Teachers College
Henderson State University
Teacher Education Program Handbook
2010

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Dear Prospective Teacher:

You are to be commended for considering teaching as a career. My colleagues and I at Teachers College, Henderson concur that there are few professions as challenging or as intrinsically rewarding as teaching. Certainly, no other profession is more vital to society’s well being.

Teachers College, Henderson wants to make your preparation for the profession as meaningful as possible. Consequently, we have designed a program that not only meets the principles of the Arkansas Teacher Licensure Standards, but also challenges you to continue to develop professionally throughout your personal and professional life.

*The Teachers College, Henderson Handbook* will serve as your guide throughout your professional preparation. Please read the handbook carefully and abide by its instructions and policies. Pay particular attention to timelines and deadlines.

If the handbook does not address all your questions or concerns, please ask me or another member of Teachers College, Henderson for assistance. I hope your experience at Henderson State University and Teachers College, Henderson will be positive and life changing.

Sincerely,

Brandie Benton

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INTRODUCTION

The Teacher Education Handbook is designed to help candidates gain an understanding of the requirements, policies, and procedures that govern teacher education at Teachers College, Henderson State University, and how they support the missions of Henderson State University, Teachers College, and the Teacher Education Program.

HENDERSON STATE UNIVERSITY MISSION STATEMENT

The university’s mission as Arkansas’s public liberal arts institution is to provide excellent undergraduate curricula and graduate programs. Henderson, a Southern regional institution with a diverse student body, advocates a program based on the liberal arts, regardless of specific educational interests. Through a common core of courses in arts and sciences, as well as through the more specialized curricula, the university fosters the maximum growth and development of each student. More specifically, Henderson endeavors to provide an education that will nurture in each student the capacity:

To think logically and critically;
To speak and write effectively;
To appreciate the complexity and diversity of world cultures;
To understand the physical universe;
To participate as a concerned, intelligent citizen;
To acquire mastery of a particular field of study;
To mature intellectually, emotionally, and physically; and
To discern appropriate uses of technology.

As the above statements indicate, Henderson’s primary mission is to excel in undergraduate education, always striving to enrich the quality of learning and teaching.

TEACHERS COLLEGE, HENDERSON STATE UNIVERSITY VISION AND MISSION STATEMENT

Teachers College, Henderson Vision

he vision of Teachers College, Henderson may simply be stated as, “Preparing Professionals for Progressive Communities.” Professionals prepared by Teachers College, Henderson include, but are not limited to, educators, clinical mental health counselors, dieticians, recreational therapists, and athletic trainers. Although the programs are varied, TCH aspires to educate professionals who make a positive difference in the lives of individuals and their communities.

Teachers College, Henderson Mission

Teachers College, Henderson, through quality instruction, service, and research, prepares reflective teachers, school leaders, counselors and other professionals who demonstrate high expectations for individual self-realization. Moreover, the College is
committed to equipping these professionals with the 21st century knowledge and skills required to become successful citizens in a highly technological and diverse world.

TEACHERS COLLEGE, HENDERSON STATE UNIVERSITY
EDUCATOR PREPARATION PROGRAM VISION AND MISSION

Our vision, "Teaching and leading for learning for all," implies that all of our candidates will be prepared and qualified to teach every student. Furthermore, school leaders and other school professionals will be prepared as instructional leaders who will value and support the school community.

The mission of the Teachers College, Henderson Educator Preparation Program is to develop highly effective educators and instructional leaders for P-12 schools, who know their content, command 21st Century pedagogical skills, use varied and appropriate media to communicate effectively with diverse audiences, and model high moral and ethical professional standards and dispositions.

EDUCATOR PREPARATION PROGRAM
PHILOSOPHY, PURPOSES, GOALS, AND INSTITUTIONAL STANDARDS

Philosophy
A philosophy, while broad and encompassing, drives the beliefs of university personnel involved in the preparation of professional educators. The unit’s faculty, though coming from diverse backgrounds and preparations, commonly endorse the constructivist theory of education toward teaching and learning and students from the works of John Dewey, Jean Piaget, and Lev Vygotsky. The premise of constructivist theory holds that learners construct meaning from their own experiences. Based on the belief that educator development grows along a continuum from novice to expert, the unit’s curricula and field experiences are designed to build candidates’ content, professional, and pedagogical knowledge as they progress through their programs. Upon completion of their programs, it is logical to expect that they, in turn, will transfer this philosophy and practice into their own classrooms and schools.

We believe that all students can learn and recognize that life is an ongoing developmental process. We believe that knowledge is the soul of teaching and that solid educator preparation programs are grounded in strong liberal arts. From strong liberal arts foundations, successful educators build content and professional knowledge through research. They acknowledge that the acquisition of knowledge is ongoing throughout one’s life. The acquisition of knowledge alone, however, does not automatically translate into effective teaching, leading, or serving as other school professionals in a P-12 school setting. We also believe that successful educators must demonstrate less tangible qualities, known as dispositions, necessary for effective interaction with students, families, colleagues, and their communities. A disposition is commonly thought of as a mood, an attitude, or a tendency or inclination to behave in a certain way. Research supports that effective teachers share certain dispositions that
may be defined as “matters of the heart” and may not be directly observable (Harrison, Smithey, McAfee, and Weiner, 2006, 72). Among these dispositions are believing that all children can learn, having a high level of respect for all students, and having high expectations for all students.

We believe that, as professional education faculty, we have a moral and ethical responsibility to model the knowledge, skills, and dispositions that we expect of our graduates, and that we have a responsibility to provide opportunities for our candidates to acquire the 21st century knowledge, skills, and dispositions necessary to live and serve as responsible and productive citizens in a diverse and ever-changing technological world.

Purpose and Goals
Effective educators are knowledgeable. We believe that knowledge is the soul of teaching and leading and that solid educator preparation programs are grounded in strong liberal arts. A strong liberal arts foundation is evident when effective educators speak and write clearly to appropriate audiences, use logical and critical thinking skills to solve problems, and use a variety of media to communicate clearly and effectively with complex and diverse audiences. They are intellectually curious; and, although they strive to gain mastery of their content areas, they recognize that learning is ongoing. Through continual research and dissemination of information they contribute to the growth of knowledge in their content areas and professions.

In addition to knowing their content, effective educators demonstrate professional and pedagogical knowledge. Content knowledge alone is insufficient for effective teaching and leading. Effective educators know and understand educational research and theory and their relationship to student learning. Effective educators know how people learn and develop and how to set goals and objectives appropriate for their learners and other constituents. They are able to develop or choose appropriate methods, activities, and materials that are aligned with instructional goals and objectives for diverse student populations. Moreover, they know how to deliver content using a variety of techniques and technologies that ensure that all students, including those with special needs, comprehend and are able to meet learning goals and objectives. They know how to challenge their students to think critically, creatively, and independently. They understand how to assess learning, offer constructive feedback, and adapt to the unique needs of their students. They know how to manage time effectively, ensuring maximum time for productive student learning.

Effective educators know how to foster environments that are conducive to student learning. They understand, value, and respect the diversity of their students and their families, including ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. They have excellent rapport with their students, peers, and communities. They are fair and respectful in their relationships, and they consistently model the behavior that they expect from others. They communicate high expectations for learning for themselves, their students, and their school communities. They know how to arrange or modify physical environments
to promote learning and take into account the special needs of students and communities when doing so.

Effective educators are knowledgeable about laws, standards, and curriculum frameworks. In order to ensure their students’ learning and protect their and their students’ wellbeing, educators have a fundamental understanding of educational law, including laws that impact special needs students and child safety. Effective educators understand the standards of their content specialties and the curriculum frameworks that guide them and their students in meeting those standards. Moreover, effective teachers use pedagogical techniques that have been proven to be most effective within their own specialty areas, and effective school leaders and other school professionals support the efforts of these teachers.

Recognizing that content, professional, and pedagogical knowledge continually evolves, effective educators are eager to acquire new knowledge to enhance their ability to teach, lead, and serve learners, their families, and their communities.

**Effective educators use best practices.**
By having an extensive knowledge base, effective educators can select from a large array of instructional, leadership, and professional strategies to ensure that the unique learning needs of students in their schools are being met. Believing that all children can learn, effective educators recognize that they are responsible for student learning and seek all available resources to ensure that it is occurring. Rather than placing blame on other societal factors impacting student learning, they reflect on the effectiveness of their own teaching and other professional actions. They identify and address specific learning needs of students and advocate for students when necessary. They collaborate with other educational professionals and coordinate activities for the improvement of student learning and behavior that may impact student learning. They recognize when methods or activities are ineffective, and they continually develop, seek, and apply strategies that meet the unique needs of their diverse learners. School leaders other school professionals support these efforts and advocate for change when needed. They view the roles parents or guardians as essential to student success, communicate with them regularly, and include them in decisions impacting their children and schools. Effective educators use technology as a means of enhancing student learning, research, and communication.

**Effective educators are good communicators.**
Good communication skills are essential for effective educators in P-12 schools. They clearly articulate their expectations and procedures for learning and provide clear and appropriate feedback concerning these expectations. They use appropriate communication skills to collaborate with other professionals, families, and other stakeholders. They understand that good communication is interactive and is not limited to speaking and writing; it is verbal and nonverbal and occurs through a variety of means.
Although effective educators model the use of Standard English in all aspects of professional written and oral communication, they appreciate and respect the diversity of language that many of their students and their families bring to the school environment. They equip themselves with all means possible to communicate clearly and effectively with students, families, and communities, including those who may be English language learners or those who communicate by means other than oral or written.

