

A resident is allowed **three sick day absences per residency semester.** Any resident absent for more than three days, regardless of the reason, will be required to make up those days after their last day of residency. All absences must be made up during regularly scheduled school days. It is the resident's responsibility to document make-up days (see form in Appendix A) and to submit the **Teacher Resident Make-Up Days Form** SL&L. Make up days cannot be fulfilled as substitution. Should the Resident's experience extend beyond

the end of the semester, an **incomplete grade** will be assigned until the completion of the residency. The Make-Up form initiates the removal of an “I” to a grade for the residency semester.

II.C.3 Daily (School) Schedule

A one-year supervised residency shall take place in an approved classroom, including public charter classrooms or an accredited private school classroom. All settings must adhere to requirements outlined in the current State of Arkansas Division of Elementary and Secondary Education (DESE) Rules Governing Educator Licensure.

Residents are expected to follow the arrival and dismissal times established by the school for its regular teaching staff and to follow the Experienced Mentor Teacher’s daily schedule, including any assigned lunch, bus, or playground supervision. Attendance at all faculty meetings, staff development workshops, open house, parent-teacher conferences, and other professional activities is expected. Residents follow the calendar and holiday schedule of the school district to which they have been assigned, during the Arkansas State University academic calendar.

II.C.4 Working with the Experienced Mentor Teacher

Residents’ Experienced Mentor Teachers (EMTs) and university supervisors are jointly responsible for the evaluations during the residency year. While university supervisors will visit candidates regularly, EMTs are highly qualified and are the major source of information and modeling for residents’ professional development. Candidates and their mentor teachers should engage in daily informal conversations designed to assist and support. Candidates should also schedule lengthier conferences with their mentor teachers after observations that promote reflection and professional growth.

II.C.5 Guidelines for Substitute Teaching during Residency

Resident teachers will be permitted to act as substitute teachers during their yearlong residency experience under the conditions outlined below. Residents may count substituting toward their residency hours; however, residents reserve the right to opt out of substitute teaching. Substitute teaching is not a program requirement for A-State’s yearlong experience.

Resident I and II Candidates (this does not apply to Residents who are Teacher-of-Record, including MAT, Pre-K and Aspiring Teacher candidates):

1. Must be approved as a Substitute Teacher through your district prior to starting their yearlong Residency experience. Must complete all school district-based requirements to substitute at the residency site (i.e. application, fingerprinting, background check, W-9, etc.)
- Residents should follow the payment guidelines outlined by the employing school district.
- Residents should confirm all policies with the district Human Resource Department.

2. Can substitute in the mentor teacher's classroom or another classroom at the residency school site, depending on the Residency semester.
 - Residency I candidates may substitute in their Experienced Mentor Teacher's classroom and/or another classroom at the residency school site.
 - Residency II candidates may substitute anywhere within their residency district site.
3. Must not exceed 15 substitute teaching days (approximately 1 day per week) per the A-State academic calendar semester. If special circumstances arrive, the resident can communicate with school personnel and the PEP Office for exceptions. Residents are allowed to substitute outside of the A-State Academic Calendar.
4. Must ensure that Walkthroughs and POP Cycles do not occur on a substitute teaching day.
5. Residents cannot serve as long-term substitute teachers or be hired by a district until after their last day of residency, including attendance of Exit Evaluation.

II.C.6 Working during Residency

The university recognizes that the teacher residency is a full-time responsibility, and candidates should work diligently to develop behaviors that will contribute to excellence in their professional performance. The residency program allows the district to better acclimate the teacher resident into the learning and school environment. Therefore, some districts may use residents as paid substitutes, paraprofessionals, or tutors as part of their experience. The Professional Education Programs Office does not recommend employment at outside jobs.

II.D. Professionalism Policies

Residents are expected to demonstrate commitment and responsibility to high professional, ethical, and performance standards in appearance, word, and deed. Residents are expected to read and understand the Professional Code of Ethics for Arkansas Educators.

II.D.1 Social Media/Technology

Residents manage social media presence and communication in a professional manner and refrain from posting residency materials, information, photos, or personal commentary on social networking sites. The teacher education program recommends caution in the use of personal social media as this may reflect on your professional reputation.

All forms of electronic devices, such as cell phones, iPads, etc. should only be used for academic and instructional purposes.

II.D.2 Dress Code

A teacher resident is expected to be professional at all times. Dressing professionally makes an important impression on P-12 students, co-workers, and the administration. Residents must always dress professionally whether for in-person instruction or remote instruction. Manner of dress in the school must be maintained on a professional level to demonstrate the candidate's commitment and responsibility to high standards. Professional dress may be defined by the Resident's school/school district policy.

Unprofessional dress will be documented. If dress code violations occur, supervisors are advised to document the offense. Areas of concern should be addressed by the EMT and/or University Supervisor and concerns should be shared with the resident.

II.D.3 Liability

Candidates are required to obtain Professional Liability Insurance before entering residency. This type of insurance coverage may be obtained through a variety of sources, including your personal insurance company. Insurance may be provided through membership in the Arkansas Education Association (AEA), American Federation of Teachers (AFT), or National Education Association (NEA). Insurance should be purchased after May 31st so coverage will remain in effect for the duration of the residency year. Candidates should turn in proof of liability insurance (copy of card or receipt) to the Office of Educator Preparation by August 1st of their residency year. Submit proof of insurance electronically to the Office of Educator Preparation at bechols@astate.edu or bring a printed copy to the PEP Office in Ed/Comm 213. Proof of insurance must be on file in this office before candidates will be allowed to report to their residency placement.

II.D.4 Code of Ethics

Candidates are expected to behave in a professional ethical manner at all times. Removal of a candidate will be considered when any unprofessional or unethical behavior has been exhibited by the resident in the school setting. Candidates are expected to be aware and follow local, state, and federal policies and laws. They are expected to maintain confidentiality of student information, maintain composure in the classroom, and exhibit a positive attitude toward the teaching profession.

The following represents the Code of Ethics put forth by the Arkansas Department of Education.

Watch the Code of Ethics video at <https://youtu.be/3xLo0ZiY6mE?t=1s>.

The Code of Ethics for Arkansas Educators defines minimum standards of ethical conduct for all educators. The State Board of Education approved the standards on September 1, 2008. The DESE Rules Governing the Code of Ethics for Arkansas Educators further define these standards and provides a process for investigating alleged violations.

What is expected of Arkansas Educators?

Standard 1

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

Standard 2

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

Standard 3

An educator honestly fulfills reporting obligations associated with professional practices.

Standard 4

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

Standard 5

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

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

Who has to abide by the Code of Ethics?

Arkansas law mandates that every person with a valid Arkansas teaching license, pre-service teachers, and all educators teaching under an Act 1240 waiver are required to abide by the Code of Ethics for Arkansas Educators.

II.D.5 Dispositions

Residents will follow the rules and policies of their placement school and of the College of Education and Behavioral Science and Arkansas State University, including those pertaining to professional dispositions.

The Council for the Accreditation of Educator Preparation (CAEP) defines dispositions as, “The habits of professional action and moral commitments that underlie an educator's performance.” CAEP standards require teacher preparation programs to address and assess candidate dispositions. In addition, motivation for assessing disposition is particularly helpful for teacher candidates to expedite the course of change needed to address problems associated with inappropriate attitudes and actions before and during clinical experiences. Developed by researchers from The University of Tampa, Educator Disposition Assessment (EDA) instrument is a valid and reliable research-based instrument for measuring candidate dispositional behavior. The EDA was adopted by the A-State EPP to monitor and assess candidate dispositional behaviors as they progress through the educator preparation program. Structured across a 0 to 2 Lickert scale, the foundation and development of the EDA tool and its use were specifically designed to align with CAEP and InTASC Standards and the Danielson and Marzano frameworks.

Teachers candidates at A-State are expected to demonstrate professional behaviors that are indicative of the following dispositions characteristic of effective educators: (1) oral communication skills; (2) written communication skills; (3) professionalism; (4) positive attitude; (5) preparedness in teaching and learning; (6) appreciation of and value for cultural and academic diversity; (7) collaboration; (8) self-regulation; and (9) social and emotional intelligence.

Teacher candidates will be made aware of the dispositions and expectations regarding them upon being admitted to the teacher education program. In addition, professional behaviors and dispositions are assessed at various points in the program. The candidate who fails to demonstrate acceptable performance of dispositions is referred to the Educator Review Committee for intervention/remediation

Residency candidates’ professional dispositions will be measured throughout the residency year on the Educator Disposition Assessment (EDA). Candidates complete the EDA self-assessment prior to Admissions, and when necessary throughout the program.

Mentor teachers can refer to the professional disposition skills below when completing the Residency Candidate Performance Checklist throughout Residency I and Residency II.

II.E. Teacher-of-Record Pathways

Candidates may use their Residency placement to fulfil a Teacher-of-Record position, provided their placement meets all academic program and licensure requirements.

II.E.1 Master of Arts in Teaching

To participate in the Residency clinical experiences, Master of Arts in Teaching (MAT) candidates will need to have obtained a *Provisional Teaching license* and be a *Teacher-of-Record* in an approved setting as defined by the initial license the candidate is pursuing. This allows MAT candidates to serve as the classroom teacher, with all benefits and compensation indicated, as they complete the MAT program year-long residency. Admission to the Residency courses will require documentation of the *Provisional Teaching License* and *Teacher-of-Record* Status for ELSE 6203, Residency I, and ELSE 6206, Residency II (Special Education MAT); or TE 6393 MAT, Residency I in Teacher Education, and TE 6396, MAT Residency II in Teacher Education (MAT for Art, Business Technology, Elementary Education, and Middle Level Education).

MAT program coursework may still be taken with the Residency I course (ELSE 6203 or TE 6393); additional hours allowed to be taken along with the Residency I course is determined by program. All program coursework, with the exception of the Residency II course, must be completed prior to beginning the Residency II course.

The Residency courses are to be completed in consecutive semesters, Fall to Spring. Candidates not completing the sequence as identified will need to have permission from both the program coordinator and the Associate Director of Field Placement, Professional Education Programs Office.

SECTION III: ASSESSMENT OF RESIDENT

III.A. Assessment Schedule

Candidates need to be mindful of the various assessment required throughout the residency program and when they occur. There may be additional program assessment requirements to the those in the chart listed below.

Evaluation Schedule		
Residency Candidate	University Supervisor	Experienced Mentor Teacher
Prior to/During Residency I		
Residency Field Placement Information	Signed by US the semester before RI	
Lesson Plans for each observation to be submitted to your mentor teacher or university supervisor	Lesson Plan Evaluation	Monthly Check-in
Educator Disposition Assessment (EDA)	US submit to SL&L during Week 8 of RI	
Formative Evaluation	POP Cycles (2 US)	
Summative POP Cycle	POP Cycle (1 US +EMT)	POP Cycle (1 US +EMT)
Informal Walk-throughs	(2-4 Walk-throughs/video observations)	
Mock edTPA	Mock edTPA submitted to SL&L by the last day of RI	
Residency II		
Lesson Plans for each observation to be submitted to your EMT and/or University Supervisor	POP Cycles (2 US + Summative Evaluation)	POP Cycles (1 US + Summative Evaluation)
Educator Disposition Assessment (EDA)	US submit to SL&L during Week 8 of RII	
Formative Evaluation	POP Cycles (2 US)	

Summative POP Cycle	POP Cycle (1 US +EMT)	POP Cycle (1 US +EMT)
Informal Walk-throughs	(2-4 Walk-throughs/video observations)	
Submission of Teacher Performance Assessment (edTPA)	edTPA Portfolio submitted to SL&L by the last day of RII	
Exit Survey (with PEP Office at the end of RII)		

Evaluation Packets (Formative and Summative) must be collected and completed by university supervisors, then submitted by university supervisors to SL&L. University Supervisors are responsible for ensuring this occurs and for posting grades at the end of the semester.

