

# University of Arkansas Department of Music

## HANDBOOK FOR THE MUSIC EDUCATION INTERNSHIP



UNIVERSITY OF  
ARKANSAS

**Expectations and Guidelines for  
Interns, Cooperating Teachers, and University Supervisors**

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**updated Fall 2023**

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## Overview

Internship is the capstone field experience in the music education program at the University of Arkansas. Internship is one of the single most important experiences in the process of becoming a teacher. Sixteen weeks have been designated for the internship. Music interns spend approximately ten-weeks at the level of concentration and approximately six-weeks at the minor area of concentration (elementary or secondary-level placements). Interns are carefully matched with experienced mentor teachers to assist in professional growth. Interns are placed in environments that provide opportunities to refine the skills, abilities, and dispositions necessary to become an effective music educator, as well as learn new skills and perspectives. University supervisors representing the University of Arkansas are experienced teachers who have a proven record of effective teaching and learning.

### Section I: Mission, Goals, and Standards

#### University of Arkansas: Mission, Goals, and Guiding Priorities

The university's mission and vision are to establish a foundation from which to advance the university in all aspects, from student success to research, including its mission as a land-grant and flagship institution. The eight institutional guiding priorities for the University of Arkansas are:

1. Advancing student success
  2. Building a collaborative and innovative campus
  3. Enriching campus diversity and inclusion
  4. Investing in faculty excellence
  5. Promoting innovation in teaching and learning
  6. Reaffirming our land-grant and flagship responsibilities
  7. Strengthening graduate education
- (<https://www.uark.edu/strategic-plan/>)

#### Department of Music: Mission and Vision

##### Department of Music Mission Statement.

The University of Arkansas Department of Music is committed to an inclusive culture, fostering excellence in education, research, and creative activities, while connecting with communities through diverse opportunities.

##### Department of Music Vision Statement.

Prepare students to be leaders in the 21st century musical world.

Engage with music ~ Connect with communities ~ Nurture excellence ~ Create diverse paths

## U of A Educator Preparation Provider (EPP): Philosophy, Goals, and Standards

The philosophy of the EPP is based on a set of beliefs which guide faculty in program development:

- Educational strategies recognize that teaching and learning are dynamic and developmental in processes.
- The curriculum reflects contemporary knowledgebases.
- Diversity in practices, faculty, and students is a hallmark of exemplary educational programs. Exemplary programs are responsive to changes in educational systems.
- Professional standards and ethical principles direct practice.
- Best practices guide and serve as models for the faculty and students.
- Continuous assessment is essential to an effective professional education program.
- Technology should be used when appropriate to support learning.

### Scholar Practitioner Model

Graduates from the University of Arkansas are expected to be scholar-practitioners who advocate for the learning of all children in diverse settings. Proficiencies reflect the knowledge, skills, and dispositions identified by specialized professional associations (SPAs), CAEP, NASM, InTASC, and criteria found in the Teacher Excellence & Support System based on the Danielson framework designed by Arkansas Department of Education. The overarching goal of the EPP is to offer effective, academically rigorous preparatory programs for future educators as scholar-practitioners who advocate for the learning of all children. Professional educators are prepared for teaching, administration, counseling, and other school professions. The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring and supportive of students, families, school staff and the community; and a professional who continues to learn and who embodies ethical behavior.

**Knowledgeable.** Professional educators must possess general knowledge, content knowledge, pedagogical knowledge, and professional knowledge to be effective. They must know how to access, use and generate knowledge. In order to be current, they must be inquiring and up to date on new knowledge in their content, pedagogy, and school systems.

**Skillful.** This includes the pedagogy required to be an effective teacher, administrator, or other school professional. Aspects of a skillful teacher are planning, implementing, and modeling best practices including best technology practices.

**Caring.** Creating a caring learning environment for all students and communicating that the educator is there to support student learning is another vital aspect of our graduates. This includes being caring, supportive, and responsive to the diverse backgrounds our students bring to the classroom and school. The ability to communicate and collaborate with groups of colleagues and others who contribute to the student's education such as families and communities is also essential.

**Professional.** As scholars, candidates are expected to continue to inquire and seek to improve their practice. Candidates also participate in professional communities. This involves staying current with educational research and working with appropriate professional organizations to better the professions. The professional candidates demonstrate ethical behavior in all aspects of their multi- faceted career.

## **Section II: Preparing for Internship**

### **Criteria for internship in Music Education**

1. Declare the major in music education in the Fulbright Advising Center.
2. Obtain a “C” or better in the following pre-education courses: CIED 3023 & CIED 3033.
3. Obtain a C or better in all MUED courses
4. Complete the Bachelor of Music in Music Education degree with a cumulative GPA of 2.75 or higher.
5. Obtain departmental clearance for internship – successful completion of course work requirements, GPA requirements, other requirements specified by music ed program.
6. Verification of Clearances by the Office of Teacher Education.

### **Applying to Teacher Education**

When: At the conclusion of MUED 2012 Introduction to Music Education

- How:
1. Completed application to the Arkansas Teacher Education Program.  
<https://teacher-education.uark.edu/admissions/index.php>
  2. Approved status on all Arkansas Department of Education required background checks
  3. Submit Verification of Clearances email to the MUED Internship Coordinator

### **Fingerprinting and Background Check**

Schedule an appointment to have your fingerprints scanned for an Arkansas Department of Education background check. NOTE: As part of the background check, you will also need to submit a notarized Child Maltreatment Background Check Form. **All instructions, required documents, and how to sign up for a fingerprinting appointment can be found on the scheduling site** (<https://ofplivescan.acuityscheduling.com/schedule.php>).

## Office of Teacher Education Clearance Requirements

1. Completed application to the Arkansas Teacher Education Program
2. Approved status on an Arkansas Department of Education background check

Students will receive confirmation by email when the office of Teacher Education has verified all steps above have been completed.

