

UNIVERSITY OF
ARKANSAS

Residency Handbook

UAF Educator Preparation Provider

2026-2027

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SECTION I: Missions, Values, & Goals



University of Arkansas

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 three institutional goals for the University of Arkansas are:

- Student Success through a) academic success and intellectual engagement, b) career readiness, c) affordability, and d) wellness and belonging.
- Research Excellence: The University relentlessly pursues its land-grant mission by promoting scientific inquiry, knowledge creation, and creative works that integrate and coordinate education, research, and service activities.
- Enhancing the University's Status as an Employer of Choice by fostering a work environment where everyone feels a sense of belonging, works toward a meaningful purpose, and has the data, resources, connection, and foundation of support to be most effective, grow and advance their careers, and thrive in their personal and professional lives.

U of A as an Educator Preparation Provider

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 processes.
- The curriculum reflects contemporary knowledge bases.
- 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.

The preceding philosophy provides the foundation for the goals for the EPP. These goal statements reflect the importance of a commitment to organize knowledgebases and philosophies; to conduct inquiry and research; to operationalize this framework in course development and student interactions; to guide faculty development; and to assess the outcomes of the unit. Learn more: Razorback Educator Development Hub.

The goals are:

- To conduct courses that reflect the understanding of teaching and learning as dynamic processes.
- To attract and retain diverse faculty and students.
- To incorporate a variety of teaching methods and models into the curriculum.
- To design the curriculum based on developmental perspectives.
- To offer a curriculum that incorporates contemporary findings about educational systems.
- To recruit and retain faculty who are knowledgeable about their fields and regular contributors to the knowledge base.
- To explicate professional standards and principles for each program of the unit.
- To identify and model best practices in each program.
- To utilize technology as a curriculum tool.
- To provide a variety of learning experiences that will ensure residents develop an appreciation for diverse populations and educational settings including multilingual and exceptional learners.

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 Arkansas Educator Competencies, Council for the Accreditation of Educator Preparation (CAEP), InTASC Model Core Teaching Standards, and criteria found in the Aspiring Teacher Rubric designed by the Arkansas Department of Elementary and Secondary Education based on the Danielson framework. The accreditation measures of the Educator Preparation Program (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. 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, school/district 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.



Mutually Beneficial Partnerships

Partnerships are formed with a mutually beneficial agreement among various partners in which all participating members engage in and contribute to goals for the preparation of education professionals. This may include examples such as pipeline initiatives, Professional Development Schools, and partner networks, as supported by CAEP Standard 2. Each partnering district and the UAF EPP require that all students belong and are engaged through active learning in a safe environment where instructional time is protected.

Mission

The University of Arkansas Fayetteville, EPP in partnership with public schools collaboratively create and maintain intensive clinical-based degree programs which produce highly qualified educators capable of enhancing the learning of all youth.

Beliefs

- PK-12 students should be taught by highly qualified teachers.
- Everyone is both a teacher and a learner.
- The teacher education programs must be beneficial to all participants.
- The teacher education programs must reflect a diversity of people, perspectives, ideas, and experiences.
- The teacher education programs must operate at the intersection of research and practice.
- Learning occurs in meaningful contexts through ongoing observations, and meaningful, reflective feedback.
- Communication is the key to successful collaboration.
- Flexibility is the key to innovation.

Teacher Education Program Statement on Meeting the Needs of All Learners

Committed to the development of effective educators skilled in maximizing the learning of all students, Teacher Education faculty and staff celebrate and accept differences as an educational norm. Differences, whether it be academic, linguistic, or cultural, are valued as an educational tool informing practices and policies needed to meet the multifaceted needs of all children. Pedagogically, differences are intentionally and purposefully conceptualized as integral to the learning process.

SECTION II: Resident Expectations and Requirements

All University of Arkansas Teacher Education Programs have the goal of preparing teacher candidates for today's classrooms. Expectations and Requirements allow all stakeholders to maintain the same high-quality standards expected of the teacher education program and of the profession.