III.B. Educator Dispositions Assessment

The Educator Disposition Assessment (EDA) is completed on all candidates several times during their program. To give students an understanding of the instrument, all students are asked to self-complete an EDA at admission. At admission, an EDA is completed on all students as part of the admission process. Concerns about dispositions at this point would be indicated to the student but would not bar admission to the program. Concerns at admission are included as comments on the Signature Page and shared with the student prior to submission of the Signature Page to the Professional Education Programs Office.

The EDA is completed on candidates at least two additional points in the program; once prior to Residency I and once during the Residency. The EDA may be completed on a candidate at any point in which university or clinical faculty determine the need to indicate to the student concerns about their dispositions. If at any of these times, scheduled or unscheduled, the candidate is scored a 0 on any disposition, the Disposition Concern Process is initiated.

III.C. Grading Procedures for Residency II

Final Grade:

The final grade will be computed by the university supervisor with the classroom performance evaluation (section 1) counting 80% of the overall grade and portfolio and/or additional program requirements (section 2) counting for 20% of the overall grade. **Failure to submit your Unit Internship Portfolio to the University Supervisor and to College SL& L will result in a grade 'F'.**

Grading Scale:

100% - 90% = A
89% - 80% = B

79% - 70% = C
59% and below = F

III.D. Assessment by University Supervisor

III.D.1 POP Cycles

Formal observations will take the form of POP Cycles.

Pre-Observation – Observation – Post-Observation.

All formal observations must follow these steps:

1. The teacher resident discusses and schedules the observation with the Experienced Mentor Teacher for a date, time, and subject area that is available and appropriate.
2. The teacher resident consults with the mentor/Experienced Mentor Teacher on the standards that will be addressed in the lesson and on the development of the lesson plan. For formal observations, teacher residents are required to use the university-provided lesson plan template. The teacher resident's Blackboard course contains all of the required forms and assignments. The teacher resident submits the lesson plan and all observation forms to the Blackboard course for final review and grading by the field supervisor.
3. The teacher resident completes the Pre-Observation Conference form two days before the formal observation.
4. The day before the observation, the mentor/Experienced Mentor Teacher and the teacher resident meet for a 30-minute "pre-observation conference" or "pre-conference" in which they review the lesson plan and the Pre-Observation Conference form. This is an opportunity for the teacher resident to ask final questions and for the Experienced Mentor Teacher to provide final feedback and suggestions on the lesson. The Experienced Mentor Teacher completes the final section of the form, "Field Supervisor/Experienced Mentor Teacher Pre-Conference Notes," documenting the main points discussed during the pre-conference.
5. The mentor/Experienced Mentor Teacher observes the 45-minute lesson. During the observation the Experienced Mentor Teacher uses the provided Scripting Pages to document what the teacher resident and the students say and do during the lesson. Scripting should be an objective documentation of what was said and done during the lesson by both the teacher resident and the students.
6. During the observation or immediately following it, the mentor/Experienced Mentor Teacher completes the provided Formal Observation Evaluation form. The Experienced Mentor Teacher rates the teacher resident in all domains and dimensions of the TESS rubric, except dimensions 4.3 and 4.4, Professional Development and School and Community Involvement.
7. During the observation or immediately following it, the mentor/Experienced Mentor Teacher also completes the relevant fields of the Post-Observation Conference form.

8. Following the observation, either the day of the observation or the next day, the mentor/Experienced Mentor Teacher and the teacher resident meet for a 30-minute “post-conference.” The post-conference is the formal debrief of the observation. The Experienced Mentor Teacher leads the post-conference using the Post-Observation Conference form as a guide.
9. The teacher resident completes their portions of the Post-Observation Conference form within 48 hours of the observation.
10. The teacher resident uploads all completed documents to the SL&L course shell for final review and grading by the field supervisor.

III.D.2 Walk-throughs

Two-Four (2-4) informal observations per semester will be conducted by your University Supervisor. Walkthroughs are meant to serve as coaching opportunities for reflection and growth as you progress through the residency experience and well into your teaching career. Specifically, a walkthrough/informal observation is a:

1. Tool to inform evaluation that provides the opportunity to gather evidence of instruction over a series of short classroom visits;
2. Method to allow evaluators opportunity to gather additional evidence on identified focus area(s) to enhance teacher practice;
3. Process for giving targeted evidence-based feedback to teachers; and
4. Means for evaluators to visit classrooms more frequently and more purposefully.

What to expect:

1. Walk-throughs will not be scheduled, but the Resident will be provided a two-week window of when they may expect a 10-15 minute observation by their University Supervisor.
2. Residents do not need to prepare for the visit. The University Supervisor will capture whatever is happening at the time in the classroom and will give the Resident feedback and an opportunity to reflect.
3. The University Supervisor will complete the Walk-through Form and upload it to the SL&L system to make it accessible to the Resident. The Resident may be expected to meet with the University Supervisor after each walkthrough to receive feedback, coaching, and support.
4. The Walk-through Form will have a Resident signature to complete via SL&L after each walk-through. Prior to signing, you should review the feedback and reflect on your practices related to this feedback. Continued reflections throughout Residency will be factored into the overall final grade for the course.

III.D.3 Summative Evaluation

Near the end of the internship experience and after the completion of all required formative evaluations, the clinical supervisor and university supervisor will meet to complete the summative evaluation (see Summative Evaluation Performance for Teacher Intern form on pages 29-30).

Collaboratively, the university supervisor and the clinical supervisor will conference with the teacher intern to discuss the summative evaluation form. The university supervisor will collect all forms and turn them in to the PEP office.

III.G. Resolution for Personal Concerns

If, at any time, the Experienced Mentor Teacher, the building administrator, or district administrator requests that a resident be removed from the classroom or school site for any reason, the resident shall immediately comply. In addition, the resident should also immediately contact the Residency Coordinator and the PEP office.

Improvement Plan:

At the first sign of performance concerns of a Resident, the EMT, University Supervisor, course instructor, building administrator or Residency Coordinator should provide the Resident with direct feedback and offer support and guidance. Early indicators could include poor performance documented in feedback logs or formative reports, frequent absences or tardies, conflict with other Residents or the Mentor or other collaboration and communication problems (as measured by the disposition assessment or the Aspiring Teacher TESS evaluation). Informal support, feedback, and evidence will be given to the Resident to resolve. If performance issues are not resolved, this will warrant an Improvement Plan. Residents with extensive performance or professionalism issues, excessive absenteeism or other misconduct may be subject to discipline and/or discharge.

The improvement plan is written only for a Resident who needs very specific focus and growth to achieve the competencies required for licensure. In addition to the observation reports completed by the University Supervisor, the improvement plan indicates target areas and support systems for immediate attention. The University Supervisor, EMT, and Residency Coordinator will oversee the implementation and progress of the improvement plan.

Ideally, the identification of areas needing significant improvement will occur early, leaving time for action steps to be implemented. Early and open communication between the resident, the clinical supervisor, and University Supervisor is critical. Once it has been determined that an improvement plan is necessary, a conference should be scheduled with the resident to discuss these concerns. A plan of action should be established and implemented. The resident will be responsible for the enactment of the areas for growth with guidance provided by the EMT, University Supervisor and Residency Coordinator.

If a resident does not meet the requirements of an improvement plan within five (5) school days, the resident may need to withdraw and reapply for the opportunity to complete a residency in a future semester.

Cancellation of Resident Placement:

Residency placements are “agreements” between the university and school districts. As with any agreement, both parties are expected to honor their obligations. The school should not accept the teacher resident unless a willing qualified Experienced Mentor Teacher (EMT) agrees to the assignment. Occasionally, cancellations for the residency placement are necessary. A candidate may become ineligible or personal situations may arise to cause a delay. In such cases, written notification will be sent to the school principal and EMT. At the school, a cancellation may be forced by the resignation, transfer, or promotion of a mentor teacher. In such cases, notification as early as possible is an expected courtesy.

Withdrawal from a Resident Placement:

Teacher residents withdrawing from the residency placement after the start of the teaching residency semester due to illness, financial or personal reasons must contact the University Supervisor to discuss the withdrawal procedure. To withdraw after the start of the teaching residency semester, the resident must complete the Withdrawal from Teaching Residency form (see form in Appendix C). This form must be filed with the Associate Director of Field Placement for placement in the resident’s file in the Professional Education Programs office. The teacher resident may apply for readmission with the Director’s approval. To apply for readmission, a new Intent for Residency application must be filed within the time requirements of the requested semester. Before proceeding with the next placement, the teacher resident may be asked to demonstrate resolution of the situation so that it will not interfere with the reassigned residency placement. If it is necessary to withdraw from the teaching residency a second time, then the resident must go through the Appeals Procedure to appeal for readmission into the teacher residency.

Residents withdrawing from teaching residency due to unsuccessful performance must contact the University Supervisor and Associate Director to discuss the areas of concern. A teacher resident must complete the Withdrawal from Teaching Residency form (see form in Appendix C). This form must be filed with the Associate Director of Field Placements for placement in the resident’s file in the Professional Education Programs office. If the resident willingly withdraws from the residency while placed on an improvement plan, the resident will be required to remediate based on the designated improvement plan goal(s) prior to readmission into the teaching residency semester. The resident will be required to submit sufficient documentation and evidence to the Appeals Committee indicating the goals of the remediation plan have been met. The Appeals Committee will review the provided documentation and decide to either allow the resident readmission into residency or deny and therefore, make further suggestions for remediation.

A teacher resident who has withdrawn from Residency I/II will not be placed again in another clinical experience in the semester in which he/she withdraws. If a teacher resident withdraws from the teaching

residency semester for any reason, it is his/her responsibility to do the following: (1) complete the Withdrawal from Teaching Residency form and (2) follow A-State policy to officially withdraw from the University. [Note: Financial Aid may be impacted if the resident withdraws. There is no partial credit for residency.]

Termination of a Placement Agreement:

Although rare, sometimes a resident's lack of progress in assuming classroom responsibilities may cause school officials and/or university officials to seek termination of the resident. If an Experienced Mentor Teacher or building administrator believes a resident is not performing appropriately in the assignment, the clinical supervisor and/or building administrator must discuss the problems with the University Supervisor and the resident. If the University Supervisor believes a resident is not performing appropriately in the assignment, the University Supervisor must discuss the situation with the clinical supervisor, building administrator, and resident.