## Registering for the Music Education Internship

Class #	Course	Section	Title
2728	MUED4031	001	SEM PROF ENTRY MUSC ED
3602	MUED451V	001	STUDENT TCHNG ELEM MUSIC
3603	MUED452V	001	STUDENT TCHNG SECONDARY

**Secondary Emphasis:** You should register for 4 hours of MUED 451, and 7 hours of MUED 452.

**Elementary Emphasis:** You should register for 7 hours of MUED 451, and 4 hours of MUED 452.

The SEMINAR (MUED 4031) meets weekly from 4:30-5:20 PM. Attendance is required.

## Section III: The Internship

The successful completion of internship is a requirement for graduation in the Bachelor of Music in Music Education degree program. Students must complete an internship experience that is full time for licensure in the state of Arkansas. Interns must be registered for internship credit hours during the semester when they complete their experience.

Internship is a full day experience for a required number of weeks. The number of weeks will vary depending upon the intern's emphasis of study (elementary or secondary). The internship coordinator will determine the beginning and ending dates of each internship experience based on the emphasis chosen by the intern and the schedule of the cooperating school district. Student interns will follow the calendar of the school and district to which they have been assigned and will be present in the school on all days on which teachers are on duty. In some cases, interns may be required to work at their assigned school during the University's break.

## Internship Placements

The music education program's internship coordinator encourages early intern identification of desired teaching sites during the semester prior to the internship. The placement of interns in schools and classrooms is a collaborative effort involving the music education faculty, Office of Teacher Education, mentor teachers, and school Administrators.

The music education internship coordinator and program faculty work closely with local

school districts to select mentor teachers who are highly qualified. First, the internship coordinator contacts the mentor teacher to inquire interest in hosting an intern. Then, the names of the interns, mentor teachers, and schools are sent to the Office of Teacher Education. The Office of Teacher Education contacts local school officials (principals and human resources officers) requesting the placement of interns. If the cooperating teacher and school official accepts the invitation, their intern will be notified of the placement and asked to make contact with the mentor teacher before the beginning of the internship semester.

Music education students may request a placement location as part of the application to internship. The internship coordinator will consider these requests in addition to the criteria described above when making internship assignments. The educational needs of the intern, the fit with the mentor teacher and school, and the needs of the school also determine the assignment of interns. The intern may be assigned to a different school than the one requested. Interns will not be placed in settings in which personal relationships could interfere with objective evaluation of their internship experience. Therefore, students cannot intern in a school they attended or in a school in which a family member works or is a student.

### **Out of State Placements**

Students who are seeking an assignment at a school outside of Arkansas must meet with the Music Education Internship Coordinator in advance of submitting their application for internship. Opportunities to intern out-of-state are very restricted. In many cases, these require affiliation agreements that would need to be reviewed by the University of Arkansas' legal counsel. In some cases, students might be responsible for additional costs associated with an out-of-state placement.

### **Internship Pacing**

The intern, university supervisor, and cooperating teacher work as a team to determine the pace at which the student teacher can progress through the experience. Theoretically the 16-week internship experience progresses from "less to more" responsibility, culminating in full-time teaching responsibilities at both elementary and secondary sites.

Becoming involved with the learning environment is crucial from day one. Therefore, the music internship experience is divided into 1) Observation and assisted teaching, 2) Team-teaching with the cooperating teacher, and 3) Full teaching and briefings. Interns are expected to progress through the early phases of this experience to the point of where they will take on the full-time responsibilities of being the classroom teacher. Then, towards the culmination of the experience, the interns will be phased out as the class is returned to the mentor teacher.

**Phase One: *Observation and Assisted Teaching.*** Observation of the new classroom environment is essential in the early stages of the internship. While observing, mentor teachers may ask interns to carry out basic clerical and musical tasks. Interns should discuss with the mentor teacher ways to assist him or her in their classroom. When deemed appropriate by the mentor teacher, the intern will participate in teaching sessions. Mini-teaching experiences that the intern plans and implements with the mentor teacher's assistance are the most common first



experiences. During this phase, it is also important for the intern and the cooperating teacher to identify objectives and goal setting activities for the internship.

**Phase Two:** *Team-Teaching with the Cooperating Teacher.* During phase two, the intern continues with mini teaching sessions and progresses to planning and teaching longer lessons with the cooperating teacher. Gradually the intern assumes more responsibility for planning and implementation. Interns may be assigned to plan and teach several classes. Observation of the cooperating teacher is still expected at this stage as it is a critical formative period. Adjustments in teaching strategies and teaching behaviors should be based upon mentor teacher and university supervisor feedback.

**Phase Three:** *Full Teaching and feedback briefings.* The intern has taken full responsibility for planning and implementing daily lessons with most of the music classes. Also, many of the cooperating teacher's clerical and managerial tasks have been assumed by the intern. The mentor teacher functions as an observer and monitors intern progress. Unless absolutely necessary, he or she typically will not intervene during lessons conducted by the intern. During the final week of instruction at the 10-week site, the intern gradually fades out of the teaching responsibilities to transition the pupils back to their original instructor. Observation of other teachers at the same level in other buildings is appropriate during this final week.

The following is an approximation of the length of time that each phase will require. There may also be some overlapping of phases at times.

Placement	Phase One	Phase Two	Phase Three
10 Weeks	1-2 Weeks	5-6 Weeks	3-4 Weeks
6 Weeks	1 Week	3-4 Weeks	1-2 Weeks

Regular scheduled conferencing with the mentor teacher is beneficial throughout the internship. This interaction will **ensure** that progress is being made by the intern toward established goals and objectives.

### **Code of Ethics for Arkansas Educators**

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 ADE Rules Governing the Code of Ethics for Arkansas Educators further define these standards and provides a process for investigating alleged violations. As a University of Arkansas teacher candidate, you have agreed to adhere to the Code of Ethics for Arkansas educators and will be held to the same ethical standards as a licensed teacher. As such, in the event of an ethics complaint you will be subject to the same policies and procedures as a licensed teacher. This includes investigation and, if necessary, disciplinary actions taken by the Professional Licensing and Standards Board.