Terminology

In the U of A teacher EPP, some common terms are:

- **Clinical Placement**: An observation, practicum, or residency placement within a school setting.
- **Co-teaching:** Multiple teachers, including residents, working together to plan, implement, and assess student learning. This definition includes the more *instructional model* of co-teaching (Council for Exceptional Children, 2023), as well as a *coaching model* (Teacher Quality Enhancement Center, 2010)
- **Educator Preparation Provider (EPP)** – UAF entity that is primarily responsible for coordinating all programs for the initial and advanced preparation of educators and other professional school personnel.
- **Intern**: Teacher candidates in the residency model completing a yearlong residency during their final year of initial educator preparation. They are also referred to as a ***resident***.
- **Mentor Teacher**: Highly qualified PK-12 classroom teacher who has met the required standards and will support and coach residents in their classroom for yearlong experiences.
- **Mentor Teacher Meetings**: Meetings facilitated by the University Liaison and/or University faculty to train the mentor teachers on TESS, co-teaching, and coaching strategies, including reviewing resident data and discussing the next steps for residents' success. These could be virtual or face-to-face.
- **Partnership Meetings:** Bi-annual partnership meetings, facilitated by the Razorback Educator Development Hub (R.E.D. Hub), where school/district administrators and university staff review and analyze data, address issues or concerns, and identify areas for improvement. These meetings facilitate decisions around mentor and site selection, training and support for mentors and residents, and changes to coursework to better align with classroom practice.
- **Partnership Team**: Licensed school mentors and school/district administrators from each partner school and a liaison from the University of Arkansas
- **Pre-Conference, Observation, and Post-Conference Cycle (POP Cycle)**: Performance assessment used in UAF Initial Programs to assess a resident's impact on student learning. A POP Cycle consists of (a) a pre-conference to review the resident's lesson; (b) observation and scripting (if video) of the lesson by both the resident and University Liaison to gather evidence for evaluation; and (c) a post-conference meeting between the resident and University Liaison to review evidence, coach and assign ratings. A POP Cycle post-conference should take place within 48 hours of the observation. University Liaisons will submit the assessment information in the appropriate data collection system. Candidates will participate in six POP Cycles (three each semester)
- **Residents:** Teacher candidates in the residency model completing a yearlong residency during their final year of initial educator preparation. They are also referred to as an ***intern***.

- **Residency 1 & 2**: The two semesters of field experiences taken during the final year in a resident's program of study. The days/hours are consistent with Department of Elementary and Secondary Education requirements and the approved program of study. A Memorandum of Understanding (MOU) with each district outlines if substitute days will be included in the residency experience.
- **Seminar**: Bi-weekly/weekly class taught by the University Liaison to provide just-in-time professional development to residents based on refinements and reinforcements identified in informal visits and POP Cycle data. These can be virtual or face-to-face.
- **Teacher Candidate:** A student who has been admitted into a teacher education program.
- **Teacher Excellence Support System (TESS)**: UAF Initial Programs adopted the **Aspiring Teacher Rubric** evaluation system as the rubric to support teacher candidates' development. Teacher candidates and residents will be observed and evaluated on the components of the Aspiring Teacher Rubric.
- **University Liaison**: A University faculty or supervisor who acts as an intermediary between the University and partnership school.

Expectations and Requirements

Candidates who are ready for their residency year must have at least ninety hours of course credit before the start of semester one of the residency. The state requires that during residency, candidates may have a maximum of 15 credit hours for each semester of residency.

Goals for Residents

- Exit the program as effective, skilled, independent educators who are day-one ready through intensive support and highly qualified mentor teachers.
- Provide PK-12 learners access to high-quality instruction by implementing effective co-teaching practices.
- Demonstrate professional behaviors and attitudes consistent with the belief that all students can learn and convey a positive image of the education profession.

Resident Time Commitment

Residency is a serious commitment that must be carefully integrated into one's daily schedule. Residency is an adjustment to family life, work schedules, and leisurely habits. Residents will participate throughout the school day, including before and after school meetings and attending any activities required of their mentor teacher. Residents will be present and on time every day. All residents must complete all background check requirements. Please see your program expectations for weekly schedules.