Knowing how to use technology for communication is an essential skill for 21st Century educators. According to the National Educational Technology Standards (NETS) for Teachers (ISTE, 2008), P-12 teachers are expected to “communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.” Moreover, NET Standards for Administrators (ISTE, 2009) include “promot[ing] and model[ing] effective communication and collaboration among stakeholders using digital-age tools.”

**Effective educators model high moral and ethical professional dispositions.** Educators understand that “highly qualified” means more than having knowledge and demonstrating skills. Having appropriate professional dispositions is also important. Dispositions are not professional habits (as important as they are) such as appropriate dress, presentation, or punctuality. They are “professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.” (NCATE Professional Standards, 2008) There are far too many “desirable” professional dispositions to assess adequately; consequently, educator preparation programs must identify the professional dispositions that are most important, identifiable, and assessable. Commonly, effective educators care about students and their families, are sensitive to diversity, fair, efficacious, reflective, and professional (ethical).

**Knowledge Bases**
Content knowledge in each initial licensure program is driven by the standards of its relevant Specialized Professional Association (i.e. NAEYC, NMSA, NCTM, NCSS, NCTE). Assessment instruments are aligned with the standards of each SPA.

At the advanced program level, the curriculum and assessments of the MSE and Educational Specialist degrees in Educational Leadership are aligned with ELCC standards. The curriculum and assessments of the MSE in Early Childhood Special Education and the MSE in Special Education Instructional Specialist are aligned with CEC standards, the curriculum and assessments of the MSE in Reading are aligned with IRA, and the curriculum and assessments of the MSE in School Counseling are aligned with CACREP.

Constructivist theory concerning learning and teaching drives the initial educator preparation program. The Pathwise Mentoring System model and related criteria from Charlotte Danielson’s Enhancing Professional Practice, A Framework for Teaching
provide the structure at the initial program level for curriculum planning and instructional strategies, molding novice teachers into professional practitioners. The structure of the Pathwise System includes four domains and nineteen criteria that are aligned with INTASC and Arkansas Teacher Licensure Standards. The domains and criteria outline what candidates are expected to know, observe, and demonstrate in their field experiences and clinical practice at the initial program level. Assessment instruments used throughout the candidates’ professional preparation are designed to measure the level of performance in each of these proficiencies. These domains and criteria are the performance indicators that make up the Praxis III assessment which all new teachers in Arkansas must pass in order to receive a standard Arkansas Teaching License.

At the initial and advanced level, candidates are expected to meet the National Educational Technology Standards for Teachers. Candidates completing the MSE or EDS in Educational Leadership are expected to demonstrate the National Educational Technology Standards for Administrators.

Dispositions at the initial and advanced levels are driven by the Code of Ethics for Arkansas Educators (Act 847), passed by the 86th Arkansas General Assembly, and its Standards of Ethical Conduct. The Code defines a professional, ethical educator as: an “educator [who] contributes to the development and maintenance of a supportive student-centered learning community that values and promotes human dignity, fairness, care, the greater good and individual rights. These values are the ethical premises for the Standards of professional behavior and ethical decision-making established in this Code of Ethics for Arkansas Educators. By establishing Standards of ethical conduct, this code promotes the health, safety, and general welfare of students and educators and ensures the citizens of Arkansas a degree of accountability within the education profession.

Standards of Ethical Conduct include those dealing with maintaining professional relationships with students, maintaining competence, honesty, responsible stewardship of public funds and property, integrity, and confidentiality.

**KNOWLEDGE, SKILLS, AND DISPOSITIONS EXPECTED OF TEACHER EDUCATION CANDIDATES**

Components taken from Charlotte Danielson’s *Enhancing Professional Practice: A Framework for Teaching* were chosen by the College as the competencies expected of its teacher education candidates. These components were chosen because of their relationship to the Pathwise® Mentoring System and the PRAXIS III, both of which have been adopted by the state of Arkansas for mentoring and assessing new teachers. Moreover, these components have been aligned with the principles of the Arkansas Teacher Licensure Standards and the ten principles of the INTASC Standards. (See Appendices A.)

These principles guide the professional development of pre-service teachers in content knowledge organization, classroom environment, instruction, and teacher professionalism. At the core of this development is the goal of student learning.
Through class performance and clinical experiences, teacher education candidates are expected to demonstrate proficiency in each of these best professional practices. Moreover, they are expected to meet the ISTE National Educational Technology Standards (NETS).

Teachers College, Henderson recognizes that the ability to demonstrate content knowledge and skills is only part of the package necessary to become an effective teacher. Teachers must also possess appropriate dispositions toward teaching and students. Teachers College has identified six core dispositions that are associated with effective teachers and are expected of its teacher education candidates. The teacher education program completer will

1. care about students and their families.
2. appreciate and be sensitive to diversity.
3. possess a sense of fairness.
4. be reflective.
5. possess a sense of efficacy.
6. possess a sense of professionalism.

These dispositions are defined as follows:

**Caring for students and their families**

The essence of this disposition is that students learn better if they believe that a teacher cares about them both inside and outside of the classroom. Caring teachers teach students, not just content. These teachers recognize the importance of the involvement of the family in student learning and are concerned about the overall well being of the family.

**Sensitivity to diversity**

Teachers with this disposition value the diversity brought to the classroom from students and colleagues, regardless of gender, race, culture, religion, ability, or sexual orientation. These teachers recognize how differences enrich the learning environment and organize the content of their classes accordingly.

**Sense of fairness**

Teachers who have a sense of fairness can maintain fair classroom interactions between the teacher and the students and among students. “Fairness” here means helping all students to have access to learning and to feel that they are equally valued in the classroom. Fair treatment should not be interpreted to mean a stereotype-based way of “treating all students the same.” *(Pathwise Observation System Orientation Guide (2002) ETS)*

**Sense of efficacy**

Teachers who have a sense of efficacy attribute the degree of students’ success in meeting learning goals to factors within the classroom rather than to factors outside it. They regard student difficulties in learning as challenges to their own creativity and ingenuity. They convey a sense of commitment to persisting in the search for an effective approach so every student can meet the learning goals. *(Pathwise*
Personal reflection

Being able to reflect upon what happened before and during classroom instruction allows teachers to focus upon what needs to be done next in planning instruction. Reflective teachers can identify what worked and did not work during a given lesson. They can determine which students need extra help or additional challenge.

Sense of professionalism

In addition to being able to reflect on their teaching, teachers who possess a sense of professionalism maintain accurate records, communicate with families, and contribute to the school and district. Moreover, such teachers continue to enhance their content knowledge and pedagogical skill while providing service to the profession. (Danielson, C. (1996) Enhancing Professional Practice: A Framework for Teaching. Alexandria, VA: ASCD.)

Teachers College, Henderson attempts to assess candidates’ dispositions through the interviews for admission into and exit from the Teacher Education Program (assessed by rubrics), appropriate clinical experience in multicultural contexts (multiple assessments), and reflective papers. In addition, candidates are expected to assess their own dispositions, as well as those of their peers.

Moreover, Teachers College, Henderson recognizes the importance of preparing its candidates to understand technology operations and concepts; the use of technology in productivity and professional practice; and the social, ethical, legal, and human issues associated with the use of technology. Upon completion of their professional preparation, Teachers College, Henderson graduates will use technology to plan and design learning environments and experiences, teach, learn, assess and evaluate according to the ISTE National Educational Technology Standards. (See Appendix B.)
AREAS OF STUDY

Teachers College, in cooperation with Henderson State University, offers a variety of teacher education programs, each leading to a baccalaureate degree and to teacher licensure. Candidates may make professional career choices in education from the following programs.

The Department of Curriculum and Instruction offers the Bachelor of Science in Education degree with majors in Early Childhood Education (P – 4), Middle School Education (4 – 8), and Physical Education (P – 8, 7 – 12). In addition to the required liberal arts core, all Bachelor of Science in Education degree seeking candidates must complete a professional knowledge core of courses that includes three principles of teaching and learning modules and internship. The modules include the following courses:

**PLT Module I**
EDU 2423 Foundations of Education
EDU 3043 Introduction to Instructional Technology
EDE 2000 Principles of Learning and Teaching Lab I

**PLT Module II**
SPE 3013 Psychology of the Exceptional Child
EDU 4123 Educational Psychology (PLT Lab I embedded)

**PLT Module III**
EDE 3042 Assessment and Educational Measurement
EDE 4133 Classroom Management (PLT Lab III embedded)

** Candidates must have fulfilled all requirements for admission into the Teacher Education Program before taking any course in PLT Module III or any secondary methods course.**

The professional semester includes twelve semester credit hours of supervised teacher internship at a partnership, Educational Renewal Zone (ERZ), or contract public school.

**Early Childhood Education (P – 4):**

A Bachelor of Science in Education degree in Early Childhood Education (P – 4) is designed to prepare candidates for teacher licensure in educational settings for children from birth through the fourth grade. In addition to the required liberal arts core* and the principles of learning and teaching modules (professional education core), candidates must successfully complete the following courses for graduation:

ART 1022 Public School Art
MUS 2402 Public School Music
MTH 1053 Number Sense and Operations
MTH 1213 Algebra for the Elementary/Middle Grades
MTH 2483 Geometry for Elementary/Middle Grades
MTH 2543 Data Analysis and Probability
EDE 3053 Intro to Inclusive Early Childhood
EDE 3063 Child Development (B-8)
EDE 3113 Literature for Children and Adolescents
EDE 3472 Family and Community Relations
EDU 3073 Language Arts
EDU 3523 Foundations of Reading
EDU 4032 Creative Arts
HIS 4263 Arkansas History
HPR 3502 Health and Fitness for Young Children
PHS 3153 Physical Science for Teachers
EDE 3073 Methods and Modifications for Math/Science**
EDE 3083 Methods and Modifications for Literacy**
EDE 4104 Integrated Curriculum/Practicum**
ENG 3313 Review Composition***
EDE 4296 Internship (P – 4) **
EDE 4296s Internship (P – 4) *

*In order to keep hours for graduation to a minimum, P-4 majors should ask their advisers about specific liberal arts requirements.