After the discussion (regardless of whether the partner school personnel or the university personnel initiated the concern for lack of performance), the university supervisor and the Experienced Mentor Teacher will collaboratively write an improvement plan for the resident. The improvement plan will be shared with the resident and signed by the resident to confirm agreement to work toward meeting the goals of the improvement plan. Upon completion of all signatures on the improvement plan, the plan will be submitted to the PEP Office for review and placement in the resident's file. If the resident shows continuous improvement, the resident will proceed with the experience at the assigned site with careful supervision.

Though the resident appears to be progressing at a rate that will result in successful completion of the residency experience, continued assistance may be needed. In a few situations the resident's performance at a later date may not result in continuous improvement. If the improvement plan does not result in continuous improved performance, the resident will be removed or given a failing grade for the residency experience.

If the Experienced Mentor Teacher, building administrator, or clinical supervisor continues to see no improvement in the resident's performance within five (5) school days of the date of the resident's signature on the improvement plan, a decision for dismissal may be made. The clinical supervisor, building administrator, and University Supervisor will conference with the Associate Director of Field Experiences and the PEP Office Director at the resident's assigned placement site. The resident will be called into the conference to hear progress or lack thereof. The resident will leave the conference for the partner school and the university supervisor to discuss termination or no termination. At the end of the meeting the resident will be apprised of the decision. If a school requests termination, a letter of dismissal must be sent to the University Supervisor within three (3) school days of the conference with the Associate Director and Director of the PEP Office. The letter of dismissal shall include the date of termination and goals of the improvement plan that were not met. If a dismissal is a collaboration between the PEP Office and the partner school, a dismissal letter will be sent to the resident within

three (3) school days of the conference. The resident must withdraw from the teaching residency course(s). Failure to withdraw from the residency within by the deadline in the annually published Academic Calendar, a grade of “F” will be assigned. If the resident is terminated from the teaching residency, the resident will not be placed again that semester and must appeal for readmission to the teaching residency.

Removal of a resident from a partner school for reasons other than lacking in performance may be required in rare or emergency situations. Removal of a resident from a partner school will be considered when any of the following situations occur:

1. unprofessional or unethical behavior has been exhibited by the resident in the school setting (For example: sharing personal private information or any comments that pertain to explicit sexual topics with K-12 students.
2. any evidence of a lack of sensitivity to students with learning differences by the resident,
3. excessive absenteeism, tardiness, and/or failure by the resident to comply with established rules and policies,
4. two incidents of no lesson plans for the university and/or experienced mentorteacher; the first visit in which there are no plans is a warning; the second time lesson plans are not available there is cause for removal,
5. inappropriate interpersonal skills with K-12 students, staff, faculty, and administrators,
6. inappropriate attitude or hostility,
7. inappropriate use of technology in or out of the school setting (mobile devices, social media forums, photos, etc. (For example: texting K-12 students for any reason, giving K- 12 students your personal phone number, befriending K-12 students on any social media including Facebook, and sending K-12 students improper materials, videos, or messages are all inappropriate uses. Remember, iPads, phones, laptops, tablets, etc. should only be used for legitimate educational purposes.), and
8. breach of confidentiality concerning a K-12 student, school personnel or another resident

Termination Process:

Within three (3) school days of receiving a complaint supported by appropriate documentation, the PEP office Director will convene a committee consisting of the Associate Director of Field Experiences, the PEP office Director, the University Supervisor, and the clinical supervisor to review the documentation of evidence and a decision for termination or no termination will be made. The letter for decision of termination or no termination will be sent to the resident within three (3) school days of the committee

meeting. If the decision is termination, the resident must withdraw from the residency course(s). Those who do not withdraw before designated drop date will receive a grade of “F” as a letter grade.

A placement may be terminated immediately if the safety of either K-12 students or a resident is compromised by continuing the placement. Decisions for immediate termination should represent a consensus among the school building administrator or superintendent, the University Supervisor, the clinical supervisor, and the Associate Director of Field Placements or the PEP office Director. A decision for immediate termination cannot be made unilaterally.

Residents who feel unsafe should contact either the University Supervisor or the PEP Associate Director or Director to communicate their concerns. School personnel who believe their K-12 students are unsafe if the placement continues should contact either the University Supervisor or the Associate Director or the PEP Director. A University Supervisor who believes either the resident or the K-12 students are unsafe should contact the Associate Director or PEP Director. The Associate Director Field Placements or the PEP Director will schedule a meeting as quickly as possible with all persons involved for the purpose of discussing appropriate solutions.

Decisions for immediate termination should not be made lightly. These decisions should be made only after other alternatives have been considered. These alternatives should include opportunities for the resident to learn ways of handling difficult or controversial situations that often arise in school settings. (Note: If a resident is withdrawn from the residency, successful remediation must occur prior to another school placement. The Appeals Procedure outlines the process to follow.)

Appeals Procedure for the Resident:

Residents appealing for readmission into the teaching residency will submit a typed letter to the Associate Director of Field Placements requesting a meeting with the appeals committee. In the written letter, the resident will justify their request and steps that have been taken to rectify the situation. The letter must include why they should be allowed to re-enroll and provide information about additional experiences that have been undertaken to help them remediate problems identified during the first teaching residency.

The letter will be forwarded to the Professional Education Programs Director, who will then convene the Appeals Committee. The Director contacts the resident indicating the time and place of the meeting requesting that the resident be prepared to explain the goals of the improvement plan, provide documentation to verify the remediation related to the improvement plan, and to answer questions by the committee members.

The appeals committee will consist of the PEP Director, Associate Dean, University Supervisor, academic chair, and two faculty members. Others to be included, when appropriate, in the appeals process as a non-voting member may include: resident's University Supervisor from the first experience, resident's advisor, or any other person deemed appropriate.

The appeals committee can either accept or deny the resident's appeal request. The resident will be notified within five (5) school days of the Appeals Committee's decision.

SECTION IV: LAUNCHING YOUR CAREER (LICENSURE)

It is time to become a licensed teacher and find a teaching position. There are several steps to follow to become licensed. The Office of Educator Licensure at the Division of Elementary and Secondary Education (DESE) is responsible for the licensure of all Arkansas educators. The Professional Licensure Officer will assist with this process. Applicants are urged to apply for their teaching license upon completion of their teacher education program.

IV.A. Applying for Teacher Licensure

Candidates may apply for a Standard License using the Online Educator License Application by logging on to the Arkansas Educator Licensure System (AELS). Before beginning this application, you must be prepared to pay the \$75.00 license fee. You will not be able to submit your license application without entering your payment information. Each application must be accompanied by official transcripts from all attended institutions, a copy of all Praxis scores, documentation of specific professional development hours, clearance of all required background checks (Arkansas State Police, FBI, and Child Maltreatment Central Registry), and a prescribed pathway for reading.

IV.A.1 Transcripts

Electronic official transcripts must be submitted to the Arkansas Department of Education (External College Code 912216).

IV.A.2 Praxis Score Report

An official score report reflecting passing scores on the appropriate pedagogical and content-area assessments are required. Teacher education candidates must take and submit passing scores for the appropriate assessments required for licensure in Arkansas. Consult with your advisor to confirm 1. the appropriate pedagogical competence and 2. the appropriate Praxis content specific subject area test(s). Registration is available on the ETS website, www.ets.org. Registration cutoff dates do exist and students are urged to register for the Praxis assessments early during the semester of their last enrollment period (see Arkansas State University Praxis Information Chart on pages 49-51, Appendix F). Candidates must access official score reports via their Praxis account.

This service is free of charge. Online score reports will be available to view, print, and download for one calendar year from the score reporting date. After one year, the score report will no longer be available; therefore, additional score reports will need to be requested for a \$50 fee (per request).

Note: When registering for all Praxis exams, candidates should submit the institutional A-State Code 6011 in order for the score results to be reported to Arkansas State University.

IV.A.3 Professional Development

As of June 2, 2022, candidates must document the completion of professional development. Arkansas IDEAS provides online training and connects K-12 educators with quality DESE-approved professional development and educational opportunities. The Record of Learning must be printed as documentation of all required pre-service professional development as listed below:

- Two (2) hours of child maltreatment training; and
- Two (2) hours of family and community engagement; and
- Two (2) hours of teen suicide awareness and prevention; and
- Two (2) hours of bullying prevention; and
- One (1) hour of dyslexia awareness; and
- One (1) hour of human trafficking awareness
- Five (5) hours of Code of Ethics
- Two (2) hours of Mental Health Awareness
- Arkansas History pathway

IV.A.4 Arkansas State Police, FBI, and Child Maltreatment Background Checks

All first-time applicants for teacher licensure and each applicant for his/her first license renewal shall be required to request a child maltreatment central registry check to be conducted by the Arkansas Department of Human Services as required by Act 1143 of 2011 and complete the electronic Arkansas State Police and FBI criminal fingerprint background check as required by Act 1089 of 2015. The Child Maltreatment Central Registry background check is handled separately from the criminal history check, using the Child Maltreatment Central Registry Background Check Information on pages 53-54, Appendix G. The applicant shall sign a release of information to the Arkansas Department of Education and shall be responsible for the payment for the child maltreatment background check. The documented maltreatment check and fingerprint background check must be posted on the AELS website prior to students receiving confirmation of their assigned internship school placements.

All paperwork for the required fingerprint background checks may be secured through the Professional Education Programs Office Licensure Department at Arkansas State University. Applicants should follow the instructions given on the Online Payments for ASP and FBI document and print a receipt with the transaction code. Applicants will bring the receipt from the online payment and a Government-issued photo ID to the Live Scan Site. Live Scan sites for electronic fingerprinting are located at all education service cooperatives and at the Arkansas Department of Education.

If electronic fingerprinting is not used or the fingerprints cannot be obtained electronically, the applicant must complete an application and obtain a fingerprint card from the Professional Education Programs Office.

For licensure purposes, none of the background checks may be older than one year at the time of processing. An applicant will not be eligible to receive or hold a license issued by the State Board of Education if that person has pleaded guilty, nolo contendere, or been found guilty of a felony or crimes listed on pages 28-29 of the Teacher Education Handbook and the applicant's Central Registry is lacking approval.

Act 1089 of 2015 provides a way for a student who may be denied entrance into a teacher preparation program or denied licensure after completion of a teacher preparation program to seek a waiver from the disqualifying offense by submitting to the Department of Education (a) a written request for a hearing before the State Board of Education (b) proof of acceptance or enrollment in a teacher preparation program approved by the Department and (c) written recommendation from the teacher preparation program. For details contact the Division of Elementary & Secondary Education.

To monitor the status of the Arkansas State Police, FBI, and Child Maltreatment background checks, students should check the Arkansas Educator Licensure System (AELS) at <https://aels.ade.arkansas.gov/AELS/Account/TeacherLogin.aspx>. Enter the candidate's first and last name, date of birth, and social security number to log in. The form can be verified by reviewing the status of the background checks for either approval or pending. For licensure, candidates must be listed as approved in AELS. Professional licensure status will be pending until the state department receives the candidate's licensure application and processes it. It will change to approved after the process has been completed.