Residency Placement

Residents have placements in their licensure and content area with an expert mentor teacher. UAF and district partners co-constructed a Mentor Teacher Job Description that all mentors must meet to be assigned a resident. Residents will work with the mentor to co-plan, co-teach, and co-assess student learning as they work towards teaching independently. Residents prepare materials, meet with colleagues and parents, complete residency requirements, and assist the mentor teacher. In addition, residents will spend significant time reflecting on their learning, pedagogical strategies, and student learning outcomes. If a resident is hired in a district with substitute day expectations, those residents will be provided information and training from their district prior to the start of residency.

Resident Support

University Liaisons are a central source of support for residents during their residency experience. A University Liaison is assigned to a designated group of residents to supervise, coach, and support and does most of their work as liaisons within residents' school campuses. This arrangement enables the University Liaison to recognize strengths and weaknesses of each individual resident related to instructional competency and professionalism, provide intensive classroom support and instructional modeling, and assist the residents in developing and excelling.

The University Liaison will also be the primary point of contact for UAF EPP communication and a point of contact for the mentor teacher. To the extent possible, all communication should flow through the University Liaison.

Resident Attendance Expectations

Residents are expected to attend all events but are not limited to those listed. If a resident is unsure of their schedule, they should contact their University Liaison.

- Residents must attend all faculty meetings, special training meetings (attended by the mentor teacher), all other events normally attended by the district faculty (Open House Night, PTA meetings, Curriculum Night, Science Fair, school carnival, etc.) as well as actively assist on field trips and field days.
- For residency requirements, residents typically follow the same academic calendar of the school district in which they are placed and will observe only those holidays scheduled by the district unless otherwise notified by their program (i.e. Residents follow the university calendar at the end of each of the university semesters).
- The University Liaison should be notified anytime there is a change in plans due to early dismissal, assembly programs, PTA meetings, unscheduled holidays, or any unforeseen event. University Liaisons stop by unannounced and should always know where the resident will be.

Resident Absence Policy

It is expected that residents will be present and on time to their classroom or assigned duties except in cases of serious illness or other serious circumstances.

In the case of excused or unexcused absences, the following policy applies:

1. In the event of a planned absence due to serious circumstances, the resident should notify their University Liaison, mentor teacher, and school/district administrator at least one week prior to the absence date.
2. In the event of an unplanned absence (e.g., illness), the resident should notify their University Liaison, mentor teacher, and school/district administrator immediately.
3. Residents in Residency I who miss more than three days (18 hours) are required to meet with their University Liaison, schedule make-up days at the end of the semester, and document their plan on the Notification of Support form.
4. Residents in Residency II who miss more than five days (30 hours) are required to meet with their University Liaison, schedule make-up days at the end of the semester, and document their plan on the Notification of Support Form.
5. Late arrival or early departure will each count as one-half day absent.

Exceeding attendance thresholds triggers a formal review of the candidate's ability to meet clinical and course requirements by the instructor and support from the Notification of Support review committee. Continued absences after implementation of an attendance remediation

plan may result in a course grade of F and may result in removal from placement. Residents may choose to withdraw if eligible. If a resident earns an F or W in a residency course, the course can be repeated once. If the student earns an F in a repeated residency course, the student may be dismissed from the program.

Teacher Education Philosophy on Lesson Planning

The UAF EPP requires in-depth lesson planning, and the use of High-Quality Instructional Materials (HQIM). Planning is vital to the resident's work as a teacher. Lesson planning at this advanced program stage requires residents to utilize the knowledge, skills, and dispositions from previous coursework. Residents have been introduced to several planning formats throughout the program for comparison and contrast.

In addition, residents will receive additional instruction during their first residency experience about effective lesson design. University Liaisons will share specific details on observations during Seminars (e.g, meeting content and technology standards and differentiating planned instruction to address the needs of English-language Learners, students with special abilities, and gifted and talented students). Residents will be expected to follow/use lesson plans for any lesson that they are teaching.
Mentor teachers and University Liaisons will evaluate the resident's lesson plan using the Aspiring Teacher Rubric. Residents must complete and submit written lesson plans for every formally observed lesson (POP Cycle) taught during both semesters of residency.
University Liaisons should inform residents that they must use their program's approved Lesson Plan Template for POP Cycles. Please refer to specific program requirements.

Artificial Intelligence (AI) Policy

The UAF EPP requires all courses and student work to follow the AI Policy adopted by the University of Arkansas. University of Arkansas AI Policy (2025).