**Admission into the Teacher Education Program Required.

***Students who pass a writing assessment may be exempt.

Middle School Education (Grades 4 through 8):

Candidates earning a Bachelor of Science in Education degree in Middle School Education (4 – 8) are prepared to earn teacher licensure to teach either math/science or language arts/social studies in grades 4 through 8. In addition to the required liberal arts core and principles of learning and teaching modules (professional education core), candidates must take the Middle Level Core:

EDE 3143 Introduction to Middle School Education
EDE 3153 Adolescent Development
EDE 3164 Integrated Curriculum/Practicum
EDU 3523 Foundations of Reading
EDU 3503 Reading in the Content Area
ART/MUS _ _ _ 2 Public School Art OR Public School Music

Candidates choosing the math/science route must also successfully complete the following:
Mathematics: *Three hours as listed in the liberal arts core, and*
MTH 1053 Number Sense and Operations
MTH 1213 Algebra for the Elementary and Middle Grades
MTH 2483 Geometry for the Elementary and Middle Grades
MTH 2543 Data Analysis and Probability
MTH 3523 Discrete Math for the Middle Grades
MTH 3553 Foundations of Calculus for the Middle Grades
MTH 4563 Math Modeling and Applications for the Middle Grades

Science: *Eleven hours as listed in the liberal arts core, and*
BIO 2114 General Zoology
PHY 1024 Introduction to Astronomy
PHS 3153 Physical Science for Teachers

English: *Twelve hours included as listed in the liberal arts core and*
EDU 3973 Language Arts
EDE 3113 Literature for Children and Adolescents

Social Studies: *Twelve hours in the liberal arts core (candidates should ask their advisers about specific requirements) and*
HIS 4263 Arkansas History

Candidates choosing the language arts/social studies route must also successfully complete the following:

English: *Twelve hours as listed in the liberal arts core including ENG 2013 World Literature I (as a substitute for ENG 2683 Masters of Western Literature) and three hours as listed under the non-western culture requirement*
ENG 2683 World Literature II
ENG 4453 Advanced Composition
ENG 3163 Modern Grammar
EDE 3113 Literature for Children and Adolescents
EDU 3073 Language Arts

Social Studies:
HIS 4263 Arkansas History
HIS 1013 Civilization I
HIS 1023 Civilization II
HIS 2053 U.S. History to 1865
HIS 2063 U.S. History since 1865
PSC 1013 American National Government
GEO 1023/2163 Introduction to Geography OR World Geography
GEO _ _ _ 3 Geography Elective
Mathematics:
MTH 1053 Number Sense and Operations
MTH 1213 Algebra for the Elementary and Middle Grades
MTH 2483 Geometry for the Elementary and Middle Grades
MTH 2543 Data Analysis and Probability

Natural Science: Eleven hours as listed in the liberal arts core

Programs for P – 8 and 7 – 12:

Candidates may complete a Bachelor of Science in Education degree in art or a Bachelor of Science degree in physical education, wellness, and leisure that is designed to prepare them for teaching in grades P – 8 and/or 7 -12. Candidates who complete a Bachelor of Science in Education degree in social studies may qualify for teacher licensure in grades 7-12.

In addition to the required liberal arts core and professional education core (principles of learning and teaching modules), candidates who seek a BSE degree in these disciplines design a major degree plan with their subject-area advisers.

Candidates who wish to teach other disciplines in secondary education (grades 7 through 12) will complete a bachelor of science or a bachelor of arts degree in their major discipline. In addition to the required liberal arts core and courses required to satisfy major requirements, candidates must successfully complete requirements for admission into the Teacher Education Program and the professional education core, including teacher internship.
ADMISSION POLICIES AND PROCEDURES

PRAXIS Series Examinations:

Candidates seeking Arkansas teacher licensure must pass ETS’s PRAXIS Series examinations. Candidates must meet or exceed the required Arkansas score on the PRAXIS I (PPST) exams (math, reading, and writing) before admission into the Teacher Education Program. Candidates applying for the professional semester must meet or exceed Arkansas’s required score on appropriate Praxis II subject-area specialty test(s) before internship (See Appendix D). Candidates must also meet or exceed the Arkansas State required score on the appropriate Praxis II Principles of Learning and Teaching Test or subject-area pedagogy test before the completion of internship. Interns who do not make the required score will receive an “incomplete” for the professional semester. The “incomplete” will be removed once the intern meets or exceeds the required score. Secondary majors whose specialty area exams include a pedagogy exam do not have to take the Principles of Learning and Teaching (7-12) exam. These majors include English, Spanish, mathematics, life/earth science, and physical/earth science.

The Henderson State University licensure officer will recommend graduates for an initial Arkansas teaching license only after the graduate meets all State of Arkansas requirements. Once a graduate has obtained an initial Arkansas teaching license and is hired by an Arkansas public school district, he/she has three years to pass the PRAXIS III Performance Assessment to obtain a standard, five-year Arkansas teaching license. PRAXIS II test booklets are available in the Education Center lobby. Candidates may register for a test online at www.ets.org/praxis. Application cut-off dates do exist, and candidates are urged to complete their application for the PRAXIS II exams approximately four weeks before the actual test date.

Admission into the Teacher Education Program:

It is the candidate’s responsibility, with the assistance of an adviser, to initiate, by the end of the sophomore year (or completion of Principles of Learning and Teaching Module I), the application for admission to the Teacher Education Program (See Appendix E) in accordance with the procedures established by the Teachers College, Henderson Teacher Education Council. The Director of Teacher Education Admissions/Clinical Experiences will evaluate the records and determine each candidate’s eligibility for admission into the Teacher Education Program. When an application to the Teacher Education Program is evaluated, the candidate will receive a formal letter of acceptance or pending acceptance (see Appendices F and G). The letter includes requirements for entering the professional semester/teacher internship. Successful admission into the Teacher Education Program includes completion of the following:
Requirements:

1. The **Application for Admission into the Teacher Education Program (TEP)** should be completed by the end of the sophomore year or during Principles of Learning and Teaching Module I. The application may be obtained from the Office of Teacher Education Admissions/Clinical Experiences, Education Center 247, or during EDU 2423 Foundations of Education.

2. **A minimum GPA of 2.50** is required.

3. Successful completion of the following (usually in PLT Module I):
   a. PRAXIS I*
   b. Teacher Education Interview
   c. Grade of “C” or better in Freshman English A & B, College Algebra, Algebra for Elementary and Middle School, or Math for Liberal Arts (secondary only), and Oral Communication.

   **PRAXIS I:** The PRAXIS I (PPST) must be taken prior to or during PLT Module I. The Arkansas mandated cut scores are

   **PPST**

   Reading: 172

   Writing: 173

   Math: 171

   PRAXIS I (PPST) booklets may be obtained in the Education Center lobby or candidates may register online at [www.ets.org/praxis](http://www.ets.org/praxis). Candidates who choose to take the PRAXIS I by computer may also register in the Testing Center, Caplinger 121.

   **NOTE:** Admission into the Teacher Education Program is a prerequisite to enrollment in Principles of Learning and Teaching Module III or secondary methods courses.
THE PROFESSIONAL SEMESTER
AND TEACHER INTERNSHIP

Application for Teacher Internship:

The application for teacher internship (see Appendix H), including a biographical data sheet and personal essay, should be completed at the beginning of the semester prior to the teacher internship. This is a professional semester requirement BEFORE internship. Applications may be obtained in the Education Center lobby.

**Deadlines:**

Spring Professional Semester--------October 1
Fall Professional Semester----------March 1

**NOTE:** Effective July 1, 2004, candidates will be required to meet or exceed the Arkansas mandated cut score on each subject area specialty test in which they intend to intern prior to internship. Tests are given in the fall, spring, and summer semesters. It takes four to six weeks to receive score reports. These scores must be received prior to beginning internship. In addition, candidates must meet or exceed the Arkansas mandated cut score on the appropriate Praxis II Principles of Learning and Teaching test or subject area pedagogy test before the completion of the professional semester (internship) or they will receive an “incomplete” in internship.

*For secondary education candidates completing teacher education programs after September 1, 2002, the Arkansas Department of Education has amended the licensure requirements in English, mathematics, Spanish, life/earth science, and physical/earth science.

Teacher candidates in these areas will be exempt from the PRAXIS II – Principles of Learning and Teaching – if they have taken and passed all parts of the required PRAXIS II Specialty Area Test(s) for their licensure area.

Since these licensure areas already contain a content pedagogy section as part of the specialty area test, Professional Licensure will no longer require the PLT. Candidates cannot use the PLT to substitute for the content pedagogy of their specialty area test.

PRAXIS II Specialty Area(s) and Principles of Learning and Teaching booklets are available in the Testing Center, Caplinger 121 or in the Education Center lobby. Candidates may also register online at [www.ets.org/praxis](http://www.ets.org/praxis). Candidates are encouraged to review Tests at a Glance online at [www.ets.org/praxis](http://www.ets.org/praxis) before taking any PRAXIS test.