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

### **Professionalism and Professional Responsibilities of the Intern**

#### School Rules and Regulations

Interns should know and follow all rules and regulations of their assigned schools.

#### Attendance

Promptness and regular attendance are requirements of the internship. Unexcused absences and persistent tardiness will result in a failure of the internship. In the event of illness, emergency, or excused absence, interns are required to contact the mentor teacher, university supervisor, before

that start of the daily schedule. Interns should alert the university supervisor in cases where absence exceeds one day, and when observations have been tentatively scheduled.

Absences are neither expected nor accommodated in excess during the internship. Interns are engaged in a professional environment. Excessive or unexcused absence for any reason may result in the university supervisor submitting a Notification of Concern with the Office of Teacher Education. Failure to address the issues within the Notification of Concern may lead to termination of the internship.

Interns are expected to arrive on time at their assigned schools each day. Interns should arrive at school when their mentor teacher arrives and remain at school until the mentor leaves for the day or excuses the intern.

#### Attire

The University of Arkansas is a professional school and believes that teachers are professionals. Therefore, interns are expected to dress as professionals. Business casual is appropriate. Tight, clinging clothing is NOT appropriate. Athletic attire is not appropriate. All articles of clothing must TOUCH. For example, when raising arms to conduct or bending over, the body remains covered. Tops should be conservative and cover appropriately. Follow the lead of the mentor teacher.

#### Lesson plans

To be successful, interns are required to have a prepared lesson plan or all musical engagements with students. The format for your daily lesson plans should be consistent with what your mentor teacher requires. It is important that lesson plans, regardless of format, music included an assessment that connects to your stated objective. Copies of lesson rehearsal plans should be available at all times for your mentor teacher, and available for the university liaison the evening before an observation, or earlier if requested.

#### Calendar

Interns will follow the school district calendar while assigned to the district, NOT the University calendar. The first day of the internship is set by the university. Thereafter, the school calendar will be followed.

#### Cell Phones

Cell phones should be turned to silent or off and put away during instructional time.

#### Outside Activities

Internship is a full-time endeavor. It must be the intern's first priority. Interns should not be enrolled in any additional courses (other than the courses associated with internship). Outside activities or work should not interfere with school responsibilities. Interns are expected to match the school day of their mentor teachers. The commitment to teaching extends beyond the school day and includes preparation time and all rehearsals/performances during the evenings and on weekends.

#### Substitute Teaching

Suppose the cooperating teacher is absent from the teaching assignment or is engaged in some other professional activity. In that case, the intern may conduct class activities. However, a **district-approved and paid substitute teacher must be present** (liability). An intern may be

requested to cover if an emergency occurs until the administrator has had time to arrange proper **supervision**.

#### Confidential matters

Interns will not share school matters of a personal nature (student behavior problems, test scores, etc.) with persons outside the professional experience, including social media.

### **Intern Seminar**

Student Internship Seminar meets weekly throughout the internship semester. The purpose of this seminar is to support your student internship experience. It is an opportunity to discuss and share issues related to your teaching. The seminar class is a university course (MUED 4031) and attendance is required. Internship expectations and coursework are among the topics that will be addressed in the Seminar small group setting.

This seminar supports your internship placement in four ways:

- (1) By providing a time and space where you can talk about issues affecting your student internship experience.
- (2) By providing focused thematic seminars allowing investigation on a chosen topic.
- (3) To support the development of your e-portfolio.
- (4) To share with peers and provide/obtain support during your semester of student internship.

### **Section IV: Partnership Team – Composition, Roles, Responsibilities**

Each partnership school team consists of licensed public-school mentors and administrators from partner schools, and a liaison from the Music Education program of the University of Arkansas.

#### **Suggested Roles and Responsibilities of the Partnership Team**

- Determine procedures for calling meetings of the team members.
- Plan and implement coursework and field experiences.
- Monitor and support progress of interns.
- Assist interns in planning for observations and teaching experiences.
- Support interns in carrying out specific requirements set up by the University, such as projects required as part of their coursework.
- Provide evaluative data regarding progress of interns.
- Discuss issues related to the teacher education programs.
- Make recommendations about the teacher education programs to the cohort partner schools, university faculty liaisons and appropriate departments.

## **The University Supervisor**

The university supervisor is the liaison between the university and the public schools during the internship. It is the responsibility of the supervisor to clarify mentoring expectations for the mentor teacher and to provide the necessary information, materials and support for that mentorship. The supervisor also assists in the mentoring process by helping the intern make connections between the theory taught in courses at the university and practice in the classroom. Additionally, the supervisor takes advantage of opportunities to assess the impact of the university curriculum upon intern growth. In many cases, more than one university representative may function in the role(s) of observer/supervisor.

## **Expectations for University Supervisors**

- Assists the intern and mentor teacher in all phases of the internship.
- The university supervisor establishes and maintains open lines of communication between the university and the school sites.
- The university supervisor completes at least two observations of their assigned intern during a 6-week placement and at least three observations during a 10-week placement.
- The university supervisor provides feedback to the intern as soon as possible following each observation.
- The university supervisor will be available to consult with mentor teachers and interns when necessary and assist with issues of mutual concern.
- The university supervisor designates the grade for the intern based on the final evaluation and feedback from the mentor teacher.
- The university supervisor seeks feedback from the intern and the mentor teacher on the internship process's effectiveness and efficiency.
- The university supervisor maintains written records of visitations, including copies of lesson plans and feedback based upon mentor teacher evaluations and final evaluations for each intern supervised.
- The university supervisor submits all intern TESS Evaluation scores to the Music Education Internship Coordinator at the completion of each intern's 6- and 10-week rotation.
- The university supervisor will communicate with the music education internship coordinator if there are serious concerns about the performance or conduct of the intern.