SECTION III: Partnership Team: Composition, Roles, & Responsibilities

Each partnership school team consists of a licensed teacher and school/district administrators from partner schools, and a liaison from the Educator Preparation Provider of the University of Arkansas. Roles and responsibilities of the partnership team are delineated in the UA-District Agreement and summarized below.



Partnership Team

- Determine procedures for calling monthly meetings of the team members.
- Plan and implement coursework and clinical experiences.
- Monitor and support the progress of residents.
- Submit professional alerts when candidates are not meeting expectations and/or milestone requirements (i.e. attendance, disposition).
- Assist residents in planning observations and teaching experiences.
- Support residents in conducting specific requirements set up by the University, such as projects required as part of their coursework.
- Provide evaluative data regarding progress of residents.
- 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



Public School Mentors

Mentors must be approved cooperatively by the partnership school/district administrator(s) and the University of Arkansas program liaison.

Qualifications

- Minimum 3 years of classroom teaching experience with an average of 3 (effective) on last year's TESS evaluation
- Instructional leadership experience
- Valid teaching license in the certification area in which they are mentoring
- Track record of positive impact on student achievement outcomes
- Participated in recognized coaching training and Aspiring Teacher Rubric Training (Arkansas IDEAS).
- Preferred status of Lead or Master Professional Educator designation (required for merit pay)
- Not a practicing administrator

Responsibilities

- Mentor a resident for the stated time (e.g. one semester, one year)
- Co-plan, co-teach, debrief, problem solve, and coach resident daily
- Attend required mentor teacher trainings
- Complete reports/forms required by programs
- Support the resident in three POP Cycle evaluations per semester
- Include resident in Professional Learning Communities and school-based professional development

Planning & Preparation

- Establish and maintain a schedule consistent planning time with resident
- Establish independent planning responsibilities with the resident and support/scaffold them in their understanding of core content areas
- Lead, model, and coach resident to:
  - plan backward to align all lessons, activities, and assessments
  - design instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students)
  - design assessments that accurately assess student progress

Classroom Environment

- Lead, model, and coach resident to:
  - establish a culture of respect, enthusiasm, and rapport
  - identify and address individual students' social, emotional, and behavioral learning needs and barriers
  - hold students accountable for high expectations of behavior and engagement

Instruction

- Lead, model, and coach residents to:

- be flexible and innovative with student-centered instructional approaches
- incorporate co-teaching models, including stations, on a regular and consistent basis
- incorporate questioning and discussion in teaching
- incorporate small-group and individual instruction to personalize and tailor instruction to individual needs
- monitor and analyze student assessment data to inform enriched instruction
- communicate with students, provide authentic, timely feedback, and keep them informed of their progress

Professional Responsibilities

- Engage in informal check-ins with University Liaison to share progress updates and align support for resident
- Provide feedback, developmental advice, and assignments to develop resident's effectiveness
- Solicit and receive feedback to improve professional skills
- Provide a safe space for residents to practice, implement, and refine instructional strategies and classroom culture.

University Liaison

The University Liaison is the liaison between UAF, the resident, the mentor teacher, and the school district. The University Liaison carries a shared responsibility with the mentor teacher for the resident's induction into the role of a successful teacher and will serve as a coach who provides specific feedback to support resident development.

Coaching Criteria

- Instructional leadership experience
- Demonstrated ability to provide specific and actionable feedback
- Evidence of coaching skills and willingness to participate in additional coaching training
- Skilled in curriculum planning and high-quality instructional materials
- Knowledgeable of collaborative team meetings to drive student learning
- Track record of positive impact on student achievement outcomes
- Trained in the use of the Aspiring Teacher Rubric

University Liaison Expectations

- Provide professional development (e.g. seminars or meetings) for residents guided by data (e.g. observations and mentor teachers)
- Conduct six POP Cycles per resident per year (three per semester) that can be in person or virtual
- Conduct informal visits (face to face or virtual) visits, such as a classroom walkthrough to provide ongoing feedback, coaching, and support as needed
- Support resident in the development of pedagogical knowledge, dispositions, and co-teaching
- Continuously update records and maintain documentation for each resident as defined by the UAF EPP expectations
- Complete required assessment submissions for each resident

Mentor Teacher Collaboration and Support

- Conduct a minimum of three mentor teacher meetings per semester (face-to-face or virtual)
- Document the mentor teachers' participation
- Develop goals for the mentor teacher meetings to include opportunities to collaborate with other mentors to grow in supporting residents

Partnership Meetings

- Participate in bi-annual partnership meetings with the administration in their district(s)
- Contribute to meeting agendas to review resident data, student achievement data, manage concerns, discuss the progress of individual residents, and plan for the current and upcoming semester.