IV.A.5 Scientific Reading Instruction

Beginning with the Spring 2021 semester, completers of educator preparation programs leading to Elementary Education (K-6) or Special Education (K-12) licensure cannot receive a standard license if a prescribed pathway for proficiency credential has not been completed. Completers of EPPs leading to all other licensure areas cannot receive a standard license if a Prescribed Pathway for Awareness Credential has not been completed.

IV.A.6 Professional Learning Community

Candidates must complete the Professional Learning Community (PLC) Assessment III with at least 80% mastery for a recommendation for licensure.

When applying for licensure in another state, the candidate should request an application by writing to the State Department of Education in the particular state in which to be certified. For access to licensure information from each state, go to the Professional Education Programs website, click on the Licensure button located on the left of the screen, click on State Departments of Education, and then click on the beginning letter of the state. Then, click on the state's respective state department to find specific licensure information. The Director of Professional Education Programs can provide assistance when needed.

IV.B. Professional Licensure in Arkansas

Enacted by the State Board of Education, these rules shall be known as Arkansas Department of Education Division of Elementary and Secondary Education (DESE) Rules Governing Educator Licensure. The rules establish requirements and procedures for the issuance, licensure, re-licensure, and continuance of licensure of educators in the public schools of this state, as required by Ark. Code Ann. § 6-17-402. They provide for the acceptance of educator licenses by reciprocity, the requirement of assessments adopted by the State Board of Education, the requirement of college-level coursework, the issuance of Provisional Licenses, and the issuance of provisional and standard licenses through alternative educator preparation programs.

Updated on June 2, 2022, the DESE Rules Governing Programs for Educator Licensure offered by Institutions of Higher Education state teacher education candidates seeking licensure will be required to abide by the regulations and demonstrate competency in their subject area to be granted a standard teaching license. The process for licensure is a performance-based system with high and rigorous standards. Assessment of knowledge, skills, and dispositions using multiple forms of evidence will be required for standard licenses.

IV.C. Provisional License

A provisional license is a temporary license that allows an individual to serve as a teacher of record while completing the remaining requirements for a standard license. Once approved, the provisional license is valid for two years, if the individual continues to meet eligibility requirements. Students enrolled in the Master of Arts in Teaching program must qualify for a provisional license before the Residency I semester.

For specific requirements for a Provisional License, please refer to the Knowledge Base link: <https://kb.astate.edu/books/professional-education-programs/page/mat-application-process-and-requirements-for-provisional-license>

IV.D. Career Services

Candidates are encouraged to register with Career Services, located on the second floor of the Student Union, Room 2167. This registration process provides services important to a particular job search. These interrelated services are your credential file, job referrals, and on-campus interviews.

A credential file will include a data sheet or resume, recommendations, and a transcript. It is suggested that candidates include recommendations from a major instructor and clinical supervisor(s). Requests for recommendations should be made before you graduate because sometimes people relocate or retire and these recommendations become difficult to obtain. It is also suggested to keep the file updated by periodically adding recommendations from a current employer.

When credentials are filed with this office, the individual's name is placed in the active file, making one eligible to receive email job referrals for teaching positions. In addition, each semester, school administrators conduct on-campus interviews for teachers. These visits are publicized through classroom announcements, notices posted on bulletin boards, and notices on the web. Candidates and graduates are welcome to come to the office to obtain information for on-campus interviews.

Career Services also has printed and videotaped information which will help develop interviewing skills and other techniques related to a job search. Remember that credential files are for future use and the services of this office are available indefinitely to graduates of Arkansas State University.

APPENDIX A:

WITHDRAWAL FROM RESIDENCY

This form must be completed by a resident withdrawing from the capstone internship and filed with the Associate Director of Field Placements for placement in the resident's file in the Professional Education Programs office. A resident who withdraws from the Residency will not be placed in another experience in the semester in which he/she withdraws.

Date: _____ Residency Semester: _____

Applicant's Name _____ ID# _____

Address at time of withdrawal _____

Applicant's Signature _____

Reason for withdrawal:

- ☐ Illness
- ☐ Financial
- ☐ Personal
- ☐ Unsuccessful Performance
(must check if you are on an Improvement Plan)

NOTE: To apply for readmission, a new Intent for Teaching Internship application must be filed with the PEP office within the time requirements of the requested semester.

It is my intent to apply for readmission. If yes, when? ☐ Yes ☐ No _____

University Supervisor Signature _____ Date _____

Associate Director of Field Placement Signature _____ Date _____

PEP Director Signature _____ Date _____

Return this form to the PEP Office

Date received: _____

Residency Assignment: _____
School _____ Name of Clinical Supervisor _____

APPENDIX B:



Improvement Plan Overview

The purpose of an Improvement Plan is to provide structured support for teacher candidates who are not yet meeting expectations in one or more areas of professional practice based on *Charlotte Danielson's Four Domains of Professional Practice*.

This determination is based on performance during Formative and/or Summative evaluations aligned to the four professional domains:

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities

When a candidate demonstrates areas of concern within these domains, the University implements an Improvement Plan as a proactive measure to support growth and development. The intent of this plan is not punitive, but rather to provide candidates with a clear pathway toward success.

Through the Improvement Plan process, candidates will
receive:

- Targeted feedback aligned to specific areas of need
- Clearly defined expectations for improvement
- Ongoing support and guidance from their University Supervisor
- Additional oversight and assistance from the Professional Education Program (PEP) Office

This process is designed to ensure that all candidates are provided with the opportunity to strengthen their instructional practices, reflect on their performance, and demonstrate growth in alignment with program expectations.

For additional details regarding the Improvement Plan process, please refer to:

- **Teacher Intern Handbook (Page 13)**
- **Residency Handbook (Page 44)**

Plan Start Date:

Teacher Intern/Resident Name:

Major:

Placement Location:

Placement Grade Level:

University Supervisor:

Please use the domains from the Formative Evaluation to identify which areas you will target during the improvement period: (1) Planning and Preparation, (2) Classroom Environment, (3) Instruction, and (4) Professional Responsibilities. When outlining concerns and expectations, be clear and specific, ensuring they are aligned with your previous observations.

Domain(s) (from Rubric):

Concern(s):

Expectations:

Support Plan:

Additional Comments:

I, _____ understand that if I do not meet the expectations set by my University Supervisor or if significant progress is not made by the end of Observation 3, that I am not eligible to continue on with my Internship/Residency semester. I understand that I must complete all observations within a 10- day period.

Teacher Intern/ Resident

University Supervisor

Experienced Mentor Teacher

Professional Education Programs Office

**Charlotte Danielson's
Four Domains of Professional
Practice:**

Domain 1: Planning and Preparation 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments	Domain 2: Classroom Environment 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space
Domain 3: Instruction 3a Communicating with Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness	Domain 4: Professional Responsibilities 4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism

APPENDIX C:



Arkansas State University

Classroom Management & Environment Walkthrough

Observer:		Date:	
Resident:		Time: ☐ AM ☐ PM	
School:		Grade/Subject:	
Classroom Segment: ☐ Beginning ☐ Middle ☐ End			

Yes / No Indicators

Observation	Yes	No
Instructional outcomes represent grade-level expectations for all students. (1c, 2b)	☐	☐
Knowledge of students' backgrounds and interests are apparent. (1b, 2a)	☐	☐
Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used. (3a)	☐	☐

Student Evidence

Observation	All	Most	Some/Few	None	Not Observed
Interactions between the teacher and students are polite and respectful. (2a)	☐	☐	☐	☐	☐
Interactions among students are polite and respectful. (2a)	☐	☐	☐	☐	☐

Students can articulate the learning expectation(s) and/or connection to previous learning. (2b)	☐	☐	☐	☐	☐
--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Classroom Procedures

Observation	Highest	Middle	Lowest
Instructional time is valued. (2c)	☐	☐	☐
Classroom behavior expectations are clear and consistent. (2d)	☐	☐	☐
Responses to misbehavior are appropriate. (2d)	☐	☐	☐

Learning Environment

Observation	Best	Adequate	Needs Improvement
The classroom is... (2e)	☐	☐	☐
The physical arrangement... (2e)	☐	☐	☐

Feedback / Notes

Observer Signature:	Date:
Resident Signature:	Date:

Arkansas State University



Student Learning & Engagement Walkthrough

Observer:		Date:	
Resident:		Time: ☐ AM ☐ PM	
School:		Grade/Subject:	
Classroom Segment: ☐ Beginning ☐ Middle ☐ End			

Observation Items

1. Expectations for learning are clearly communicated to students. (3a)

☐ Clearly communicated ☐ Somewhat communicated ☐ Not communicated

2. Instructional practices are aligned to the expected outcome. (1a, 3c)

☐ Yes ☐ No

3. Students are engaged from start to finish; time is used with urgency. (3a, 3c)

☐ Yes ☐ No

4. Instructional materials are high quality and aligned to standards. (1d, 3c)

☐ Yes ☐ No

5. Lesson/unit has a clear structure and engages grade-level learning. (1e, 3c)

☐ Yes ☐ No

6. Student assessments are aligned with outcomes. (1f, 3d)

☐ Yes ☐ No ☐ Not Observed

7. Students can articulate learning expectations/connection to previous learning. (2b, 3a)

☐ Yes ☐ No

8. Directions are clear to students. (3a)

☐ Yes ☐ No

9. Explanations of content are clear. (3a)

☐ Yes ☐ No

10. Teacher questions elicit thoughtful responses. (3a, 3b)

☐ Yes ☐ No

11. Students participate in the lesson/topic/discussion. (3b)

☐ All Students ☐ Most Students ☐ Few Students ☐ No Students

12. Activities/assignments support instructional outcomes. (3c)

☐ All Activities ☐ Most Activities ☐ Few Activities ☐ No Activities

13. All students are engaged in learning outcomes. (3c)

☐ All ☐ Most ☐ Some ☐ Few

14. Teacher monitors learning progress. (3d)

☐ Yes ☐ No

15. Teacher provides appropriate and timely feedback. (3d)

☐ All feedback appropriate/specific ☐ Most appropriate/specific ☐ Inconsistent/general ☐ No feedback observed

16. Students are aware of evaluation criteria. (3d)

☐ All Students ☐ Most Students ☐ Few Students ☐ No Students

Feedback / Notes

Observer Signature:	Date:
Resident Signature:	Date:

Arkansas State University



Targeting Literacy Skills Instruction Key Levers for Instructional Leaders Walkthrough

Observer:		Date:	
Resident:		Time: ☐ AM ☐ PM	
School:		Grade/Subject:	
Classroom Segment: ☐ Beginning ☐ Middle ☐ End			