## **Mentor Teacher**

The mentor teacher is the person with whom the intern works most closely. The mentor teacher's primary function is to gradually engage the intern in the unique activities to the classroom. The mentor teacher carefully sequences the growth of interns by designing activities that strengthen instructional and management skills. Mentor teachers must gradually "let go" of their classes to allow for a full teaching experience by the intern. However, they are always ultimately responsible for the classroom and all activities. The intern has much to gain from the years of experience the mentor teacher has acquired. In contrast, the intern brings new perspectives and ideas to the classroom. Ideally, the mentor relationship is beneficial to both the intern and the cooperating teacher.

The mentor teacher is involved in both the formative and summative evaluation of the intern. Throughout the internship, the mentor teacher supervises the knowledge that they will likely function as a reference for employment; thus, the supervision role is one that the cooperating teacher takes seriously.

The intern's immersion process into the role of "teacher" begins with enabling the intern to systematically observe and become familiar with the classroom environment and the students. The intern should be familiar with the total school environment, as well. This includes in-class policies as well as expectations of the entire faculty as set forth by the administration. Modeling of good practice is necessary so that the intern can emulate good teaching as it occurs in its natural setting. The intern should be encouraged to think and plan critically for instruction to encourage student achievement.

The mentor teacher advises the intern in lesson planning so that essential elements such as clear and relevant objectives, sequenced and appropriate activities, and appropriate evaluation procedures are always present. As the intern begins to instruct the students, the cooperating teacher gives feedback on strengths and weaknesses, recognizing that the internship is a time of growth. When the intern reaches the point where he or she takes on the full teaching responsibility, the cooperating teacher's presence in the room is still essential and required. This is perhaps the most critical time of the experience (and perhaps the most productive time for cooperating teacher feedback) because the intern reveals the level of competency at which they will likely operate in their first teaching position.

In addition to feedback, the intern should draw on resources in the professional library of the cooperating teacher to strengthen areas of concern.

Although the supervisory responsibilities are shared between the cooperating teacher and the university supervisor, the cooperating teacher knows first-hand the growth that occurs within the intern throughout the internship; thus, the cooperating teacher's information brings to the final evaluation is significant and consequentially impacts the outcome.

Mentors are selected on the basis of their willingness to:

- Participate in the instructional teams for the purpose of fostering professional development of interns.
- Model participation in professional organizations through active membership and attendance at professional meetings.
- Meet with University faculty to plan and implement field-based coursework and expectations. Model effective instructional practices in order to maximize learning opportunities for interns. Share models of lesson and unit plans.
- Review lesson plans prior to teaching by the interns and provide feedback and suggestions. Utilize evaluation tools to document intern's progress and provide that data to interns and the members of the instructional team.
- Provide feedback to the interns on a regular basis.
- Participate in and/or plan professional development offered to enhance skills in curriculum, instruction, mentoring, and supervision.
- Promote communication between and among faculty at the public school and the University of Arkansas.

## Grading the Internship

Credit and grade for the internship experience is determined by the cooperating teacher and university supervisor. Grading is the culmination of the evaluation process. A judgment is made concerning the degree a student has met specified goals and objectives and the degree of attaining both the generic and teaching field competencies. Although a grade for the experience is important, it is not the only indicator of the student's ability to teach. However, grades do give a general indication of the quality of the student's performance.

The evaluation of interns will be both formative and summative in the form of oral and written feedback. In the case of concerns on the part of the intern, appropriate grievance and appeal procedures should be followed through the Associate Dean of the College of Education office.

The following statements may help understand grading criteria:

- **A** Represents superior teaching signifying excellence. This signifies that the candidate exhibits teaching competencies in a continuous and spontaneous manner. Student teachers who are rated A have achieved a "higher level" of competency. These students can be expected to develop into outstanding teachers.
- **B** Represents good teaching. A student teacher receiving a B has achieved a "moderate level" of competency. The candidate should be expected to maintain that level of performance and perhaps even approach excellence as he/she gains experience and is mentored to facilitate continued growth.
- **C** Represents minimally acceptable teaching. A student teacher rated a C has achieved a "low level" of competency. The student teacher is eligible for certification but may not carry a recommendation of professional competence. In a competitive market, the student may find it difficult to obtain a teaching position.
- **D** Represents inadequate teaching skills indicated by not achieving the majority of competencies listed on the evaluation form. The student teacher WILL NOT be certified.
- **F** Represents failure. No credit will be given.

## Sections V: University of Arkansas Teacher Education Candidate Support System

The Teacher Education Program of the University of Arkansas seeks to support candidates as they progress through their programs. The mission of our Teacher Education program to prepare 1) knowledgeable, 2) skillful, 3) caring, and 4) professional educators. Our Candidate Support System seeks to identify and assist candidates. This system helps to clarify the rights and responsibilities of teacher candidacy.

### Responsibilities

To be a professional educator today requires constant diligence as you work to develop essential skills, knowledge, performances, and dispositions. The University of Arkansas Teacher Education Faculty, administrators, mentors, and support staff look for signs of your growth in all these areas, whether it is in your coursework, your relationship to all the community members involved in your field experience, or your day-to-day actions with university personnel. You are responsible for becoming knowledgeable about the expectations of your professors, administrators, mentors, and support staff so that you can successfully move through the Teacher Education Program. In order to meet your responsibilities fully, you should maintain and check

your UARK email account regularly so that you can receive timely updates. You should also monitor your progress through the program through your electronic portfolio or other method determined by program and keep updated on the requirements of the Teacher Education Program through the **teacher-education.uark.edu** web site.