Submission of Professional Alerts and Create Professional Growth Plans

- Submit professional alerts when candidates are not meeting expectations and/or milestone requirements. Alerts should be maintained through the liaison and include the Partnership Team.
- Meet with the resident and mentor teacher to discuss the Notification of Support (NOS) and/or Professional Development Plan.
- Follow the NOS process as outlined in the Teacher Candidate Support System.

Monitoring Attendance in Residency

- University Liaisons are responsible for monitoring resident attendance at the field placement through tracking attendance, feedback from the mentor teacher, informal visits (as needed), and POP Cycle data.

Co-Teaching Expectations and Models

The residency experience is a collaborative process between a resident and the school community. It is informative to see if a resident can function independently, but the strongest preparation for a resident is not only time spent alone but with modeling by an experienced mentor teacher. Mentor teachers will engage in coaching and support the resident.

Residents will become increasingly more involved in planning and implementing instruction and become more confident to teach independently. When the resident is actively teaching, the mentor teacher is most instructive when they continue to observe, give advice, provide feedback, and look for co-teaching and co-planning opportunities. In addition to co-teaching the same lesson, this is an ideal time for the mentor teacher to parallel teach, work with centers or workstations, or pull small groups or individual students for additional remediation or enrichment. Whether it is called "team" teaching, "partner" teaching, or "co-teaching," the most academic success for students and the most benefit for the mentor teacher and resident is when both members in the teaching partnership are active.

Co-Teaching Models

Co-Teaching Model	Description of the Co-Teaching Model
One Teach, One Assist	One teacher has primary instructional responsibility. At the same time, the other assists students with their work, monitors behaviors, or corrects assignments.
One Teach, One Observe/Assess	One of the advantages of co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction. They can agree on a system for gathering the data.
Team Teaching	Both teachers are responsible for planning, and they share the instruction of all students. The lessons are taught by both teachers who actively engage in conversation, not lecture, to encourage student discussion. Both teachers are actively involved in the management of the lesson and discipline.
Station Teaching	Both teachers divide the instructional content, and each takes responsibility for planning and teaching part of it. In station teaching, the classroom is divided into various teaching centers. The mentor teacher and resident are at particular stations; the other stations are run independently by the students or a teacher's aide.
Alternative Teaching	In alternative teaching, one teacher manages most of the class while the other teacher works with a small group inside or outside of the classroom. The small group does not have to integrate with the current lesson.

Co-Teaching Model	Description of the Co-Teaching Model
Parallel Teaching	In parallel teaching, the teacher and resident plan jointly but split the classroom in half to teach the same information simultaneously.

Co-Teaching Progression

The UAF EPP supports the co-teaching model. Residents are required to be actively engaged in as many of the elements of the classroom as possible from the very beginning. Residents should assume greater responsibilities throughout their residency.
It is important to note that the mentor teacher—the teaching professional—maintains the authoring in pacing. When beginning residency, some co-teaching strategies are more appropriate than others. The mentor teacher decides when to use which strategies. Once both co-teachers are comfortable working with each other, the co-teachers are encouraged to vary the strategies and roles, as appropriate (Carpenter, 2010, Montana State; St. Cloud State University, Teacher Quality Enhancement Center, 2011).

UAF Required Common Assessments

The UAF Initial EPP has an adopted set of assessments required for all candidates to complete their program of study. Candidates progress through the expected Milestones from admission (Milestone 1) to exit (Milestone 3). During residency, candidates will be progressing through Milestones 2 and 3. The assessment expectations are listed below. Please note all candidates must meet the expectations as outlined in the assessment to proceed. Candidates will have a Notification of Support (NOS) submitted if assessment expectations are not met.