The Director of Teacher Education Admissions/Clinical Experiences will assess all applications and supporting, confidential records for compliance with admission standards. For admission into the professional semester, the applicant must provide the following:
1. Evidence of a 2.50 or higher GPA.
2. Admission into the Teacher Education Program.
3. Recommendation of the department chair.
4. Arkansas state mandated cut score on each PRAXIS II subject area specialty test(s) in the discipline the student wishes to intern.
5. Satisfactory ratings from at least two faculty members. (See Appendix J.)

The professional semester may be credited toward BSE or BS/BA education track degrees only.

Applicants who have not completed all requirements may elect to have their application reviewed by the Teacher Education Council to determine probability of completion of requirements. The chair of the Teacher Education Council is charged with notifying the applicants of their internship status.

ACT 1210 of 1995 and ACT 1313 of 1997:
Certain criminal offenses may prohibit a candidate from obtaining a teaching license in the State of Arkansas. For a list of such offenses, see Appendix K.

Application for Graduation:
Candidates who plan to graduate at the end of their professional semester/teacher internship must file an application for graduation in the Registrar’s Office prior to internship. Applications may be obtained from the Registrar’s Office or online.

Fall Graduation Deadline---------October 1
Spring Graduation Deadline-------March 1

Selection of Clinical Experience Sites

All clinical experience sites are accredited by the State of Arkansas. A formal agreement is concluded between the cooperating school and the university in which the Teacher Intern Handbook is designated as source authority for all conflict resolution. Through the Alliance for Continuing Excellence in Education (ACEE) and the Educational Renewal Zone (ERZ), partnership schools have been established and are strategically located throughout the HSU service area. These schools work closely with the university in establishing criteria and guidelines for the Teacher Education Program. However, other Arkansas accredited public schools within the Henderson State University service area may elect to become contract schools. Interns may be placed at these schools if the schools sign an agreement to follow the policies in the Teacher Internship Handbook. Candidates are to select three (3) sites from the list of approved sites in which they wish to intern.

Selection of sites for the early and medial field experiences are based on the availability of positions in the public schools within the HSU service area.
Placement of Teacher Interns:

Interns are placed in approved, public schools that will be most beneficial to them from the standpoint of available internship positions. Teachers College, Henderson requires dual assignments for its interns. Early childhood education majors must have one assignment in P – 1 and one in grades 2 – 4, middle school education majors must have one assignment in grades 4-6 and one in grades 7 – 8, and secondary education majors must have one assignment in grades 7 – 8 and one in grades 9 – 12. Interns are not assigned to do their internships in schools from which they graduated (unless it has been ten years from the date of graduation), have close relatives employed, or children enrolled. Teacher interns will be placed in a multicultural setting if earlier field/clinical placements did not provide them a multicultural experience. Teachers College, Henderson defines a multicultural setting as one that has a minority population of at least 10 percent. Moreover, interns will not be placed in a setting where they have done all previous field/clinical assignments.

The Director of Teacher Education Admissions/Clinical Experiences places all teacher interns in the public schools. Early completion of entrance requirements and high GPA are factors used to establish priority in placement decisions. Teacher interns are supervised by HSU personnel with experience in the academic area in which the student is assigned. Typically, interns also receive clinical supervision from Teachers College, Henderson faculty. All faculty/supervisors must be approved by the Teacher Education Council. Evaluations of the intern's performance and potential are made by both HSU supervisors and the public school cooperating teacher.

Students may not normally be enrolled in on-campus classes, off-campus courses, or correspondence courses while enrolled in the professional semester. Permission to take a course during the professional semester must be granted by the Dean, Teachers College, Henderson.

Additional information is provided in the Henderson State University Teacher Internship Handbook.

Multicultural Clinical Experiences:

Candidates are required to have supervised observational and clinical experiences in both the early and middle portions of their programs. The culminating, supervised experience is teacher internship. Teachers College, Henderson is committed to preparing its candidates to work with diverse students. Candidates who wish to do their internship in a single cultural setting must have completed at least one prior field experience in a multicultural setting. Multicultural schools have been identified and listed on the Apprentice Information Form and the application for the Professional Semester. A multicultural site is one that has a minority enrollment of at least 10 percent.
APPLICATION FOR INITIAL TEACHER LICENSURE

The application for the initial Arkansas Teacher License will be completed during one of the university clinical days scheduled during internship. The university's teacher licensure official (Education Center 211) will provide applications and directions at this meeting. Applications will be held in the Office of Teacher Licensure until the applicant completes all initial licensure requirements. The initial license will be valid for three years, during which time the beginning teacher in Arkansas must pass the PRAXIS III exam in order to obtain a standard, five-year Arkansas teaching license.

**Note:** Additional areas for licensure may be added to the Arkansas Teacher License after graduation by applying to the Arkansas Department of Education. The licensure official at HSU can advise.

Each application for licensure must be accompanied by an official college transcript, an official copy of the results of PRAXIS I and II scores, and evidence of the request for a criminal background check. Since licensure requirements change periodically, a delayed application could cause a candidate to meet additional requirements. Candidates applying for licensure in states other than Arkansas should contact the education department in the state in which they want to be licensed. The HSU teacher licensure officer can provide assistance when needed.

PLACEMENT OFFICE

During the first semester of their senior year, candidates are encouraged to register with the Henderson State University Career Services Office, located on the second floor of the Garrison Center. This registration process provides services important to the job search. These interrelated services are the candidates' credential files, job referrals, and on-campus interviews. Credential files include a data sheet or resume, recommendations, and a transcript. Candidates are encouraged to include recommendations from major instructors and cooperating teachers. Requests for recommendations should be made before graduation because sometimes people relocate or retire and these recommendations become difficult to obtain. Graduates should update files periodically by adding recommendations from employers. When credentials are filed with the Career Services Office, names are placed in the active file, making graduates eligible to receive job referrals for teaching positions. Additionally, in each semester, school administrators conduct on-campus interviews for future teachers. These visits are publicized through classroom announcements and on the HSU Career Services webpage. Candidates are encouraged to come to the Career Services Office to obtain information for on-campus interviews. The Career Services Office has printed information that will help prospective teachers develop interviewing skills and other techniques related to the job search. Credential files are permanent records, and the services of the Career Services Office are available indefinitely to graduates of Henderson State University.
APPEALS AND GRIEVANCE POLICY

If candidates have problems concerning the Teacher Education Program and if the problems cannot be resolved by the classroom instructor, an appeal should be directed first to the appropriate Teachers College, Henderson departmental chairperson or to the Director of Teacher Education Admissions/Clinical Experiences.

If the problem remains unresolved at this level, the candidate should appeal to the Dean of Teachers College, Henderson. If no satisfactory resolution results, the following grievance procedure is available.

If candidates have grievances, they may present them to the Teacher Education Council through the Office of the Director of Teacher Education Admissions/Clinical Experiences. The Council's advisory recommendation is considered by the Dean of Teachers College, Henderson. The Dean may accept, reject, or modify the Council's recommendation. If the issue is not satisfactorily resolved by the Dean, the candidate may then present the grievance to the Provost/Vice President for Academic Affairs.

If the issue is not satisfactorily resolved in the Office of the Provost/Vice President for Academic Affairs, who is the Chief Academic Officer for the University, the decision may be appealed directly to the President of the University. An appeal to the President of the University is the final step in the grievance procedure.
APPENDIX A

Danielson’s Frameworks (developed from Pathwise®) and TCH Competencies:

I. Planning and Preparation: The teacher
   a. Demonstrates knowledge of content and pedagogy
   b. Demonstrates knowledge of students
   c. Selects instructional goals
   d. Demonstrates knowledge of resources
   e. Designs coherent instruction
   f. Assesses student learning.

II. The Classroom Environment: The teacher
   a. Creates an environment of respect and rapport
   b. Establishes a culture for learning
   c. Manages classroom procedures
   d. Manages student behavior
   e. Organizes physical space

III. Instruction: The teacher
   a. Communicates clearly and accurately
   b. Uses questioning and discussion techniques
   c. Engages students in learning
   d. Provides feedback to students
   e. Demonstrates flexibility and responsiveness.

IV. Professional Responsibilities: The teacher
   a. Reflects on teaching
   b. Maintains accurate records
   c. Communicates with families
   d. Communicates with school and district
   e. Grows and develops professionally
   f. Shows professionalism

Principles of the Arkansas Teacher Licensure Standards:

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students, and can link the discipline(s) to other subjects.

2. The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.

3. The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.
4. The teacher exhibits human relations skills which support the development of human potential.

5. The teacher works collaboratively with the school colleagues, parents/guardians, and the community to support students' learning and well being.

Principles of the Interstate New Teachers Assessment and Support Consortium (INTASC) Standards:

1. The teacher understands the central concepts, tools of inquiry, and structure of the disciplines taught; creates learning experiences to make them meaningful to students.

2. The teacher understands how children learn and develop; provides learning opportunities that support their development.

3. The teacher understands how students differ in their approaches to learning; creates instructional opportunities adapted to diverse learners.

4. The teacher understands and uses variety of instructional strategies.

5. The teacher creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. The teacher uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.