Structures for Learning: Foundational & Comprehension

1. Students participate in meaningful activities throughout the lesson. (3c)

☐ Yes ☐ No

2. Students volunteer responses and ask appropriate questions. (3b)

☐ Yes ☐ No

3. Routines and transitions require minimal prompting/redirection. (2c)

☐ Yes ☐ No

4. Lesson is well paced; instructional time is maximized. (3c)

☐ Yes ☐ No

Aligned Content

5. Teacher skillfully uses district-adopted HQIM. (1d)

☐ Yes ☐ No

6. Lesson aligns with scope and sequence. (1c,1e)

☐ Yes ☐ No

7. Objective aligns with grade-level standards. (1c)

☐ Yes ☐ No

8. Lesson modifications strengthen alignment to standards. (1e)

☐ Yes ☐ No

9. Student work connects past and current skills. (1e,3a)

☐ Yes ☐ No

10. Curriculum-embedded Science of Reading strategies observed. (1a,1c)

☐ Yes ☐ No

Teacher-Directed Instruction

11. Adequate instructional time. (1e,3c)

☐ Yes ☐ No

12. Visual aids/manipulatives enhance instruction. (1d,3c)

☐ Yes ☐ No

13. Clear pronunciation of phonemes. (1a,3a)

☐ Yes ☐ No

14. Clear explanation of sound/spelling patterns. (1a,3a)

☐ Yes ☐ No

15. Builds background knowledge. (3b)

☐ Yes ☐ No

16. Purpose for literacy tasks is articulated. (2b,3a)

☐ Yes ☐ No

Observed Comprehension Strategies (Check all that apply)

17. Monitor and clarify understanding

☐ Observed

18. Vocabulary strategies

☐ Observed

19. Predicting / inferencing/questioning / summarizing

☐ Observed

20. Text structure and genre

☐ Observed

21. Use of text evidence

☐ Observed

22. Written responses to text

☐ Observed

Student Practice

23. Adequate time for meaningful practice. (1e,3c)

☐ Yes ☐ No

24. Multiple opportunities to practice literacy skills. (1e,3c)

☐ Yes ☐ No

25. Decodable/authentic reading practice. (3c)

☐ Yes ☐ No

26. Writing practice for spelling/encoding. (3c)

☐ Yes ☐ No

27. Comprehension strategies demonstrated. (3c)

☐ Yes ☐ No

Assessment & Differentiation

28. Checks understanding and adjusts instruction. (3d,3e)

☐ Yes ☐ No

29. Data collection system in place. (4b)

☐ Yes ☐ No

30. Provides immediate feedback/corrections. (3a,3d,3e)

☐ Yes ☐ No

31. Differentiates instruction for access to grade-level tasks. (1b,3c,3e)

☐ Yes ☐ No

Feedback / Notes

Observer Signature:	Date:
Resident Signature:	Date:

Targeting Foundational Science Skills Instruction Key Levers for Instructional Leaders Walkthrough

Observer:		Date:	
Resident:		Time: ☐ AM ☐ PM	
School:		Grade/Subject:	
Classroom Segment: ☐ Beginning ☐ Middle ☐ End			

Structures for Learning

1. Students complete instructional tasks, ask appropriate questions, and engage in scientific discourse. (3b, 3c)

☐ Yes ☐ No ☐ Not Observed

2. Lesson pace provides many opportunities for engagement with little downtime. (3c)

☐ Yes ☐ No ☐ Not Observed

3. Students know and follow behavioral and academic expectations. (2c, 2d)

☐ Yes ☐ No ☐ Not Observed

4. Students execute transitions, routines, and procedures efficiently. (2c, 2d)

☐ Yes ☐ No ☐ Not Observed

5. Students demonstrate joy, excitement, and/or interest in learning. (2b)

☐ Yes ☐ No ☐ Not Observed

Science Aligned Content

6. Lesson supports students in making sense of phenomena and/or designing solutions. (1e)

☐ Yes ☐ No ☐ Not Observed

7. Content deepens understanding of Disciplinary Core Ideas. (1e)

☐ Yes ☐ No ☐ Not Observed

8. Crosscutting Concepts support connections across disciplines. (1d, 1e)

☐ Yes ☐ No ☐ Not Observed

9. Lesson engages students in Science & Engineering Practices. (3c)

☐ Yes ☐ No ☐ Not Observed

10. Lesson provides all students access to accurate, appropriately complex content. (1a, 1c, 3a, 3c, 3e)

☐ Yes ☐ No ☐ Not Observed

Science Teacher Instructional Practices

11. Objective is clearly articulated to students. (3a)

☐ Yes ☐ No ☐ Not Observed

12. Students use prior knowledge to make connections. (3e)

☐ Yes ☐ No ☐ Not Observed

13. Students use high-quality tools and resources. (1d, 3c)

☐ Yes ☐ No ☐ Not Observed

14. Students demonstrate understanding throughout the lesson. (3c)

☐ Yes ☐ No ☐ Not Observed

15. Students complete most of the cognitive work. (3b, 3c, 3e)

☐ Yes ☐ No ☐ Not Observed

Student Practice

16. Students spend most of the time actively doing science. (3b)

☐ Yes ☐ No ☐ Not Observed

17. Students use scientific language in explanations/discussions. (1e, 3b)

☐ Yes ☐ No ☐ Not Observed

18. Students use evidence and models to support thinking. (3c)

☐ Yes ☐ No ☐ Not Observed

19. Students engage with peers to build reasoning. (2d, 3b)

☐ Yes ☐ No ☐ Not Observed

Assessment & Differentiation

20. Teacher checks for understanding and adjusts instruction. (3d, 3e)

☐ Yes ☐ No ☐ Not Observed

21. Data collection system is in place. (4b)

☐ Yes ☐ No ☐ Not Observed

22. Formative assessments require explaining phenomena. (3d)

☐ Yes ☐ No ☐ Not Observed

23. Teacher provides immediate feedback/corrections. (3a, 3d, 3e)

☐ Yes ☐ No ☐ Not Observed

24. Small-group instruction and/or differentiated tasks are used. (1b, 3c, 3e)

☐ Yes ☐ No ☐ Not Observed

Feedback / Notes

Observer Signature:	Date:
Resident Signature:	Date:

Arkansas State University

Tier I Clarity of Instruction Walkthrough

Observer:		Date:	
Resident:		Time: ☐ AM ☐ PM	
School:		Grade/Subject:	
Classroom Segment: ☐ Beginning ☐ Middle ☐ End			

Observation Indicators

1. Grade-level learning expectations exist for all students. (1c, 2b)

☐ Yes ☐ No

2. Students are engaged from start to finish; time is used with urgency. (2b, 3c)

☐ Yes ☐ No

3. Students can articulate the learning expectations and/or connections to previous learning. (2b, 3a)

☐ Yes ☐ No

4. The lesson objective is clearly articulated to students. (3a)

☐ Yes ☐ No

5. Teacher questions elicit thoughtful responses. (3b)

☐ Yes ☐ No

6. Activities/assignments support high-level instructional outcomes. (1a, 3c)

☐ All Activities ☐ Most Activities ☐ Some Activities ☐ None

7. All students are engaged in learning the instructional outcomes. (3c)

☐ Yes ☐ No

8. Teacher monitors student learning progress. (3d)

☐ Yes ☐ No

9. Teacher has high expectations for all learners. (2b, 3e)

☐ Yes ☐ No

10. Interventions are provided for students who were not successful. (3e)

☐ Yes ☐ No ☐ Not Observed

11. Extensions are provided for students who were successful. (3e)

☐ Yes ☐ No ☐ Not Observed

Feedback / Notes

Observer Signature:	Date:
Resident Signature:	Date:

APPENDIX D:



Summative POP Cycle Evaluation / Observation Rubric Arkansas Aspiring Teacher Rubric (ATR) Adapted from US Prep | Revised Fall 2025

POP Cycle / Formal Observation Information			
Resident:		A-State ID#:	
Date:		Major:	
School:		Grade/Subject:	
Experienced Mentor Teacher:		University Supervisor:	

Rating Scale: I = Ineffective P = Progressing E = Effective HE = Highly Effective		
Teaching Performance: To be completed collaboratively by the Experienced Mentor Teacher (EMT) and University Supervisor (US).		
Domain 1: Planning & Preparation	EMT Rating	US Rating
1a - Demonstrating Knowledge of Content and Pedagogy	☐ I ☐ P ☐ E ☐ HE	☐ I ☐ P ☐ E ☐ HE
1b - Demonstrating Knowledge of Students	☐ I ☐ P ☐ E ☐ HE	☐ I ☐ P ☐ E ☐ HE
1c - Setting Instructional Outcomes	☐ I ☐ P ☐ E ☐ HE	☐ I ☐ P ☐ E ☐ HE
1d - Demonstrating Knowledge of Resources	☐ I ☐ P ☐ E ☐ HE	☐ I ☐ P ☐ E ☐ HE
1e - Designing Coherent Instruction	☐ I ☐ P ☐ E ☐ HE	☐ I ☐ P ☐ E ☐ HE
1f - Designing Student Assessments	☐ I ☐ P ☐ E ☐ HE	☐ I ☐ P ☐ E ☐ HE
Evidence from Lesson Plan:	EMT Comments:	US Comments:
Domain 2: The Classroom Environment	EMT Rating	US Rating
2a - Creating an Environment of Respect and Rapport	☐ I ☐ P ☐ E ☐ HE	☐ I ☐ P ☐ E ☐ HE
2b - Establishing a Culture for Learning	☐ I ☐ P ☐ E ☐ HE	☐ I ☐ P ☐ E ☐ HE
2c - Managing Classroom Procedures	☐ I ☐ P ☐ E ☐ HE	☐ I ☐ P ☐ E ☐ HE
2d - Managing Student Behavior	☐ I ☐ P ☐ E ☐ HE	☐ I ☐ P ☐ E ☐ HE
2e - Organizing Physical Space	☐ I ☐ P ☐ E ☐ HE	☐ I ☐ P ☐ E ☐ HE
Evidence from Observation:	EMT Comments:	US Comments:

Domain 3: Instruction	EMT Rating	US Rating
3a - Communicating with Students	☐ I ☐ P ☐ E ☐ HE	☐ I ☐ P ☐ E ☐ HE
3b - Using Questioning and Discussion Techniques	☐ I ☐ P ☐ E ☐ HE	☐ I ☐ P ☐ E ☐ HE
3c - Engaging Students in Learning	☐ I ☐ P ☐ E ☐ HE	☐ I ☐ P ☐ E ☐ HE
3d - Using Assessment in Instruction	☐ I ☐ P ☐ E ☐ HE	☐ I ☐ P ☐ E ☐ HE
3e - Demonstrating Flexibility and Responsiveness	☐ I ☐ P ☐ E ☐ HE	☐ I ☐ P ☐ E ☐ HE
Evidence from Observation:	EMT Comments:	US Comments:
Domain 4: Professional Responsibilities	EMT Rating	US Rating
4a - Reflecting on Teaching	☐ I ☐ P ☐ E ☐ HE	☐ I ☐ P ☐ E ☐ HE
4b - Maintaining Accurate Records	☐ I ☐ P ☐ E ☐ HE	☐ I ☐ P ☐ E ☐ HE
4c - Communicating with Families	☐ I ☐ P ☐ E ☐ HE	☐ I ☐ P ☐ E ☐ HE
4d - Participating in a Professional Community	☐ I ☐ P ☐ E ☐ HE	☐ I ☐ P ☐ E ☐ HE
4e - Growing and Developing Professionally	☐ I ☐ P ☐ E ☐ HE	☐ I ☐ P ☐ E ☐ HE
4f - Showing Professionalism	☐ I ☐ P ☐ E ☐ HE	☐ I ☐ P ☐ E ☐ HE
Evidence from Professional Conversations:	EMT Comments:	US Comments:
Experienced Mentor Teacher Comments	University Supervisor Comments	
☐ I recommend, to the licensure officer, the Resident for licensing. ☐ I do not recommend, to the licensure officer, the Resident for licensing. ☐ I recommend, to the licensure officer, the Resident for licensing. ☐ I do not recommend, to the licensure officer, the Resident for licensing.		
Signatures:		
Experienced Mentor Teacher:	University Supervisor:	
☐ I have seen this form, and it has been discussed with me. Teacher Resident:	☐ I have seen this form and a letter of disagreement will be submitted to the PEP office within five (5) days. Furthermore, I will follow the steps of the grievance procedure outlined in the A-State Residency Handbook. Date:	