POP Cycle

Residents are formally observed and evaluated three times per semester (six for the year) by the University Liaisons using the TESS Aspiring Teacher Rubric to ensure residents are making a positive impact on student learning. If concerns arise, University Liaisons should consult the R.E.D. Hub and submit an NOS.

The University Liaison will ensure the following:

- Residents receive the appropriate number of POP Cycle Assessments during the semester
- Three formal POP Cycles per semester of at least 30-45 minutes in duration
- All timelines of the POP Cycle are met. POP Cycles occur during the months of September, October, November, February, March, and April at the designated assessment window determined each year.

It is expected that the University Liaison will provide the resident with clear evidence, including specific examples from observed practice to document areas of reinforcement and refinement with specific and focused action steps aligned to the TESS: Aspiring Teacher Rubric.

University Liaisons will provide residents with follow-up support after the Post-Conference by conducting informal observations, on the spot coaching, demonstrating lessons, and modeling teaching strategies in seminars and coursework.

<u>Steps for the POP Cycle</u>

1. **Schedule the Pre-conference:** Schedule a time with the resident for a Pre-Conference review of the lesson and the time for observing the specific lesson

2. **Pre-Conference:** Resident submits lesson plan to the mentor teacher and University Liaison 48 hours in advance of the pre-conference. Both the mentor teacher and University Liaison should review the lesson plan and provide the resident with suggestions, strategies for improvement, and questions designed to improve the lesson. University Liaisons will use the pre-conference questions to prompt residents and to ensure they are ready to deliver their lessons.

3. **Observation:** The University Liaison will observe the resident's lesson and script, gather evidence, and score the lesson based on the Aspiring Teacher TESS indicators. If recorded, the resident will watch their recorded lesson and score themselves prior to the post-conference.

4. **Schedule the Post-conference:** The University Liaison will schedule a Post-Conference with the resident to review evidence and identify areas for reinforcement and refinement.

5. **Post-Conference:** The University Liaison will meet with the resident within 48 hours (two business days) of the observation to conduct a Post-Conference using the Post-Conference Discussion Guide and TESS Ratings. Residents are provided with detailed feedback on areas for reinforcement and areas for refinement based on evidence and tied to specific TESS: Aspiring Teacher Rubric indicators. These indicators will help the candidate grow in ability to positively impact student learning.

Informal Visits

In addition to the three POP Cycles per semester, the University Liaisons may need to conduct informal visits, such as a classroom walkthrough to provide ongoing feedback, coaching, and support. At each visit, the University Liaison will document their visits in the appropriate location. These will occur when needed, but an informal visit will occur at the beginning of each placement (i.e. August and/or January).

Professional Dispositions

During the residency semesters, University Liaisons will support residents in developing characteristics of a professional educator. Although these characteristics are many, the University Liaisons will focus explicitly on the Professional Dispositions included in the Educator Disposition Assessment. Residents are expected to exhibit professionalism in all interactions. University Liaisons will complete an assessment of resident performance and look for residents to represent the values of the program and University (see section I), and conduct themselves with high levels of professionalism and emotional intelligence, as outlined by the domains in the Educator Disposition Assessment.

Residents will also complete self-assessments of Professional Expectations during residency. Mentor teachers assess their resident's professional expectations (please see program expectations for more information). Residents who need professional support will develop a Professional Development Plan based on the outlined expectations in the Teacher Candidate Support System.

Surveys

The UAF Initial EPP requires surveys to be completed at the end of the residency to inform future coursework, faculty evaluations, mentor teacher selection, and district partnerships. Surveys will go out via the Accreditation Coordinator and Director of Field Placement and University Liaisons as well as partners will be informed of the dissemination of all surveys. Below are the required surveys to be completed during the residents' final term.

- Candidate Evaluation of Program Preparation (Exit Survey)
- Candidate Evaluation of Mentor Teacher
- Candidate Evaluation of University Liaison
- University Liaison Evaluation of Mentor Teacher
- Mentor Teacher Evaluation of University Liaison and Resident

SECTION IV: Ethics & Professionalism

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. University of Arkansas teacher candidates 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. In the event of an ethics complaint the candidate 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.