7. The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

8. The teacher understands and uses formal assessment strategies.

9. The teacher reflects on teaching.

10. The teacher fosters relationships with colleagues, parents, and agencies in the larger community.
APPENDIX B

The ISTE National Educational Technology Standards (NETS•T) and Performance Indicators for Teachers

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity
   Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:
   
   a. promote, support, and model creative and innovative thinking and inventiveness.
   b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
   c. promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes.
   d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2. Design and Develop Digital-Age Learning Experiences and Assessments
   Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:
   
   a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
   b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
   c. customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources.
   d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

3. Model Digital-Age Work and Learning
   Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:
a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4. **Promote and Model Digital Citizenship and Responsibility**
Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources.
c. promote and model digital etiquette and responsible social interactions related to the use of technology and information.
d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

5. **Engage in Professional Growth and Leadership**
Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

a. participate in local and global learning communities to explore creative applications of technology to improve student learning.
b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

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These standards and their principles are compatible with those of the National Board for Professional Teaching Standards (NBPTS).
## APPENDIX C

### ALIGNMENT OF INTASC STANDARDS, DANIELSON’S FRAMEWORKS, PATHWISE DOMAINS AND CRITERIA, AND ARKANSAS TEACHER LICENSURE STANDARDS

<table>
<thead>
<tr>
<th>INTASC Model Standards for Beginning Teachers</th>
<th>Danielson’s Frameworks (Proficiencies Expected of TCH Graduates)</th>
<th>Pathwise Domains and Criteria</th>
<th>Arkansas Teacher Licensure Standards Description of Teacher Performance</th>
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<tbody>
<tr>
<td><strong>Principle 1 [The teacher]</strong></td>
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<tr>
<td>Understands the central concepts, tools of inquiry, and structure of the disciplines taught; creates learning experiences to make them meaningful to students.</td>
<td>Ia. Demonstrates knowledge of content and pedagogy</td>
<td>Domain A: Organizing Content Knowledge for Student Learning</td>
<td>Principle 1 [The teacher] Understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students, and can link the discipline(s) to other subjects.</td>
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<td>IIC. Engages students in learning</td>
<td>A2. Articulating clear learning goals for the lesson that are appropriate for the students.</td>
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<td>A4. Creating or selecting teaching methods, learning activities and instructional resources that are appropriate for the students and that are aligned with the goals of the lesson.</td>
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<td>A5. Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.</td>
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<td><strong>Principle 2 [The teacher]</strong></td>
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<td>Domain C: Teaching for Student Learning</td>
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<tr>
<td>Understands how children learn and develop; provides learning opportunities that support their development</td>
<td>Ib. Demonstrates knowledge of students</td>
<td>C2. Making content comprehensible to students.</td>
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<td>lc. Selects instructional goals</td>
<td>C3. Encouraging students to extend their thinking.</td>
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<td>If. Assesses student learning</td>
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<td>IIIb. Uses questioning and discussion techniques</td>
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<td>IIId. Engages students in learning</td>
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<td><strong>Principle 3 [The teacher]</strong></td>
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<td>Domain A: Organizing Content Knowledge for Student Learning</td>
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<td>Understands how students differ in their approaches to learning, creates instructional opportunities adapted to diverse learners</td>
<td>Ib. Demonstrates knowledge of students</td>
<td>A1. Becoming familiar with relevant aspects of students’ background knowledge and experiences.</td>
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<td>le. Designs coherent instruction</td>
<td>A2. Articulating clear learning goals for the lesson that are appropriate for the students.</td>
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<td>IIA. Creates an environment of respect and rapport</td>
<td>A4. Creating or selecting teaching methods, learning activities and instructional resources that are appropriate for the students and that are aligned with the goals of the lesson.</td>
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<td>IIB. Establishes a culture of learning</td>
<td>A5. Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.</td>
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<td>IIIa. Provides feedback to students</td>
<td>Domain B: Creating an Environment for Student Learning</td>
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<td>B2. Establishing and maintaining rapport with students.</td>
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<td>B3. Communicating challenging learning expectations to each student.</td>
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<td>Domain C: Teaching for Student Learning</td>
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<td>C3. Encouraging students to extend their thinking.</td>
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<td>C4. Monitoring students’ understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.</td>
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<td>Principle 4 [The teacher]</td>
<td>Domain A: Organizing Content Knowledge for Student Learning</td>
<td>Principle 3 [The teacher]</td>
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<td>Understands and uses a variety of instructional strategies</td>
<td>A.3. Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.</td>
<td>Plans instruction based upon human growth and development, learning theory, and the needs of students</td>
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<td>Id. Demonstrates a knowledge of resources</td>
<td>B1. Creating a climate that promotes fairness.</td>
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<td>Ie. Designs coherent instruction</td>
<td>B2. Establishing and maintaining rapport with students.</td>
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<td>Illb. Uses questioning and discussion techniques.</td>
<td>B3. Communicating challenging learning expectations to each student.</td>
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<td>Illd. Provides feedback to students.</td>
<td>B5. Making the physical environment as safe and conducive to learning as possible.</td>
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<td>Illle. Demonstrates flexibility and responsiveness.</td>
<td>C3. Encouraging students to extend their thinking.</td>
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<tr>
<th>Principle 5 [The teacher]</th>
<th>Domain C: Teaching for Student Learning</th>
<th>Principle 4 [The teacher]</th>
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<tr>
<td>Creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation</td>
<td>C3. Encouraging students to extend their thinking.</td>
<td>Exhibits human relations skills which support the development of human potential</td>
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<td>Ie. Designs coherent instruction</td>
<td>C1. Making learning goals and instructional procedures clear to students.</td>
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<td>Illb. Establishes a culture for learning</td>
<td>C4. Monitoring students’ understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.</td>
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<td>Ilc. Manages classroom procedures</td>
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<td>III. Manages student behavior</td>
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<td>Ile. Organizes physical space</td>
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<td>IIIe. Engages students in learning</td>
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<td>Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction</td>
<td>B1. Creating a climate that promotes fairness.</td>
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<td>B4. Encouraging students to extend their thinking.</td>
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<td>IIIc. Engages students in learning</td>
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<td>Principle 7 [The teacher]</td>
<td>Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals</td>
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<td>Articulating clear learning goals for the lesson that are appropriate for the students.</td>
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<td>Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.</td>
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<td>Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson.</td>
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<td>Monitoring students’ understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.</td>
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<th>Principle 8 [The teacher]</th>
<th>Understands and uses formal and informal assessment strategies</th>
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<td>lb.</td>
<td>Demonstrates knowledge of students</td>
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<td>IVa.</td>
<td>Reflects on teaching</td>
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<td>IVb.</td>
<td>Maintains accurate records</td>
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<td>IVc.</td>
<td>Communicates with families</td>
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<td>A1.</td>
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<th>Reflects on teaching</th>
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<td>Reflects on teaching</td>
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<td>IVd.</td>
<td>Contributes to school and district</td>
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<td>IVe.</td>
<td>Grows and develops professionally</td>
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<td>Demonstrating a sense of efficacy.</td>
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<td>D4.</td>
<td>Communicating with parents or guardians about student learning.</td>
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<tr>
<th>Principle 10 [The teacher]</th>
<th>Fosters relationships with colleagues, parents, and agencies in the larger community</th>
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<td>Id.</td>
<td>Demonstrates knowledge of resources</td>
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<td>IVc.</td>
<td>Communicates with families</td>
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<td>IVd.</td>
<td>Contributes to the school and district</td>
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<td>IVf.</td>
<td>Shows professionalism</td>
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<td>A4.</td>
<td>Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson.</td>
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<td>D3.</td>
<td>Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.</td>
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<tr>
<th>Principle 2 [The teacher]</th>
<th>Plans curriculum appropriate to the students, to the content, and to the course objectives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priniciple 5 [The teacher]</td>
<td>Works collaboratively with school colleagues, parents/guardians, and the community to support students’ learning and well being</td>
</tr>
<tr>
<td>Principle 6 [The teacher]</td>
<td>Plans curriculum appropriate to the students, to the content, and to the course objectives.</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Principle 7 [The teacher]</td>
<td>Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Principle 8 [The teacher]</td>
<td>Understands and uses formal and informal assessment strategies</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Principle 9 [The teacher]</td>
<td>Reflects on teaching</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Principle 10 [The teacher]</td>
<td>Fosters relationships with colleagues, parents, and agencies in the larger community</td>
</tr>
</tbody>
</table>
## APPENDIX D