### **Progressing Through the Teacher Education Program**

Four Decision Points are established to mark your progression through the Teacher Education Program:

1. Admission to the University
2. Admission to the Teacher Education Program
3. Admission to Teaching Internship
4. Recommendation for Licensure

You may be delayed in moving through the Decision Points if you demonstrate concerns in meeting course or program standards. To help you correct such concerns, faculty or the Office of Teacher Education (OTE) may file a Notification of Concern (NOC), indicating how you can remedy the concern. Only after the concerns are resolved may you expect to move forward in the program. Therefore, you have a responsibility to respond to an NOC and to initiate contact with the person who filed the NOC within the timeframe stated in the email.

### **Notification of Concerns**

The electronic Notification of Concern (NOC) process was developed to identify, assist, and monitor teaching candidates who exhibit issues that could prevent them from being successful professionals. Goals of the NOC are to:

- Identify and correct issue early
- Support the teaching candidates in addressing issues
- Clarify procedures to be followed when students fail to correct the issue
- Provide systematic documentation and follow-up to support faculty, department heads, and advisors in addressing such issues

An NOC may be initiated by a faculty member or the OTE. It is the responsibility of the candidate to meet with the initiator to develop a plan for assistance. Each NOC will “flag” the candidate for support. If the concern is not resolved, there may be a second NOC initiated. When a candidate has had three unresolved NOCs, it will result in a meeting with the Teacher Candidate Professional Review Committee (TCPRC) and suspension or academic probation may be considered. An NOC is resolved once the candidate has fulfilled any action goals resulting from the NOC.

### **Rights to Appeal**

As a teacher education candidate, you have the right of appeal in such matters as denial of admission to various levels of the teacher education program, issuance of an **NOC**, the decision to temporarily drop you from the program because of an unresolved **NOC**, or the process by which you have been suspended from the Teacher Education Program. Any matters that overlap



those related to a college policy or procedure, or university Code of Student Life will be subject to the policies and procedures as defined by the college or university.

### **Appeals Procedures for the Teacher Education Program**

All appeals must be submitted to the Office of Teacher Education ([teach-ed@uark.edu](mailto:teach-ed@uark.edu)) within the stated timeline. This includes an appeal of an NOC, entry into a teacher education program, or suspension from a teacher education program.

### **Entry to the Teacher Education Program**

Admission to the Teacher Education Program is an honor that comes with responsibility and commitment. Any student who meets the admission requirements in full will be admitted to the Teacher Education Program, unless that student has an unresolved Notification of Concern (NOC). Any student who is denied admission because of an NOC can appeal that decision. This appeal must be given within 15 business days after the decision and the Teacher Candidate Professional Review Committee (TCPRC) would receive that appeal and render a decision within 30 business days of appeal receipt.

### **Academic Probation in the Teacher Education Program**

If your required GPA drop below your program's prescribed GPA requirement, you will receive an email from your program and/or the Office of Teacher Education letting you know that you must see an advisor to discuss ways to improve your performance. If the GPA does not improve by the next semester, a program committee will meet to decide if you will be allowed to stay in your program. In extraordinary situations (i.e., health concerns, family emergency), students can appeal to be allowed to continue for a maximum of one semester in the teacher education program even when they no longer meet the required GPAs. To appeal, contact the Office of Teacher Education. Please note that such appeals are only granted when circumstances beyond a candidate's control fully justify granting the appeal.

### **Suspension from the Teacher Education Program**

If you are suspended from the Teacher Education Program for reasons other than an insufficient GPA, you may appeal this suspension. Suspensions for reasons other than GPA may be due to multiple and/or serious Notifications of Concern or extreme behaviors that threaten the safety of others. To appeal a suspension due to non-GPA related causes, you must submit a written request through the Office of Teacher Education, asking that the suspension decision be reviewed by the program. Your appeal must arrive within 15 business days of the date of the suspension notification. A decision upon your suspension will be made by the appropriate program within 15 business days of receipt of your appeal. Should the program's decision be unsatisfactory to you, you have 15 business days from the date of the decision to appeal to the Teacher Candidate Professional Review Committee (TCPRC). The TCPRC will render a final and binding decision regarding your appeal within 15 business days. Suspensions from the Teacher Education Program due to factors other than grades or GPAs are for a minimum of one

year. Only the most extreme circumstances would warrant consideration for re-admission before one calendar year has elapsed and is determined by the TCPRC. At the time of suspension, students are informed of the conditions and procedures for re-admission to the program.

### **Suspension from the Teacher Education Program**

If you have multiple unresolved **Notification of Concerns** indicating significant concerns in meeting the standards for the Teacher Education Program, you will be considered for suspension from the Program. Suspension from the Program is determined by the TCPRC and is for a minimum of one calendar year. Only the most extreme circumstances would warrant consideration for re-admission before one calendar year has elapsed and is determined by the TCPRC. At the time of suspension, candidates are informed of the conditions and procedures for re-admission to the program.

### **Emergency Suspension**

Any candidate may be suspended by a Teacher Education Program Coordinator for extreme, unforeseen circumstances such as endangerment of students, disruption of schools or classes, felonious behaviors, or ethical violations (i.e., Arkansas Code of Ethics, Code of Student Life). Such suspensions will be referred to the TCPRC for review and may become permanent.

### **Candidate Support System**

It is the intent of the Candidate Support System to identify and assist candidates as they progress through the Teacher Education Program. This system helps to clarify the rights and responsibilities of teacher candidacy.

## **Section VI: Arkansas Department of Education Licensure Contact Information and Procedures Accessing Licensure Information**

Licensure information on teachers and administrators in Arkansas may be accessed at the following: <https://teacher-education.uark.edu/licensure/index.php>  
<https://adeaels.arkansas.gov/AelsWeb/>

### **Professional Licensure Contact Information**

The Office of Professional Licensure of the Arkansas Department of Education issues licenses for preschool through Grade 12 teachers and administrators.