Aspiring Teacher Rubric Domain 1: Planning and Preparation				
	INEFFECTIVE	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
1a Demonstrating Knowledge of Content and Pedagogy	Plans and practice display little knowledge of the standards. No connections of prerequisite relationships between different aspects of the standards are made. Instructional practices are not specific to that discipline.	Plans and practice reflect some awareness of the standards. Builds on prior knowledge when introducing concepts. Some instructional practices are specific to the expected outcome.	Plans and practice reflect solid knowledge of the standards. Builds on prior knowledge, helping students examine the similarities and differences when introducing concepts. Instructional practices are aligned to the expected outcome.	Plans and practice reflect effective scaffolding of information. Actively builds on prior knowledge and common misconceptions when planning instruction.
1b Demonstrating Knowledge of Students	INEFFECTIVE	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
	Demonstrates little or no knowledge or interest of students' backgrounds or skills.	Shows interest, can articulate the importance of understanding students' backgrounds, and can provide examples.	Actively seeks to understand students' backgrounds and interests.	Differentiates lessons for individual students based on their backgrounds and interests.
1c Setting Instructional Outcomes	INEFFECTIVE	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. Instructional outcomes do not assess the proficiency of student learning.	Instructional outcomes partially represent grade-level standards, some of which permit viable methods of assessment. Instructional outcomes reflect more than one type of learning but makes no attempt at coordination or integration.	Instructional outcomes represent grade-level standards and are connected to a sequence of learning. Instructional outcomes are clear, written in the form of student learning.	Instructional outcomes are stated as goals that can be assessed, reflecting grade-level standards. Instructional outcomes represent different types of content, offer opportunities for both coordination and integration, and take the needs of individual students into account. Varied approaches to learning are reflected and are suitable for most students based on evidence of student proficiency.
1d Demonstrating Knowledge of Resources	INEFFECTIVE	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
	Demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Does not seek such knowledge.	Demonstrates some familiarity with resources available through the school.	Is fully aware of the resources available through the school.	Seeks out resources beyond the school to enhance own knowledge, to use in teaching, and for students who need them.
1e Designing Coherent Instru ction	INEFFECTIVE	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
	The progression of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.	The progression of learning experiences demonstrates partial alignment with instructional outcomes. Some of the experiences are likely to engage students in grade-level learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and standards.	Applies knowledge of standards, students, and resources to design a series of learning experiences aligned to instructional outcomes. The lesson or unit has a clear structure and is likely to engage students in grade-level learning.	Coordinates knowledge of standards, students, and resources, to design a progression of learning experiences aligned to instructional outcomes. Instruction is differentiated where appropriate and engages all students in grade-level learning.
1f Designing Student Assess ments	INEFFECTIVE	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
	The plan for assessing student learning contains no clear criteria or	The plan for student assessment is partially aligned with the	Student assessments are aligned with the instructional outcomes.	Can articulate a plan for adapting assessments based on learner needs.

	standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	Instructional outcomes, without clear criteria, and inappropriate for at least some students. Intends to use assessment results to plan for future instruction for the class.	Assessment criteria are clear, and appropriate. Articulates how they will use assessment results to inform future instruction.	Intends to use assessment results to plan future instruction for individual students.
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Aspiring Teacher Rubric Domain 2: Classroom Environment				
	INEFFECTIVE	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
2a Creating an Environment of Respect and Rapport	Classroom interactions between the teacher and students are negative, inappropriate, or characterized by sarcasm, put-downs, or conflict. Classroom interactions between students are negative, inappropriate, or characterized by sarcasm, put-downs, or conflict.	Classroom interactions between the teacher and students are generally appropriate with occasional displays of insensitivity. Classroom interactions between the students are generally appropriate with occasional displays of insensitivity.	Classroom interactions between the teacher candidate and all students are polite and respectful. Most interactions among students are polite and respectful.	All interactions between the teacher and individual students are highly respectful. Interactions among students are polite and respectful.
2b Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher-candidate commitment to the subject, and low expectations for student achievement. Students demonstrate little or no pride in work.	Attempts to create a culture for learning is partially successful with modest expectations for student achievement. Both the teacher candidate and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations of students and commitment to learning by both teacher candidate and students. Most students demonstrate high quality work.	Classroom culture conveys a high level of energy and a passion for learning. Students can articulate the learning expectation(s) and/or connection to previous learning. All students demonstrate high quality work.
2c Managing Classroom Procedures	Does not use established classroom procedures. Much instructional time is lost. Classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are inefficient.	Uses some established classroom procedures. Some instructional time is lost. Classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are mostly efficient.	Uses established classroom procedures. Minimal instructional time is lost. Classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are efficient.	Uses well-established classroom procedures. Students contribute to the establishment of some classroom routines and procedures. Classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are highly efficient.
2d Managing Student Behavior	There is no evidence that classroom behavior expectations have been established. There is little or no teacher candidate monitoring of student behavior. Response to student behavior is repressive or disrespectful.	An effort has been made to establish classroom behavior expectations for students. Attempts, with uneven results, to monitor student behavior and respond to student misbehavior.	Behavior expectations are clear to students. Monitors student behavior against established expectations. Responses to student behavior are appropriate and respectful.	Behavior expectations are clear, with evidence of student participation in setting them. Monitors student behavior in a subtle and preventive manner, and the response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the behavior standards.

	INEFFECTIVE	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
2e Organizing Physical Space	The physical environment is unsafe. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe to most students. Use of physical resources, including technology, is moderately effective. Modifies the physical arrangement to suit learning activities, with inconsistent success.	The classroom is safe and accessible to all students. Ensures that the physical arrangement is appropriate to the learning activities. Makes effective use of physical resources, including technology.	Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Aspiring Teacher Rubric Domain 3: Instruction				
	INEFFECTIVE	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
3a Communicating with Students	Expectations for learning are unclear or confusing to students. Directions are unclear or confusing to students. Procedures are unclear or confusing to students. Explanations of content are unclear or confusing to students. Use of language contains errors or is inappropriate for levels of development.	Expectations for learning are clarified after initial confusion. Directions are clarified after initial confusion. Procedures are clarified after initial confusion. Explanations of content are clarified after initial confusion. Use of language is correct but may not be completely appropriate for students' levels of development.	Expectations for learning are clear to students. Directions are clear to students. Procedures are clear to students. Explanations of content are clear to students. Communications are developmentally appropriate.	Oral and written communication is clear and expressive. Anticipates possible student misconceptions.
3b Using Questioning and Discussion Techniques	Questions are low-level or inappropriate. Student participation is limited.	Questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Attempts to engage all students in the discussion are only partially successful.	A majority of the teacher's questions elicit a thoughtful response. Allows appropriate student think time. Allows sufficient time for students to answer. A majority of students participate in the discussion.	Questions reflect high expectations and are developmentally appropriate. Students formulate some of the high-level questions and ensure that all voices are heard. All students participate in the discussion.
3c Engaging Students in Learning	Activities and assignments are inappropriate for the instructional outcomes or students' levels of understanding, resulting in little intellectual engagement. Materials are inappropriate for the instructional outcomes or students' levels of understanding, resulting in little intellectual engagement. Groupings of students are inappropriate for the instructional outcomes or students' levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities/Assignments are partially appropriate to the instructional outcomes or students' levels of understanding, resulting in moderate intellectual engagement. Materials are partially appropriate to the instructional outcomes or students' levels of understanding, resulting in moderate intellectual engagement. Groupings of students are partially appropriate to the instructional outcomes or students' levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	Activities and assignments are appropriate for the instructional outcomes and students' levels of understanding. Materials are appropriate for the instructional outcomes and students' levels of understanding. Groupings of students are appropriate for the instructional outcomes and students' levels of understanding. Most students are engaged in learning. The lesson's structure is coherent, with appropriate pace.	All students are engaged in learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.
	INEFFECTIVE	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE

3d Using Assessment in Instruction	Assessment is not used in instruction. Monitoring of progress by the teacher candidate or students does not exist or is seldom used. Little or no feedback is provided to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher candidate and/or students. Feedback to students is inconsistent or does not prompt further learning. The students are somewhat aware of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher candidate and/or students. Feedback to students is consistent and may prompt further learning. Students are aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teacher candidate. High-quality feedback is provided to all students.
3e Demonstrating Flexibility and Responsiveness	INEFFECTIVE Adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. Brushes aside student questions. When students experience difficulty, the teacher candidate blames the students or their home environment.	PROGRESSING Attempts to modify the lesson when needed and to respond to student questions, with moderate success. Accepts responsibility for student success but has only a limited repertoire of strategies to draw upon and limited reflection for future teaching.	EFFECTIVE Promotes the successful learning of all students by adjusting the instructional plans as needed and accommodating student questions, needs, and interests. Is reflective and able to discuss how they might adjust in the future.	HIGHLY EFFECTIVE Seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Adjustments are made for students who are not successful. Extensions are made for students who are successful.