### Tests Requirements for Initial Licensure in Arkansas

**Test Requirement for Internship are highlighted**

<table>
<thead>
<tr>
<th>Licensure Area</th>
<th>Session/Test Code</th>
<th>Test Name</th>
<th>Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>All P-4 Teaching Areas</td>
<td>30521</td>
<td>Principles of Learning &amp; Teaching: Early Childhood</td>
<td>159</td>
</tr>
<tr>
<td>All 5-8 Teaching Areas</td>
<td>30523</td>
<td>Principles of Learning &amp; Teaching: Grades 5-9</td>
<td>164</td>
</tr>
<tr>
<td>All 7-12 Teaching Areas</td>
<td>30524</td>
<td>Principles of Learning &amp; Teaching: Grades 7-12</td>
<td>164</td>
</tr>
<tr>
<td>All P-12 Teaching Areas (select one)</td>
<td>30521</td>
<td>Principles of Learning &amp; Teaching: Grades: Early Childhood</td>
<td>159</td>
</tr>
<tr>
<td></td>
<td>30523</td>
<td>Principles of Learning &amp; Teaching: Grades 5-9</td>
<td>164</td>
</tr>
<tr>
<td></td>
<td>30524</td>
<td>Principles of Learning &amp; Teaching: Grades 7-12</td>
<td>164</td>
</tr>
<tr>
<td>Art P-12</td>
<td>10133</td>
<td>Art: Content Knowledge</td>
<td>157</td>
</tr>
<tr>
<td></td>
<td>20132</td>
<td>Art: Content, Traditions, Criticism, and Aesthetics</td>
<td>140</td>
</tr>
<tr>
<td></td>
<td>20131</td>
<td>Art Making</td>
<td>146</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Test takers are required to bring four color</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>photographs or still reproductions of their own</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>artwork. For more detailed information about this</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>requirement, see the TAAG material.)</td>
<td></td>
</tr>
<tr>
<td>Business Technology</td>
<td>10100</td>
<td>Business Education (calculator allowed)</td>
<td>550</td>
</tr>
<tr>
<td>Coaching</td>
<td>10091</td>
<td>Physical Education: Content Knowledge</td>
<td>149</td>
</tr>
<tr>
<td>Drama/Speech</td>
<td>10221</td>
<td>Speech Communication: Content Knowledge</td>
<td>141</td>
</tr>
<tr>
<td></td>
<td>10640</td>
<td>Theatre</td>
<td>580</td>
</tr>
<tr>
<td>Early Childhood P-4</td>
<td>20022</td>
<td>Early Childhood: Content Knowledge</td>
<td>157</td>
</tr>
<tr>
<td>English</td>
<td>10041</td>
<td>English Language, Literature, and Composition:</td>
<td>159</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Content Knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20042</td>
<td>English Language, Literature, and Composition: Essays</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>30043</td>
<td>English Language, Literature, and Composition:</td>
<td>145</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pedagogy</td>
<td></td>
</tr>
<tr>
<td>Family &amp; Consumer Science</td>
<td>10121</td>
<td>Family &amp; Consumer Sciences (calculators prohibited)</td>
<td>153</td>
</tr>
<tr>
<td>Life/Earth Science</td>
<td>20235</td>
<td>Biology: Content Knowledge (calculators prohibited)</td>
<td>142</td>
</tr>
<tr>
<td></td>
<td>20571</td>
<td>Earth and Space Sciences: Content Knowledge (</td>
<td>145</td>
</tr>
<tr>
<td></td>
<td></td>
<td>calculators prohibited)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30234</td>
<td>Life Science: Pedagogy (calculators prohibited)</td>
<td>146</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10061</td>
<td>Mathematics: Content Knowledge (graphing calculator</td>
<td>125</td>
</tr>
<tr>
<td></td>
<td></td>
<td>required)</td>
<td></td>
</tr>
</tbody>
</table>

(Revised Spring 2010)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>20063</td>
<td>Mathematics: Proofs, Models, and Problems, Part 1 (graphing calculator required)</td>
<td>144</td>
</tr>
<tr>
<td>30065</td>
<td>Mathematics: Pedagogy (calculator allowed)</td>
<td>135</td>
</tr>
<tr>
<td>20146</td>
<td>Middle School: Content Knowledge (calculator allowed)</td>
<td>144</td>
</tr>
<tr>
<td>10113</td>
<td>Music: Content Knowledge (contains listening section)</td>
<td>150</td>
</tr>
<tr>
<td>20122</td>
<td>Music: Analysis (contains listening section)</td>
<td>150</td>
</tr>
<tr>
<td>30111</td>
<td>Music: Concepts and Processes</td>
<td>145</td>
</tr>
<tr>
<td>20571</td>
<td>Earth and Space Sciences: Content Knowledge (calculators prohibited)</td>
<td>145</td>
</tr>
<tr>
<td>20481</td>
<td>Physical Science: Content Knowledge (calculators prohibited)</td>
<td>145</td>
</tr>
<tr>
<td>30483</td>
<td>Physical Science: Pedagogy (calculators prohibited)</td>
<td>145</td>
</tr>
<tr>
<td>20856</td>
<td>Health &amp; Physical Education: Content Knowledge</td>
<td>144</td>
</tr>
<tr>
<td>30092</td>
<td>Physical Education: Movement Forms - Analysis and Design</td>
<td>150</td>
</tr>
<tr>
<td>10081</td>
<td>Social Studies: Content Knowledge</td>
<td>155</td>
</tr>
<tr>
<td>20082</td>
<td>Social Studies: Analytical Essays</td>
<td>140</td>
</tr>
<tr>
<td>10191</td>
<td>Spanish: Content Knowledge (contains listening section)</td>
<td>155</td>
</tr>
<tr>
<td>20192</td>
<td>Spanish: Productive Language Skills (contains speaking section)</td>
<td>141</td>
</tr>
<tr>
<td>30194</td>
<td>Spanish: Pedagogy</td>
<td>160</td>
</tr>
</tbody>
</table>
APPLICATION FOR ADMISSION TO TEACHER EDUCATION

INSTRUCTIONS: Please submit this application during your enrollment in Foundations of Education or PLT Lab I. You are responsible for returning the completed application to the Office of Teacher Education Admissions/Clinical Experiences, Education Building 248.

PLEASE NOTE: You must be admitted to the Teacher Education Program before enrolling in any Module III professional education courses.

Name: ________________________________ Maiden Name ________________________________

HSU 5-digit Identification Number: ________________________________ (See ID card.)

Mailing Address: ________________________________________________________________

Telephone: (daytime) ________________________________ (home) ________________________________

E-Mail Address: (HSU) ________________________________ (alternate) ________________________________

US RESIDENT (circle one) YES     NO    CITIZENSHIP __________________ GENDER _______ RACE _______

WHERE DID YOU GRADUATE? (city) ________________________________ (state) ________________________________

In what field do you plan to teach?

Secondary Subject Field _________ Circle all that apply for Secondary:   P-12    P-8    7-12

Elementary P-4 ___________________________ Middle School 4-8:   LA/SS_______ Math/Science ________

Please evaluate your qualifications for teaching by checking the appropriate answers.

YES  NO Is your physical condition such that you can meet all the demands of teaching without undue fatigue or missing several days of school?

YES  NO Is your emotional health sufficient to meet the demands of teaching?

YES  NO Have you been dismissed from or refused admission to a teacher education program at any institution?

YES  NO Are you now, or have you ever been, on academic or disciplinary probation or suspension?

YES  NO Are you willing to accept your professional responsibilities as a teacher in preparation?

YES  NO Have you ever been convicted of a felony? (See attached list)

I certify that the above answers are complete and accurate. I further certify that I have read and understand the attached procedures and checklist for Admission to the Teacher Education Program. By my signature below, I hereby make application for admission into the Teacher Education Program at Henderson State University. I am willing to appear for interviews and take qualifying examinations or medical examinations as required.

_________________________ ________________________________
Date Signature of Applicant

33 (Revised Spring 2010)
DO NOT COMPLETE THIS SIDE OF FORM:
To be used by Director of Teacher Education Admissions/ Clinical Experiences

TEACHER EDUCATION CHECKLIST FOR ADMISSION INTO THE PROGRAM

Student Name: ____________________________________________

HSU Identification Number: ______________________________________

Circle one of the following:

Math-College Algebra
Algebra for Elementary and Middle Grades
Math for Liberal Arts

Math: ____________________________

Oral Comm.: ______________________

English A: _______________________

English B: _______________________

Interview (date): __________________

PPST Scores:

Reading (172 or 172 CBT) __________

Writing (173 or 173 CBT) __________

Math (171 or 171 CBT) __________

Grade Point: _______________________

Date Disapproved __________________

Date Approved ____________________

______________________________________________________________
SIGNATURE OF DIRECTOR, TEACHER EDUCATION ADMISSIONS & FIELD EXPERIENCES  

34 (Revised Spring 2010)
It is the student’s responsibility, with the assistance of an advisor, to initiate, by the end of the sophomore year (or completion of Foundations of Education/PLT Lab I), the application for admission to the Teacher Education Program in accordance with the procedures established by the Teachers College, Henderson Teacher Education Council. The Director of Teacher Education Admissions/Clinical Experiences will evaluate the records and determine each student’s eligibility for admission into the Teacher Education Program. When an application to the Teacher Education Program is evaluated, the student will receive a formal letter of acceptance or pending acceptance. Successful admission into the Teacher Education Program includes completion of the following requirements.

Requirements
The Application for Admission into the Teacher Education Program (TEP) should be completed by the end of the sophomore year or during Foundations of Education or PLT Lab I. Applications may be picked up in the Teacher Education Center lobby. PRAXIS I registration booklets are also available in the lobby, but you may register by computer in the Testing Center, Caplinger 121 or on-line at www.ets.org/praxis.