<http://www.arkansased.gov/divisions/educator%20effectiveness/educator-licensure>

For more information, please contact:

Melissa Jacks, Program Coordinator Office of  
Educator Licensure Arkansas Department of  
Education Four Capitol Mall, Room 106-B Little  
Rock, AR 72201

Phone: 501-682-4342

Fax: 501-682-4898

Office email: [ade.educatorlicensure@arkansas.gov](mailto:ade.educatorlicensure@arkansas.gov)

**Licensure in Other States**

Usually, qualifying for a license in Arkansas facilitates licensure in another state. An application in another state must be made on the application form for the state which can be obtained by request from the state teacher certification office in the capital city. An official transcript should accompany the application. In many instances, the applications are referred to the preparing institution's certification officer to verify the completion of a program approved by the National Council for the Accreditation of Teacher Education.

### Contact Information

<p><b>Music Department Chair</b> Dr. Alan Gosman agosman@uark.edu (479) 575-5764</p>	<p><b>Music Education Coordinator</b> Dr. Daniel Abrahams <a href="mailto:abrahams@uark.edu">abrahams@uark.edu</a> (479) 575-2559</p>	<p><b>Music Education Faculty</b> Chalon Ragsdale <a href="mailto:ragsdale@uark.edu">ragsdale@uark.edu</a> (479) 575-5838</p>	<p><b>Music Education Faculty</b> Dr. Dale Misenhelter <a href="mailto:dmisenh@uark.edu">dmisenh@uark.edu</a> (479) 575-5746</p>
<p><b>Music Education Faculty</b> W. Dale Warren <a href="mailto:wddarren@uark.edu">wddarren@uark.edu</a> (479) 575-5863</p>	<p><b>Music Education Faculty</b> Dr. Jeffrey Murdock <a href="mailto:jeffreym@uark.edu">jeffreym@uark.edu</a> (479) 575-5760</p>	<p><b>Music Education Faculty</b> Janet Knighten <a href="mailto:jknichte@uark.edu">jknichte@uark.edu</a> (479) 575-3934</p>	<p><b>Music Education Faculty</b> Dr. Alice Hammel <a href="mailto:amhammel@uark.edu">amhammel@uark.edu</a> (479) 575-4701</p>
<p><b>Director of the Office of Teacher Education</b> Jennifer Beasley University of Arkansas Peabody Hall Fayetteville, AR 72701 <a href="mailto:jgbeasle@uark.edu">jgbeasle@uark.edu</a> (479) 575-6195</p>	<p><b>Educator Licensure</b> Myra Haulmark University of Arkansas Peabody Hall Fayetteville, AR 72701 <a href="mailto:haulmark@uark.edu">haulmark@uark.edu</a> (479) 575-6740</p>	<p><b>Director of Field Placement</b> JL Jennings University of Arkansas Peabody Hall Fayetteville, AR 72701 <a href="mailto:jxj027@uark.edu">jxj027@uark.edu</a> (479) 575-4932</p>	

## Appendix A: Notification of Concern

Submit Form


 UNIVERSITY OF  
 ARKANSAS

 College of Education & Health Professions  
 Office of Teacher Education

 Notification of Concern  
 University of Arkansas

The Notification of Concern (NOC) form is used by UA Teacher Education faculty and the Office of Teacher Education (OTE) to alert candidates, the Teacher Candidate Professional Review Committee (TCPRC) and the teacher education assessment system to problems that may prevent a candidate from successfully completing the teacher education program. The NOC should be reserved for only those situations that, if not corrected or addressed, would be a significant barrier to success in the teaching profession. The process involved with the Notification of Concern form is focused on helping the candidate and may include tracking concerns, and identifying and applying action plans designed to alleviate the concerns. In some cases, however, it may also be used to identify candidates who should seriously consider changing majors. This form should be filled out as completely and specifically as possible. When appropriate, the faculty should involve the candidate in reviewing the information below and inform the candidate before it is filed.

## Candidate Information

 I have informed the candidate.

 I have not informed the candidate

Candidate Name:	Student ID:
Program:	Email:

## General Information

Date Issued:	Resolved By:	Date Resolved:
Course No.:	Course Title:	Semester:
Originator:	Professor of Record:	Date Candidate Responded:

Identify the area of your concern. Please check all areas that apply and rate your level of concern for each area.

<p><b>Low-alert status.</b> The actions already taken were sufficiently successful in my course, or no action has been taken as yet, but this concern should be monitored. *Signals notification to candidate, faculty, program coordinator</p> <p><b>Medium-in need of remediation.</b> The candidate needs assistance formulating an action plan and identifying services and resources to help him/her be successful. *Signals notification to candidate, faculty, program coordinator, and Office of Teacher Education(OTE)</p> <p><b>High-serious action needed.</b> The issue may warrant removal from program. *Signals notification to candidate, faculty, program coordinator, OTE, and administrator</p>			
<input type="checkbox"/> SKILLS	<input type="checkbox"/> CONTENT KNOWLEDGE	<input type="checkbox"/> PEDAGOGY or PERFORMANCE	<input type="checkbox"/> PROFESSIONAL DISPOSITIONS
May include concerns in: Speaking, Writing, Reading, Listening, or other skills	May include concerns in factual accuracy, conceptual understanding, procedural understanding, problem solving or other knowledge issues	May include concerns with rapport with students, instructional strategies, management confidence, response to diversity or other performance issues	May include attitude, attendance, respect, teamwork, attire, honesty, initiative, emotional coping strategies, or other dispositions
RATE YOUR LEVEL OF CONCERN IN THIS AREA (see above): <input type="radio"/> high <input type="radio"/> medium <input type="radio"/> low <input type="radio"/> not applicable	RATE YOUR LEVEL OF CONCERN IN THIS AREA (see above): <input type="radio"/> high <input type="radio"/> medium <input type="radio"/> low <input type="radio"/> not applicable	RATE YOUR LEVEL OF CONCERN IN THIS AREA (see above): <input type="radio"/> high <input type="radio"/> medium <input type="radio"/> low <input type="radio"/> not applicable	RATE YOUR LEVEL OF CONCERN IN THIS AREA (see above): <input type="radio"/> high <input type="radio"/> medium <input type="radio"/> low <input type="radio"/> not applicable

Describe your concern as specifically as possible. Explain what you have already done to assist the candidate in resolving this concern (recommended resources/services, accommodations, discussing the concern, allowing additional opportunities to demonstrate competence, etc.). This information will help the Teacher Candidate Professional Review Committee to recommend effective interventions and to avoid repeating strategies that have already proved unsuccessful.