Aspiring Teacher Rubric Domain 4: Professional Responsibilities				
4a Reflecting on Teaching	INEFFECTIVE Does not accurately assess the effectiveness of the lesson. Has no ideas about how the lesson could be improved.	PROGRESSING Provides a partially accurate and objective description of the lesson but does not cite specific evidence. Makes only general suggestions as to how the lesson might be improved.	EFFECTIVE Provides an accurate description of the lesson, citing specific evidence. Makes some specific suggestions as to how the lesson might be improved.	HIGHLY EFFECTIVE Suggests alternative strategies and predicts its success.
4b Maintaining Accurate Records	INEFFECTIVE Does not maintain both instructional and non-instructional records. There is no awareness of the need for data privacy. There is no response to data.	PROGRESSING Maintains both instructional and non-instructional records partially effectively. Is aware of the need for data privacy. The response to data is inconsistent.	EFFECTIVE Maintains both instructional and non-instructional records that are accurate, efficient, and effective. Respects data privacy and responds to data to inform their instructional practice.	HIGHLY EFFECTIVE Demonstrates the ability to appropriately share data with others. A system for monitoring student achievement and growth is used.
4c Communicating with Families	INEFFECTIVE Communication with families about the instructional program or about individual students is sporadic or inappropriate. Makes no attempt to engage families in the instructional program.	PROGRESSING Adheres to school procedures for communicating with families. Makes modest attempts to engage families in the instructional program. Communication is not always appropriate.	EFFECTIVE Communicates frequently with families. Families are successfully engaged in the instructional program. Information to families about individual students is conveyed in an appropriate manner.	HIGHLY EFFECTIVE Students participate in the communication with their families.
4d Participating in a Professional Community	INEFFECTIVE Avoids participating in a professional community or in school events and projects. Relationships with colleagues are negative or self-serving.	PROGRESSING Becomes involved in the professional community and in school events and projects when specifically asked. Relationships with colleagues are cordial.	EFFECTIVE Participates and engages in the professional community and in school events and projects. Maintains positive and productive relationships with colleagues.	HIGHLY EFFECTIVE Makes a contribution to the professional community and to school and district events and projects.
	INEFFECTIVE	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE

4e Growing and Developing Professionally	Does not participate in professional development activities and makes no effort to share knowledge with colleagues. Is resistant to feedback from supervisors or colleagues.	Participates in professional development activities that are convenient or are required and makes limited contributions to the profession. Accepts, with some reluctance, feedback from supervisors and colleagues.	Seeks out opportunities for professional development based on an individual assessment of need. Actively shares expertise with others. Welcomes and implements feedback from supervisors and colleagues.	Actively pursues professional development opportunities and initiates activities to contribute to the profession. Seeks and implements feedback from supervisors and colleagues.
4f Showing Professionalism	INEFFECTIVE	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
	Has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. Fails to comply with preparation program, school, or district regulations and timelines.	Is honest and well intentioned in serving students and contributing to decisions in the school, but attempts to serve students are limited. Complies mostly with preparation program, school or district regulations and timelines.	Displays a high level of ethics and professionalism in dealings with students. Displays a high level of ethics and professionalism in dealings with colleagues. Complies fully and voluntarily with preparation program, school, and district regulations and timelines.	Is proactive in making sure that school practices and procedures ensure that all students are honored in the school. Displays the highest standards of ethical conduct.

APPENDIX E:

TESS Rubric Descriptor: Aspiring Teacher

Domain 1: Planning & Preparation

1a - Demonstrating Knowledge of Content and Pedagogy 1b - Demonstrating Knowledge of Students
1c - Setting Instructional Outcomes
1d - Demonstrating Knowledge of Resources 1e - Designing Coherent Instruction
1f - Designing Student Assessments

1a - Demonstrating Knowledge of Content and Pedagogy			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Plans and practice display little knowledge of the standards. No connections of prerequisite relationships between different aspects of the standards are made. Instructional practices are not specific to that discipline.	Plans and practice reflect some awareness of the standards. Builds on prior knowledge when introducing concepts. Some instructional practices are specific to the expected outcome.	Plans and practice reflect solid knowledge of the standards. Builds on prior knowledge, helping students examine the similarities and differences when introducing concepts. Instructional practices are aligned to the expected outcome.	Plans and practice reflect effective scaffolding of information. Actively builds on prior knowledge and common misconceptions when planning instruction.

Target Proficiency Level: Effective
Effective Look Fors: The teacher candidate... - identifies important concepts of the discipline and their relationships to one another. - provides clear explanations of the content. - uses instructional strategies in unit and lesson plans that are suitable to the content. - uses unit plans and practices that reflect knowledge of the standards. - builds on students' prior knowledge, helping students examine the similarities and differences when introducing concepts. - uses instructional practices that are aligned to the expected outcome.

1b - Demonstrating Knowledge of Students			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Demonstrates little or no knowledge or interest of students' backgrounds or skills.	Shows interest, can articulate the importance of understanding students' backgrounds, and can provide examples.	Actively seeks to understand students' backgrounds and interests.	Differentiates lessons for individual students based on their backgrounds and interests.

Target Proficiency Level: Effective
Effective Look Fors: The teacher candidate... • knows the levels of academic performance for groups of students and can identify students that may require additional supports. • actively seeks to attain knowledge of student interests, is aware of student backgrounds, and uses this information to plan their teaching and questioning approaches. • acknowledges student differences and incorporates the groups' needs and backgrounds in lesson planning and course activities.

1c - Setting Instructional Outcomes			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. Instructional outcomes do not assess the proficiency of student learning.	Instructional outcomes partially represent grade level standards, some of which permit viable methods of assessment. Reflect more than one type of learning but makes no attempt at coordination or integration.	Instructional outcomes mostly represent grade-level standards and are connected to a sequence of learning. Instructional outcomes are clear, written in the form of student learning.	Instructional outcomes are stated as goals that can be assessed, reflecting grade-level standards. Instructional outcomes represent different types of content, offer opportunities for both coordination and integration, and take the needs of individual students into account. Varied approaches to learning are reflected and are suitable for most students based on evidence of student proficiency.

Recommended Proficiency Level: Effective
Effective Look Fors: The teacher candidate... - ensures outcomes are measurable and written in the form of what students will learn at grade-level. - ensures outcomes are structured to support different levels of student understanding and learning. - ensures instructional outcomes are clearly designed.

1d - Demonstrating Knowledge of Resources			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Does not seek such knowledge.	Demonstrates some familiarity with resources available through the school.	Is fully aware of the resources available through the school.	Seeks out resources beyond the school to enhance own knowledge, to use in teaching, and for students who need them.

Target Proficiency Level: Effective
Effective Look Fors: The teacher candidate... • uses curricular resources available in the district. • uses supplemental resources provided by the district to engage students and extend learning. • seeks support as needed in order to effectively use the provided resources. • selects materials that are of high quality and aligned with the established content standards. • can identify curricular support personnel in the district and how to access the support.

1e - Designing Coherent Instruction			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
The progression of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.	The progression of learning experiences demonstrates partial alignment with instructional outcomes. Some of the experiences are likely to engage students in grade-level learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and standards.	Applies knowledge of standards, students, and resources to design a series of learning experiences aligned to instructional outcomes. The lesson or unit has a clear structure and is likely to engage students in grade-level learning.	Coordinates knowledge of standards, students, and resources, to design a progression of learning experiences aligned to instructional outcomes. Instruction is differentiated where appropriate and engages all students in grade-level learning.

Target Proficiency Level: Effective
Effective Look Fors: The teacher candidate... • uses learning activities that are aligned to instructional outcomes. • provides a variety of appropriately challenging activities, materials, and resources. • ensures instructional student groups are organized thoughtfully to maximize student learning and build on student's strengths. • drafts plans for the lesson or unit that is well structured and with reasonable time allocations. • plans and facilitates a lesson or unit that has a clear structure and engages students in grade level learning.

1f - Designing Student Assessments			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
The plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Intends to use assessment results to plan for future instruction for the class.	Student assessments are aligned with the instructional outcomes. Assessment criteria are clear, and appropriate. Articulates how they will use assessment results to inform future instruction.	Can articulate a plan for adapting assessments based on learners' needs. Intends to use assessment results to plan future instruction for individual students.

Target Proficiency Level: Effective
Effective Look Fors: The teacher candidate... - ensures all the learning outcomes have a method for assessment aligned to the objectives. - ensures assessment types align to learning expectations. - uses plans that indicate the use of modified assessments when necessary. - uses assessment criteria that are clearly written and appropriate. - uses plans that include formative assessments to use during instruction. - indicates possible adjustments (extensions and/or interventions) based on formative assessment data.

Domain 2: The Classroom Environment

2a - Creating an Environment of Respect and Rapport 2b - Establishing a Culture for Learning
2c - Managing Classroom Procedures 2d - Managing Student Behavior
2e - Organizing Physical Space

2a - Creating an Environment of Respect and Rapport			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Classroom interactions between the teacher and students are negative, inappropriate, or characterized by sarcasm, put-downs, or conflict. Classroom interactions between students are negative, inappropriate, or characterized by sarcasm, put-downs, or conflict.	Classroom interactions between the teacher and students are generally appropriate with occasional displays of insensitivity. Classroom interactions between the students are generally appropriate with occasional displays of insensitivity.	Classroom interactions between the teacher candidate and all students are polite and respectful. Most interactions among students are polite and respectful.	All interactions between the teacher and individual students are highly respectful. Interactions among students are polite and respectful.

Target Proficiency Level: Effective
Effective Look Fors: The teacher candidate... - ensures that talk between the teacher candidate and students and among students is consistently respectful. - appropriately responds to disrespectful behavior among students. - makes general connections with individual students. - creates a learning environment that enables students to exhibit respect for the teacher candidate and other students.

2b - Establishing a Culture for Learning			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
The classroom environment conveys a negative culture for learning, characterized by low teacher-candidate commitment to the subject, and low expectations for student achievement. Students demonstrate little or no pride in work.	Attempts to create a culture for learning is partially successful with modest expectations for student achievement. Both the teacher candidate and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations of students and commitment to learning by both teacher candidate and students. Most students demonstrate high quality work.	Classroom culture conveys high level of energy and a passion for learning. Students can articulate the learning expectation(s) and/or connection to previous learning. All students demonstrate high quality work.

Target Proficiency Level: Effective
Effective Look Fors: The teacher candidate... • demonstrates that grade level learning expectations exist for all students. • ensures students can articulate the learning expectation(s) and/or connection to previous learning. • ensures most students are engaged with the learning goals and appear to be on task with assigned content or tasks. • ensures most students are engaged with class or group discussion around content. • is explicit in communicating expectations (e.g., what students will be doing - 1st, next, etc.) that are aligned to class learning objectives. • ensures students are doing what the teacher has asked based upon the objective of the lesson. • monitors students' work and provides just-in-time feedback to support students' ability to meet the objectives.

2c - Managing Classroom Procedures			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Does not use established classroom procedures. Much instructional time lost. Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are inefficient	Uses some established classroom procedures. Some instructional time is lost. Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are mostly efficient.	Uses established classroom procedures. Minimal instructional time is lost. Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are efficient.	Uses well-established classroom procedures. Students contribute to the establishment of some classroom routines and procedures. Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are highly efficient.

Target Proficiency Level: Effective
Effective Look Fors: The teacher candidate... - ensures that students move from one place to another in the classroom with efficiency. - has structures and procedures in place and uses those structures for students to efficiently get supplies, move from place to place, etc. - ensures transitions are smooth and takes minimal time. - ensures classroom jobs or responsibilities are in place. - ensures students know the transition routines and follow them. - ensures routines and procedures, whether developed by the teacher candidate or adopted from the mentor teacher, for things like bathroom breaks, getting/putting away supplies, lining up, attendance, lunch count, etc. are clear to the observer and students appear aware of them.

2d - Managing Student Behavior			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
There is no evidence that classroom behavior expectations have been established. There is little or no teacher candidate monitoring of student behavior. Response to student behavior is repressive or disrespectful.	An effort has been made to establish classroom behavior expectations for students. Attempts, with uneven results, to monitor student behavior and respond to student misbehavior.	Behavior expectations are clear to students. Monitors student behavior against established expectations. Responses to student behavior is appropriate and respectful.	Behavior expectations are clear, with evidence of student participation in setting them. Monitors student behavior in a subtle and preventive manner, and the response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the behavior standards.