4. A minimum GPA of 2.50 is required.

5. Successful completion of the following:
   a. PRAXIS I*
   b. Teacher Education Admission Interview
   c. Grade of “C” or better in the following courses:
      • Freshman English A
      • Freshman English B
      • College Algebra, Algebra for Elementary/Middle School or Math for Liberal Arts
      • Oral Communication

*PRAXIS I: The PRAXIS I (PPST) must be taken prior to or during Foundations of Education. The Arkansas mandated cut scores are:

<table>
<thead>
<tr>
<th>PPST</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading:</td>
<td>172</td>
</tr>
<tr>
<td>Writing:</td>
<td>173</td>
</tr>
<tr>
<td>Math:</td>
<td>171</td>
</tr>
</tbody>
</table>

NOTE: Admission into the Teacher Education Program is a prerequisite to be enrolled in any Module III or secondary methods course.
Teachers College, Henderson
Checklist for Admission into the Professional Semester/Teacher Internship

(1) Application to Teacher Education Program and letter of Acceptance to the TEP

(2) Application to Professional Semester which includes Teacher Internship

(3) Overall grade point average at or above 2.50

(4) Grade point at or above 2.50 in your teaching field

(5) 90 or more hours completed

(6) 15 hours of on-campus coursework

(7) A. Early Childhood (P – 4), Middle School (4 – 8)
    1. All required EDU/EDE courses except internship
    2. All required subject area courses

    B. Secondary (7 – 12)
    1. All required subject area courses

(8) No grade below “C” in the following:
   • Oral Communication
   • English A & B
   • required math course(s)
   • required education courses

(9) Certification requirements completed in teaching field

(10) Satisfactory rating by two Henderson State University faculty members

(11) PRAXIS I – passing scores

(12) In order to intern after July 1, 2004, you must score at or above the Arkansas required score on all parts of the Praxis II Subject Area Specialty tests, excluding pedagogy. You must meet or exceed the Arkansas required score on your Praxis II PLT or pedagogy test before or during your internship. Candidates who do not score at or above the Arkansas required Praxis II PLT or pedagogy test will receive an “incomplete” grade for internship until the required score is met.
Dear

This is to inform you that your Application for Admission to the Teacher Education Program has been accepted. May I take this opportunity to advise you of the requirements for entering into the professional semester:

1. Application to Teacher Education Program on file
2. Application to Professional Semester (includes Teacher Internship)
3. Overall grade point average at or above 2.5
4. Secondary grade point at or above 2.5 in your teaching field
5. 90 or more hours completed
6. 15 hours of on-campus coursework
7. A. Early Childhood (P – 4), Middle School (4 – 8)
   1. PLT Modules I, II, III
   2. All required EDU/EDE courses except internship
   3. All required subject area courses
   4. Arkansas History

B. Secondary
   1. PLT Modules I, II, III
   2. All required subject area courses

8. No grade below "C" in the following:
   - Oral Communication
   - Freshman English
   - Required education courses
   - Required math course(s)

9. Licensure requirements completed in teaching field
10. Recommendation by subject area department head
11. Satisfactory rating by two Henderson State University Faculty members
12. Passing PRAXIS II Specialty Area Test(s) scores

Sincerely,

Director of Teacher Education
Admissions/Clinical Experiences
APPENDIX G

LETTER OF ACCEPTANCE PENDING REMOVAL OF DEFICIENCIES

Dear

This is to inform you that your Application for Admission to the Teacher Education Program is pending upon the removal of the following deficiencies:

Before you can be accepted into this program you must complete the following: (1) remove the deficiency, (2) reapply for the program, and (3) contact the Office of Teacher Education for additional information.

May I take this opportunity to advise you of the requirements for entering into the professional semester:

1. Application to Teacher Education Program on file
2. Application to Professional Semester (includes Teacher Internship)
3. Overall grade point average at or above 2.5
4. Secondary grade point at or above 2.5 in your teaching field
5. 90 or more hours completed
6. 15 hours of on-campus coursework

7. A. Early Childhood (P – 4), Middle School (4 – 8)
   1. PLT Modules I, II, III
   2. All required EDU/EDE courses except internship
   3. All required subject area courses
   4. Arkansas History

   B. Secondary
   1. PLT Modules I, II, III
   2. All required subject area courses

8. No grade below "C" in the following:
   - Oral Communication
   - Freshman English
   - Required education courses
   - Required math course(s)

9. Licensure requirements completed in teaching field
10. Recommendation by subject area department head
11. Satisfactory rating by two Henderson State University Faculty members
12. Passing PRAXIS II Specialty Area Test(s) scores

Sincerely,

Director of Teacher Education
Admissions/Clinical Experiences
APPENDIX H
Internship Application (Updated each Semester)

Dear Prospective Intern,

Congratulations! By completing this application for internship, you are indicating that you have completed ALL requirements for admission into the teacher education program and are planning your internship for next semester. You are to be commended for the hard work and dedication that have taken you this far in the teacher education program. Please review the checklist for admission into the professional semester/teacher internship below to ensure that you eligible to apply. YOU MUST MEET ALL REQUIREMENTS FOR ELIGIBILITY.

- **ADMITTANCE** to the Teacher Education Program
  - Application to Teacher Education Program on file
  - Overall grade point average at or above 2.50
  - PRAXIS I—passing scores
  - No grade below "C" in the following:
    - Oral Communication
    - Freshman English A & B
    - Required math course(s)
  - Passing evaluation on admission interview

- 90 or more hours completed
- A 2.50 or better overall GPA
- No grade below “C” in required education courses
- Grade point at or above 2.50 in your teaching field (completion with a “C” or better in all courses required for your major)
- Last 15 hours of coursework completed on HSU campus
  - Early Childhood (P – 4), Middle School (4 – 8)
    - PLT Modules I, II, III
    - All required EDU/EDE courses except internship
    - All required subject area courses
  - Secondary (7 – 12)
    - PLT Modules I, II, III
    - All required EDU/EDE courses except internship
    - All required subject area courses

- PRAXIS II—passing scores (licensure requirements completed in teaching field)
  POLICY STATES THAT YOU MUST MEET OR EXCEED THE ARKANSAS REQUIRED SCORE ON YOUR PRAXIS II SUBJECT-AREA EXAM(S) BEFORE YOU INTERN, AND YOU MUST MEET THE ARKANSAS REQUIRED SCORE ON THE PRAXIS II PLT OR SUBJECT-AREA PEDAGOGY BEFORE YOU GRADUATE.
APPLICATION INSTRUCTIONS

ALL parts of the application must be submitted to the Office of Admissions/Clinical Experiences, EDC 247 by March 1st/October 1st (semester prior to internship). This application has multiple parts:

- **Part I: Application to Professional Semester/Teacher Internship**

- **Part II: Biographical Data Sheet**  
  Upon completion, you must make five copies and submit them (stapled) to the Office of Admissions/Clinical Experiences, EDC 247. The Biographical Data Sheet must be completed online at http://hsusurvey.hsu.edu/Teachers/teacheredubio.htm.

- **Part III: Guidelines for the Personal Essay**  
  Read the guidelines carefully. After you write your essay, you must make an appointment with the Writing Center to have it reviewed. Submit five stapled copies of the final edited draft of your Personal Essay to the Office of Admissions/Clinical Experiences, EDC 247, along with proof from the Writing Center.  
  (PLEASE NOTE: You may be required to make more than one appointment for essay approval.)

- **Part IV: Satisfactory ratings by two Henderson State University faculty members**  
  Distribute two (2) copies of the rating sheet to two (2) faculty members of your choice for completion. The rating sheets are to be submitted to the Office of Admissions/Clinical Experiences, EDC 247 by the HSU faculty members.

- **Part V: Graduation Application**  
  All candidates applying for internship must complete and submit an approved graduation application with the Registrar’s and other party signatures. Graduation applications may be picked up in the Registrar’s Office or Education Center lobby. Please follow the directions on the application.

**SUBMISSION CHECKLIST**

- Completed Internship Application
- 5 stapled copies of the Biographical Data Sheet
- 5 stapled copies of the Personal Essay (with proof of review from the Writing Center)
- Copies of passing Praxis II scores for all required tests
  Completed AND approved graduation application
  (Follow the instructions on the form and make an appointment with the Registrar ASAP.)

**REMINDERS**

- You must purchase a copy of the Internship Handbook from the campus bookstore prior to internship orientation week. The cost is $10.00.

- **You must** attend one of the following pre-internship meetings:
  - TBA
  - TBA
TEACHERS COLLEGE, HENDERSON STATE UNIVERSITY
Application for Professional Semester/Teacher Internship

Complete this application and all other required documentation and return to Teacher Education Admissions/Clinical Experiences Office in Education Center 247 by March 1st/October 1st.

Name: __________________________ Maiden Name ___________________ LAST __________________
FIRST MIDDLE

HSU Identification Number: ___________________________(See ID card.)

Mailing Address: __________________________ City: __________ State: _____ Zip: ______

Telephone: (daytime) __________________________ (home) __________________________

E-Mail Address: (HSU) __________________________ (alternate) __________________________

US RESIDENT (circle one) YES     NO  CITIZENSHIP ___________ GENDER ___________ RACE ___________

FROM WHAT HIGH SCHOOL DID YOU GRADUATE? (District/School) __________________________(State) _____

Have you ever been convicted of a felony? (See attached list) (circle one) YES   NO

Please put the number of your 1st, 2nd, and 3rd choice beside the school you prefer. We suggest that you choose one of the partnership or ERZ schools below. However, if you must intern elsewhere, check “Other” and write in the name of the school.

**PARTNERSHIP SCHOOLS**

<table>
<thead>
<tr>
<th>Alliance for Continued Excellence in Education (ACEE) and/or Educational Renewal Zone (ERZ)</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____Arkadelphia*</td>
</tr>
<tr>
<td>_____Camden-Fairview*</td>
</tr>
<tr>
<td>_____El Dorado*</td>
</tr>
<tr>
<td>_____Glen Rose*</td>
</tr>
<tr>
<td>_____Hot Springs*</td>
</tr>
<tr>
<td>_____Malvern*</td>
</tr>
<tr>
<td>_____Ouachita</td>
</tr>
<tr>
<td>_____Texarkana*</td>
</tr>
</tbody>
</table>

*These are multicultural schools. You must have at least one field assignment in a multicultural district, or you must intern in a multicultural district. HSU defines “multicultural” district as a district with a minimum minority population of 10 percent.