Professional Expectations

Residents are expected to adhere to all policies and regulations established by their residency school, including policies related to social media. Residents are responsible for knowing these policies and where to access them.

Professional Dress

Professional dress and grooming are expected for all residents. Each resident will confer with the partnership team regarding appropriate dress for the cohort setting in alignment with partnership school district policies upon the discretion of the school/district administrator and University Liaison.

Confidentiality

Professionalism requires a high level of mature judgment concerning confidential matters. Student records and information relating to parents, school, staff, and administrative personnel are professional concerns and protected by law. Confidential matters relating to either school activities, teachers, pupil academics or behaviors are **NOT** to be discussed with persons outside of the professional experience. Some examples of confidential matters might include, but not be limited to, students' IQ scores, individual achievement test scores, psychological test information, or any other test results used to determine eligibility for special programs; names of students on free or reduced lunch; family information gained from parent/teacher conferences or from student records; medical information; student conduct, behavior and/or discipline issues (Ex. 504, IEP.) In addition to student/parent confidentiality by the intern, mentor teachers, and University faculty are also expected to maintain confidentiality regarding residents.

Health and Safety

Out of concern for self and others, residents should NOT go to school if they have a fever or show other signs of any contagion. Residents should follow University guidelines or those of the district, whichever is more restrictive. Violations of campus safety policies will be considered conduct violations. Detailed information about such violations is located at the Office of Student Standard and Conduct website: https://ethics.uark.edu/.

Relationships with Families

Residents are expected to establish meaningful relationships with parents and families. Residents will attend all parent-teacher conferences which do not conflict with regularly scheduled University classes or Seminar. In addition, residents are expected to communicate with families respectfully and consistently through methods outlined by the school and/or mentor teacher.

SECTION V: Teaching in the Absence of Certified Personnel

There are established guidelines for teaching in the absence of certified personnel that must be followed. Residents may be allowed to assume individual responsibility for supervising students only if the following conditions are met.



Residents **may** substitute teach if:

- The resident has already demonstrated the ability to successfully assume full teaching responsibilities, including instruction and classroom management, as determined by the mentor and University Liaison. Amendment (adopted 12/08/2016)
- A member of the partnership team (or another designated contact person) is available for the resident to call on if necessary.
- It is for the mentor teacher in his/her current placement. *Any exception to this must be **pre-approved by program faculty in consultation with R.E.D. Hub and the School District.*** Amendment (adopted 12/08/2016)



Residents **may not**:

- Cover other personnel's absences within the building.
- Supervise children on the playground without a certified teacher present.
- Administer medication or be allowed to perform medical procedures, such as catheterization or trachea cleaning.
- Administer any form of corporal punishment.
- Be absent from class or seminar, even while substitute teaching.
- Be paid to substitute teach on days dedicated as seminars or events through the R.E.D. Hub. *Substitute teaching is a separation from residency and University responsibility.*
- Be paid as a substitute if the mentor remains in the building. *Only mentor absences outside of the assigned building allows residents to be paid for substitute teaching.*
- Serve as a long-term substitute during the residency period, unless pre-approved by the student's academic program and the University of Arkansas RED Hub in accordance with ADE DESE guidelines**.** Amendment (adopted 12/08/2016)
- Count hours spent substitute teaching as progress toward the **state-required residency hours.** The school district, and/or the district's contractor, shall assume full responsibility for directing the work of the teacher candidate(s), consistent with district policies and arrangements concerning substitute teachers.* Amendment (adopted 12/08/2016)



Additionally:

- The resident shall be paid at the appropriate substitute teacher rate when employed as a substitute. Amendment (adopted 12/08/2016)
- Mentor teachers may not be away for extended periods for **professional or personal reasons** unless residents are officially contracted by the district. Absence of official designation as paid substitute results in an absence of liability coverage.

Resident Contract

Acknowledgment of Full Understanding. I hereby confirm that I have received, read, and understand the UAF Resident Handbook. I understand that it is my responsibility to comply with the policies contained within as a condition of my participation in the Residency. I understand that failure to comply with the policies may result in disciplinary action, which may include removal from my residency placement or removal from the UAF EPP.

Resident Name (Print): _____

Resident Signature: _____

Date of Acknowledgement: _____