--

Action Plan: Identify what needs to be completed and/or demonstrated so that the candidate may move forward in the teacher education program. Specify the completion date(s). If applicable, identify other faculty members/administrators who will participate in determining the student's success in resolving the concern.

--

## Appendix B: Formative Observation Form

# FORMATIVE OBSERVATION INSTRUMENT

Music Internship,  
The University of Arkansas, Department of Music

\* Required

\* This form will record your name, please fill your name.

NOTE: scoring per "domains" is based upon Danielson & Praxis

1 = no provision, awareness or knowledge demonstrated

2 = "basic" demonstrates marginal evidence and provides a marginal rationale

3 = "proficient" demonstrates developing effectiveness and rationale

4 = "distinguished" utilizes effectively, and verbalizes how and why with accuracy

1. Intern Name \*

2. School \*

3. Grade level \*

4. Subject \*

5. Date of Observation \*

6. Observer \*

## 7. Domain 1 - Evidence of Planning and Preparation

	1	2	3	4
Demonstrating knowledge of content and pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrating knowledge of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting instructional outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrating knowledge of resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designing Coherent Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 8. The AVRERAGE score for Domain #1 \*

## 9. Comments



## 10. Domain 2 - The Classroom Environment

	1	2	3	4
Designing an environment of respect and rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing a culture for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing classroom procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing student behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizing physical space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 11. The AVRERAGE score for Domain #2 \*

## 12. Comments

## 13. Domain 3 - Instruction \*

	1	2	3	4
Communicating with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using questioning and discussion techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging students in learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using assessment in instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrating flexibility and responsiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 14. The AVRRERAGE score for Domain #3 \*

## 15. Comments

## 16. Domain #4 - Professional Development \*

	1	2	3	4
Reflecting on teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining accurate records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in a professional community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing and growing professionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrating professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 17. The AVRERAGE score for Domain #4 \*

## 18. Comments

## Appendix C: Mentor Teacher Summative Observation Form

Intern \_\_\_\_\_ Date \_\_\_\_\_ Mentor \_\_\_\_\_

### Summative Evaluation

Please **highlight** or underline the appropriate response to describe your intern's performance in each category, then provide comments as necessary:

#### 1. Planning/preparation for class

• Demonstrates knowledge of content	<b>unsatisfactory</b>	<b>basic</b>	<b>proficient</b>	<b>distinguished</b>
• Demonstrates knowledge of students	<b>unsatisfactory</b>	<b>basic</b>	<b>proficient</b>	<b>distinguished</b>
• Sets clear instructional outcomes	<b>unsatisfactory</b>	<b>basic</b>	<b>proficient</b>	<b>distinguished</b>
• Demonstrates knowledge of resources	<b>unsatisfactory</b>	<b>basic</b>	<b>proficient</b>	<b>distinguished</b>
• Designs coherent instruction	<b>unsatisfactory</b>	<b>basic</b>	<b>proficient</b>	<b>distinguished</b>
• Designs student assessments	<b>unsatisfactory</b>	<b>basic</b>	<b>proficient</b>	<b>distinguished</b>

Overall:      Unsatisfactory      Basic      Proficient      Distinguished

#### 2. Class Management/Organization

• Develops student rapport/respect	<b>unsatisfactory</b>	<b>basic</b>	<b>proficient</b>	<b>distinguished</b>
• Establishes a positive learning culture	<b>unsatisfactory</b>	<b>basic</b>	<b>proficient</b>	<b>distinguished</b>
• Manages class procedures	<b>unsatisfactory</b>	<b>basic</b>	<b>proficient</b>	<b>distinguished</b>
• Manages student behavior	<b>unsatisfactory</b>	<b>basic</b>	<b>proficient</b>	<b>distinguished</b>
• Organizes physical space	<b>unsatisfactory</b>	<b>basic</b>	<b>proficient</b>	<b>distinguished</b>

Overall:      Unsatisfactory      Basic      Proficient      Distinguished

### 3. Instructional Methods

• Has clear expectations for learning	<b>unsatisfactory</b>	<b>basic</b>	<b>proficient</b>	<b>distinguished</b>
• Uses appropriate instructional techniques	<b>unsatisfactory</b>	<b>basic</b>	<b>proficient</b>	<b>distinguished</b>
• Engages students in learning	<b>unsatisfactory</b>	<b>basic</b>	<b>proficient</b>	<b>distinguished</b>
• Monitors/assesses student learning	<b>unsatisfactory</b>	<b>basic</b>	<b>proficient</b>	<b>distinguished</b>
• Demonstrates flexibility and timeliness	<b>unsatisfactory</b>	<b>basic</b>	<b>proficient</b>	<b>distinguished</b>

Overall:      Unsatisfactory      Basic      Proficient      Distinguished

### 4. Professionalism

• Reflects on their teaching	<b>unsatisfactory</b>	<b>basic</b>	<b>proficient</b>	<b>distinguished</b>
• Maintains accurate records	<b>unsatisfactory</b>	<b>basic</b>	<b>proficient</b>	<b>distinguished</b>
• Communicates well with students	<b>unsatisfactory</b>	<b>basic</b>	<b>proficient</b>	<b>distinguished</b>
• Participates in the school community	<b>unsatisfactory</b>	<b>basic</b>	<b>proficient</b>	<b>distinguished</b>
• Communicates well with mentor teacher	<b>unsatisfactory</b>	<b>basic</b>	<b>proficient</b>	<b>distinguished</b>
• Displays overall professionalism	<b>unsatisfactory</b>	<b>basic</b>	<b>proficient</b>	<b>distinguished</b>