Target Proficiency Level: Effective
Effective Look Fors: The teacher candidate... • uses an established set of objective classroom expectations - preferably visible to the students and others in the classroom. • is consistent and equitable with enforcing classroom expectations with all students. • ensures that students know and follow the class expectations. • calmly corrects inappropriate behavior in a manner that is respectful and appropriate for the situation. • may have nonverbal cues/signals to help correct behavior with students. • may use callbacks or some other group attention signal to get the whole class's attention. • may use classroom management structure/strategy to recognize positive behavior as a way to get the whole group to follow instructions.

2e - Organizing Physical Space			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
The physical environment is unsafe. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe to most students. Use of physical resources, including technology, is moderately effective. Modifies the physical arrangement to suit learning activities, with inconsistent success.	The classroom is safe and accessible to all students. Ensures that the physical arrangement is appropriate to the learning activities. Makes effective use of physical resources, including technology.	Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Target Proficiency Level: Effective
Effective Look Fors: The teacher candidate... • ensures the classroom is safe, clean, and orderly. • sets up or uses the physical space established by the mentor teacher in a way that adjusts for any special needs of students in the classroom. • ensures the classroom is set up in such a way that it supports collaborative as well as individual work. • organizes all students to interact, practice, or complete learning tasks. • ensures materials are easily accessible to the students, students can readily see/hear instruction, etc. • ensures that it is clear that people's feelings are honored and valued. • ensures the physical arrangement contributes productively to the learning activities.

Domain 3: Instruction

3a - Communicating with Students

3b - Using Questioning and Discussion Techniques 3c - Engaging Students in Learning

3d - Using Assessment in Instruction

3e - Demonstrating Flexibility and Responsiveness

3a - Communicating with Students			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Expectations for learning are unclear or confusing to students. Directions are unclear or confusing to students. Procedures are unclear or confusing to students. Explanations of content are unclear or confusing to students. Use of language contains errors or is inappropriate for levels of development.	Expectations for learning are clarified after initial confusion. Directions are clarified after initial confusion. Procedures are clarified after initial confusion. Explanations of content are clarified after initial confusion. Use of language is correct but may not be completely appropriate for students' levels of development.	Expectations for learning are clear to students. Directions are clear to students. Procedures are clear to students. Explanations of content are clear to students. Communications are developmentally appropriate.	Oral and written communication is clear and expressive. Anticipates possible student misconceptions.

Target Proficiency Level: Effective
Effective Look Fors: The teacher candidate... - states clearly what the students will be learning. - uses explanations of content that are clear and accurate. - uses directions that are clear, providing support for students to follow clearly defined procedures. - ensures students engage with the learning task as explained by the teacher candidate. - uses vocabulary that is appropriate to students' ages and levels of development.

3b - Using Questioning and Discussion Techniques			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Questions are low-level or inappropriate. Student participation is limited.	Questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Attempts to engage all students in the discussion are only partially successful.	A majority of the teacher's questions elicit a thoughtful response. Allows appropriate student think time. Allows sufficient time for students to answer. A majority of students participate in the discussion.	Questions reflect high expectations and are developmentally appropriate. Students formulate some of the high-level questions and ensure that all voices are heard. All students participate in the discussion.

Target Proficiency Level: Effective

Effective Look Fors: The teacher candidate...

- uses a level of questioning that is appropriate to the level of instruction.
- involves a variety of students in the discussion including those who don't voluntarily respond.
- allows appropriate think time for all students to formulate a response.
- consistently manages student response rates.
- is responsive to students' questions and discussion.

3c - Engaging Students in Learning			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Activities and assignments are inappropriate for the instructional outcomes or students' levels of understanding, resulting in little intellectual engagement. Materials are inappropriate for the instructional outcomes or students' levels of understanding, resulting in little intellectual engagement. Groupings of students are inappropriate for the instructional outcomes or students' levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments are partially appropriate to the instructional outcomes or students' levels of understanding, resulting in moderate intellectual engagement. Materials are partially appropriate to the instructional outcomes or students' levels of understanding, resulting in moderate intellectual engagement. Groupings of students are partially appropriate to the instructional outcomes or students' levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	Activities and assignments are appropriate for the instructional outcomes and students' levels of understanding. Materials are appropriate for the instructional outcomes and students' levels of understanding. Groupings of students are appropriate for the instructional outcomes and students' levels of understanding. Most students are engaged in learning. The lesson's structure is coherent, with appropriate pace.	All students are engaged in learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.

Target Proficiency Level: Effective

Effective Look Fors: The teacher candidate...

- ensures activities and assignments support grade-level instructional outcomes.
- ensures materials support grade-level instructional outcomes.
- ensures groupings support grade-level instructional outcomes.
- ensures that most students are engaged in instructional outcomes.
- ensures the lesson's structure is clear and appropriately paced.

3d - Using Assessment in Instruction

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Assessment is not used in instruction. Monitoring of progress by the teacher candidate or students does not exist or is seldom used. Little or no feedback is provided to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher candidate and/or students. Feedback to students is inconsistent or does not prompt further learning. The students are somewhat aware of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher candidate and/or students. Feedback to students is consistent and may prompt further learning. Students are aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher candidate. High-quality feedback is provided to all students.

Target Proficiency Level: Effective

Effective Look Fors: The teacher candidate...

- ensures formative assessment is used regularly during instruction.
- ensures students have the opportunity to self-assess.
- ensures that feedback progresses student learning.
- provides appropriate and timely feedback to students.
- ensures the assessment criteria is provided in advance where appropriate.

3e - Demonstrating Flexibility and Responsiveness			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. Brushes aside student questions. When students experience difficulty, the teacher candidate blames the students or their home environment.	Attempts to modify the lesson when needed and to respond to student questions, with moderate success. Accepts responsibility for student success but has only a limited repertoire of strategies to draw upon and limited reflection for future teaching.	Promotes the successful learning of all students by adjusting the instructional plans as needed and accommodating student questions, needs, and interests. Is reflective and able to discuss how they might adjust in the future.	Seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Adjustments are made for students who were not successful. Extensions are made for students who were successful.

Target Proficiency Level: Effective
Effective Look Fors: The teacher candidate... - ensures that the students know the expectations. - cites multiple approaches undertaken to reach students having difficulty, when reflecting on practice. - has clear objectives that are visible for the students. - The teacher candidate monitors and adjusts the instruction in real time. - is flexible and allows for changes to instruction and/or schedule as needed. - responds to students' questions accurately and responds to body language and non-verbal cues. - adjusts instruction to include examples related to topics of interest to the student. - ensures adjustments are made for students who were not successful. - ensures extensions are made for students who were successful.

Domain 4: Professional Responsibilities

4a - Reflecting on Teaching

4b - Maintaining Accurate Records 4c - Communicating
with Families

4d - Participating in a Professional Community 4e - Growing and
Developing Professionally

4f - Showing Professionalism

4a - Reflecting on Teaching			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Does not accurately assess the effectiveness of the lesson. Has no ideas about how the lesson could be improved.	Provides a partially accurate and objective description of the lesson but does not cite specific evidence. Makes only general suggestions as to how the lesson might be improved.	Provides an accurate description of the lesson, citing specific evidence. Makes some specific suggestions as to how the lesson might be improved.	Suggests alternative strategies and predicts its success.

Target Proficiency Level: Effective
Effective Look Fors: The teacher candidate... • accurately assesses the effectiveness of instructional activities used. • identifies specific ways in which a lesson might be improved. • is open to constructive feedback and shows reflective processing.

4b - Maintaining Accurate Records			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Does not maintain both instructional and non-instructional records.	Maintains both instructional and non-instructional records partially effectively.	Maintains both instructional and non-instructional records that are accurate, efficient, and effective.	Demonstrates the ability to appropriately share data with others.
There is no awareness of the need for data privacy.	Is aware of the need for data privacy.	Respects data privacy and responds to data to inform their instructional practice.	A system for monitoring student achievement and growth is used.
There is no response to data.	The response to data is inconsistent.		

Target Proficiency Level: Effective
Effective Look Fors: The teacher candidate... • uses a process for recording completion of student work that is efficient and effective; students have access to information about completed and/or missing assignments. • has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. • uses a process for recording non-instructional information that is both efficient and effective. • uses a recording and reporting process that respects student privacy and FERPA considerations. • uses collected data to adapt and modify their teaching to meet student needs. • uses a system for monitoring student achievement and growth.

4c - Communicating with Families			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Communication with families about the instructional program or about individual students is sporadic or inappropriate. Makes no attempt to engage families in the instructional program.	Adheres to school procedures for communicating with families. Makes modest attempts to engage families in the instructional program. Communications are not always appropriate.	Communicates frequently with families. Families are successfully engaged in the instructional program. Information to families about individual students is conveyed in an appropriate manner.	Students participate in the communication with their families.

Recommended Proficiency Level: Effective
Effective Look Fors: The teacher candidate... - ensures communication with families is appropriate and aligns with district expectations. - ensures families are successfully engaged in instructional programs. - is aware of district services available to interact with families (i.e. translation services, social workers) and is willing to use them if needed.

4d - Participating in a Professional Community			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Avoids participating in a professional community or in school events and projects. Relationships with colleagues are negative or self-serving.	Becomes involved in the professional community and in school events and projects when specifically asked. Relationships with colleagues are cordial.	Participates and engages in the professional community and in school events and projects. Maintains positive and productive relationships with colleagues.	Makes a contribution to the professional community and to school and district events and projects.

Target Proficiency Level: Effective
Effective Look Fors: The teacher candidate... • participation in professional community and school events is appropriate and aligns with district expectations. • maintains positive and productive relationships with colleagues, mentors, and supervisors.

4e - Growing and Developing Professionally			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Does not participate in professional development activities and makes no effort to share knowledge with colleagues. Is resistant to feedback from supervisors or colleagues.	Participates in professional development activities that are convenient or are required and makes limited contributions to the profession. Accepts, with some reluctance, feedback from supervisors and colleagues.	Seeks out opportunities for professional development based on an individual assessment of need. Actively shares expertise with others. Welcomes and implements feedback from supervisors and colleagues.	Actively pursues professional development opportunities and initiates activities to contribute to the profession. Seeks and implements feedback from supervisors and colleagues.

Target Proficiency Level: Effective
Effective Look Fors: The teacher candidate... • attends professional development and seeks out support for identified areas of need or growth. • may attend conferences or other larger professional development events. • seeks input, feedback, and advice from others. • sets goals based on their areas of need and seeks to improve in those areas. • is implementing feedback to improve.

4f - Showing Professionalism			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. Fails to comply with preparation program, school or district regulations and timelines.	Is honest and well intentioned in serving students and contributing to decisions in the school but attempts to serve students are limited. Complies mostly with preparation program, school or district regulations and timelines.	Displays a high level of ethics and professionalism in dealings with students. Displays a high level of ethics and professionalism in dealings with colleagues. Complies fully and voluntarily with preparation program, school, and district regulations and timelines.	Is proactive in making sure that school practices and procedures ensure that all students are honored in the school. Displays the highest standards of ethical conduct.

Target Proficiency Level: Effective
Effective Look Fors: The teacher candidate... • is honest and demonstrates high standards of integrity with students and colleagues. • willingly participates in collaborative decision-making. • is aware of district policies and complies completely with district regulations.