Overall:      Unsatisfactory      Basic      Proficient      Distinguished

*If you would like to suggest an overall grade for this intern for their work during this assignment, please do so below:*

- A - Exceeded expectations - excellent teacher candidate
- B - Very solid, met all expectations – quality teacher candidate
- C - OK, met most expectations, improvement needed
- D - Poor, has obvious weaknesses that need to be addressed
- F - Failing, has failed to demonstrate necessary teacher qualities

## Appendix D: TESS Rubric



Teacher Education  
Performance Criteria Rubric

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>1a. Demonstrating knowledge of content and pedagogy</i>	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>1b. Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>1c. Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but there is little or no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<i>1d. Demonstrating knowledge of resources</i>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge.	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
<i>1e. Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, students, and resources to design learning experiences aligned to instructional outcomes, differentiated where appropriate for all students and significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
<i>1f. Designing student assessments</i>	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students, Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

### Domain 1: Planning & Instruction

Teacher Education  
Performance Criteria Rubric



Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><i>2a: Creating an environment of respect and rapport</i></p>	<p>Negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs characterize interactions both between teacher and students, and among students.</p>	<p>Interactions, both between the teacher and students and among students, reflect only occasional insensitivity or lack of responsiveness to cultural or developmental differences among students.</p>	<p>Civility and respect characterize interactions, between teacher and students and among students. These reflect general caring, and are appropriate to the cultural and developmental differences among groups of students.</p>	<p>Students play an important role in ensuring positive interactions among students. Relationships between teacher and individual students are highly respectful, reflecting sensitivity to students' cultures and levels of development.</p>
<p><i>2b: Establishing a culture for learning</i></p>	<p>Teacher displays little or no energy, and conveys low expectations for student achievement. The students themselves show little or no pride in their work.</p>	<p>Teacher's attempt to create a culture for learning is only partially successful. Teacher displays minimal commitment to the work and only moderate expectations for student achievement. Students themselves display little pride in their work.</p>	<p>The classroom culture is positive, and is characterized by high expectations for most students, genuine commitment to the work by both teacher and students, with students demonstrating pride in their work.</p>	<p>High levels of student energy and teacher passion for the subject create a culture for learning in which both students and teacher share a belief in the importance of the subject, and all students hold themselves to high standards of performance, initiating improvements to their work.</p>
<p><i>2c: Managing classroom procedures</i></p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p>	<p>Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p>	<p>Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.</p>	<p>Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p>
<p><i>2d: Managing student behavior</i></p>	<p>There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.</p>	<p>It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.</p>	<p>Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</p>
<p><i>2e: Organizing physical space</i></p>	<p>The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.</p>	<p>The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.</p>

**Domain 2: The Classroom Environment**

Teacher Education  
Performance Criteria Rubric



<b>Domain 3: Instruction</b>				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinction</b>
<i>3a. Communicating with students</i>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
<i>3b. Using questioning and discussion techniques</i>	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<i>3c. Engaging students in learning</i>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<i>3d. Using Assessment in Instruction</i>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully 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 and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
<i>3e. Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.



Teacher Education  
Performance Criteria Rubric



Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>4a: Reflecting on Teaching</i>	Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.
<i>4b: Maintaining Accurate Records</i>	Teacher's systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion.	Teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful.	Teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient and successful.	Students contribute to the maintenance of the systems for maintaining both instructional and non-instructional records, which are accurate, efficient and successful
<i>4c: Communicating with Families</i>	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program but are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program; as appropriate.
<i>4d: Participating in a Professional Community</i>	Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	Teacher participates actively the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty.
<i>4e: Growing and Developing Professionally</i>	Teacher does not participate in professional development activities, and makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues.	Teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues.	Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Teacher welcomes feedback from supervisors and colleagues.	Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession. In addition, teacher seeks out feedback from supervisors and colleagues.
<i>4f: Demonstrating Professionalism</i>	Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.	Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher's attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to "get by."	Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully and voluntarily with school and district regulations. Teacher complies fully with school and district regulations.	Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in seeing that colleagues comply with school and district regulations.

**Domain 4: Professional Responsibilities**

## Appendix E: Covid-19 Policy and Procedures

The following Office of Teacher Education and Department of Music procedures should be followed if an **intern has a symptom, has been tested, has shared a space with someone who has tested positive, or they themselves have tested positive.**

***Once an intern has tested positive for COVID-19, the intern would need to:***

1. Fill out the self-reporting form for the university: <https://health.uark.edu/coronavirus/COVID-19-Flowchart.pdf>
2. Contact Dr. Abrahams (Dr. Abrahams will follow up with Dr. Mains and Dr. Beasley)
3. Contact your mentor (mentor will follow up with the school protocol—like notifying the principal) ---similar to when they report that they will be absent from the building
4. Dr. Abrahams is cc'd on all communication and follows up with mentor teacher as to the date the intern will return **from quarantine.**

***If not tested positive, but has a symptom or has been tested, or has shared a space with someone who has tested positive (i.e., roommate):***

1. Contact Dr. Abrahams (Dr. Abrahams will follow up with Dr. Mains and Dr. Beasley)
2. Contact the mentor (mentor will follow up with the school protocol—like notifying the principal) ---similar to when they report that they will be absent from the building
3. Dr. Abrahams is cc'd on all communication and follows up with mentor teacher as to the date the intern will return **from quarantine or from testing or from a symptom.**

If you have questions, please feel free to contact me---we want to communicate, communicate, communicate as we move along this new path together.