**NOTE:** You cannot do all of your observations AND internship at the same site.
NOTE REGARDING REQUEST FOR ARKADELPHIA PLACEMENT: Because of the number of students who request Arkadelphia and because that district must also place Ouachita Baptist University students, Arkadelphia cannot place everyone who requests. Do not request Arkadelphia unless you have no other choice. If you must request Arkadelphia, list your reasons below:

COOPERATING SCHOOLS CLOSE TO HSU
(in order of proximity to HSU)

1. Ouachita Public Schools, Donaldson (about 15 miles on Hwy 67 North)
2. Gurdon Public Schools (16 miles on Hwy 67 South)
3. Bismarck Public Schools (20 miles on Hwy 7 North)
4. Sparkman Public Schools (25 miles on Hwy 7 South)
5. Magnet Cove Public Schools (29 miles between Malvern and Hot Springs)
6. Prescott Public Schools (32 miles on I 30 W)
7. Glen Rose Public Schools (36 miles between Malvern and Benton on Hwy 67 South)
8. Cutter Morning Star, Hot Springs (40 miles)
9. Hot Springs Public Schools (40 miles on Hwy 7 North)

You CANNOT intern in a school district where you have a close relative who works or attends school in the district.

Do you have a close relative (spouse, child, parent, sibling, or in-law) who works in or attends the school you requested? Yes _____ No _____ If you answered “yes”, please explain below:

FIELD EXPERIENCE SCHOOL RECORD

Where did you complete your field experience (observation/participation) hours for each course below? Note: You may not have observed in all of the classes below.

Foundations of Education/PLT Lab I ________________________________

Psychology of the Exceptional Child ________________________________

Integrated Curriculum & Practicum (P-4 & Middle School majors) ________________________________

Classroom Management/PLT Lab III ________________________________

Subject Area Methods Course(s) ________________________________
PRAXIS II RECORD

You must enter test scores or a scheduled test date for each Arkansas mandated subject area test for which you are seeking licensure.

PRAXIS II SPECIALTY AREA(S) SCORE(S)________________________ or PRAXIS Test Date: ________________________________
PRAXIS II SPECIALTY AREA(S) SCORE(S)________________________ or PRAXIS Test Date: ________________________________
PRAXIS II SPECIALTY AREA(S) SCORE(S)________________________ or PRAXIS Test Date: ________________________________
PRAXIS II PLT or Pedagogy SCORE ______________________________ or PRAXIS Test Date: ________________________________

FACULTY EVALUATIONS

The following two faculty members (print their names) have had an opportunity to work with me and will submit a personal rating sheet (two copies are attached).

1. ____________________________________________ 2. ____________________________________________

EDUCATION SPECIALTY AREA

Grade level (Check all that apply): □ P-4 □ 4-8 □ P-8 □ 7-12

For what specific teaching field(s) are you seeking internship placement and licensure? (Be specific: i.e., Instrumental or Vocal Music; Art or PE majors should indicate P-8, 7-12, or both)

__________________________________________________________________________

I certify that I have read the Professional Education Semester checklist (Including Teacher Internship).

__________________________________________  ________________
Signature of Applicant                           Date

43  (Revised Spring 2010)
**ACT 1310 OF 1995 AND ACT 1313 OF 1997**

*Act 1310 of 1995 and Act 1313 of 1997 state:*

On and after July 1, 1996, each first-time applicant for a license issued by the State Board of Education shall be required to apply to the Identification Bureau of the Arkansas State Police for state and nationwide criminal records check, to be conducted by the Federal Bureau of Investigation. The check shall conform to the applicable federal standards and shall include the taking of fingerprints. Such applicant shall sign a release of information to the State Department of Education and shall be responsible to the Arkansas State Police for the payment of any fee associated with the criminal records check.

*From Act 1313 of 1997:*

No person shall be eligible to receive or hold a license issued by the State Board of Education if that person has pleaded guilty, *nolo contendere*, or been found guilty of any of the following offenses by any court in the State of Arkansas or of any similar offense by a court in another state:

1. Capital murder
2. Murder in the first degree and second degree
3. Manslaughter
4. Battery in the first degree and second degree
5. Aggravated assault
6. Terroristic threatening in the first degree
7. Kidnapping
8. Rape
9. Sexual assault in the first degree, second degree, third degree, and fourth degree
10. Incest
11. Engaging children in sexually explicit conduct for use in visual or print media, transportation of minors for prohibited sexual conduct, or use of a child or consent to use of a child in a sexual performance by producing, directing, or promoting a sexual performance by a child
12. Distribution to minors
13. Any felony in violation of the Uniform Controlled Substances Act
14. Sexual indecency with a child
15. Endangering the welfare of a minor in the first degree
16. Pandering or possessing visual or print medium depicting sexually explicit conduct involving a child
17. False imprisonment in the first degree
18. Permanent detention or restraint
19. Permitting abuse of a child
20. Negligent homicide
21. Assault in the first degree
22. Coercion
23. Public sexual indecency
24. Indecent exposure
25. Endangering the welfare of a minor in the second degree
26. Criminal attempt, criminal solicitation, or criminal conspiracy, to commit any of the offenses listed in this subsection
27. Computer child pornography
28. Computer exploitation of a child in the first degree.
FACULTY RATING OF PROSPECTIVE TEACHER INTERN

Name of Applicant ___________________________ HSU Student ID # ___________________________

Faculty Member: The information requested below is to be used in determining the applicant’s fitness to be admitted to the Professional Semester/Teacher Internship. You are asked to make your rating report and return the sheet to the Office of the Director of Teacher Education Admissions/Clinical Experiences, Box 7621, or EDC 247, within the next three (3) days. These are 2-sided forms.

Please use the following scale to rate the intern on the criteria below:

**Unacceptable:** Candidate performance is below the standards expected of a beginning teacher.

**Acceptable:** Candidate performance meets minimal standards expected of a beginning teacher.

**Target:** Candidate performance exceeds standards expected of a beginning teacher.

<table>
<thead>
<tr>
<th>ACADEMIC EXPERTISE</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
<th>Unobserved</th>
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<tbody>
<tr>
<td>1. Academic competence (your course)</td>
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<td>2. Writing skills</td>
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<td>3. Verbal skills:</td>
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<td>A. Standard English Usage</td>
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<td>B. Quality of voice/diction</td>
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<tr>
<th>PROFESSIONAL POTENTIAL</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
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<tbody>
<tr>
<td>1. Planning and Preparation</td>
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<tr>
<td>A. Demonstrates knowledge of content and pedagogy</td>
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<td>B. Demonstrates knowledge of students</td>
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<td>C. Demonstrates sensitivity to diverse learners/cultures</td>
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<td>D. Selects instructional goals</td>
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<td>E. Demonstrates knowledge of resources</td>
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<td>F. Designs coherent instruction</td>
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<tr>
<td>G. Integrates technology into planning</td>
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<td>H. Assesses student learning</td>
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<td>2. Classroom Environment</td>
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<td>A. Demonstrates respect and rapport</td>
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<td>B. Demonstrates knowledge of classroom management procedures</td>
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<td>C. Demonstrates knowledge of effective organization of physical space</td>
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<td>3. Instruction</td>
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<td>A. Communicates clearly and accurately</td>
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<td>B. Understands questioning and discussion techniques</td>
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<td>C. Integrates technology into instruction</td>
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<td>D. Demonstrates flexibility and responsiveness</td>
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<td>4. Professional Responsibilities</td>
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<tr>
<td>A. Reflects on teaching</td>
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<td>B. Demonstrates ability to maintain records</td>
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<td>C. Participates in professional development opportunities</td>
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<td>5. Efficient use of time</td>
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</table>
6. Cooperation (with professor/students) | Unacceptable | Acceptable | Target | Unobserved
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7. Apparent leadership qualities | | | | |

**PERSONAL TRAITS**

1. Apparent honesty, genuineness, and sincerity | | |
2. Observed habits of dress, grooming, and cleanliness | | |
3. Observed poise, stability, and vitality | | |
4. Apparent conformity to acceptable behavior/conduct | | |

**DISPOSITIONS (See definitions below)**

1. Caring for students and their families | | |
2. Sensitivity to diversity | | |
3. Sense of fairness | | |
4. Sense of efficacy | | |
5. Personal reflection | | |
6. Sense of professionalism | | |

Rater Comments: ____________________________

(Signature)  (Date)

**Caring for students and their families**
The essence of this disposition is that students learn better if they believe that a teacher cares about them both inside and outside of the classroom. Caring teachers teach students, not just content. These teachers recognize the importance of the involvement of the family in student learning and are concerned about the overall well being of the family.

**Sensitivity to diversity**
 Teachers with this disposition value the diversity brought to the classroom from students and colleagues, regardless of gender, race, culture, religion, ability, or sexual orientation. These teachers recognize how differences enrich the learning environment and organize the content of their classes accordingly.

**Sense of fairness**
 Teachers who have a sense of fairness can maintain fair classroom interactions between the teacher and the students and among students. “Fairness” here means helping all students to have access to learning and to feel that they are equally valued in the classroom. Fair treatment should not be interpreted to mean a stereotype-based way of “treating all students the same.” (Pathwise Observation System Orientation Guide (2002) ETS)

**Sense of efficacy**
 Teachers who have a sense of efficacy attribute the degree of students' success in meeting learning goals to factors within the classroom rather than to factors outside it. They regard student difficulties in learning as challenges to their own creativity and ingenuity. They convey a sense of commitment to persisting in the search for an effective approach so every student can meet the learning goals. (Pathwise Observation System Orientation Guide (2002) ETS)

**Personal reflection**
 Being able to reflect upon what happened before and during classroom instruction allows teachers to focus upon what needs to be done next in planning instruction. Reflective teachers can identify what worked and did not work during a given lesson. They can determine which students need extra help or additional challenge.

**Sense of professionalism**
 In addition to being able to reflect on their teaching, teachers who possess a sense of professionalism maintain accurate records, communicate with families, and contribute to the school and district. Moreover, such teachers continue to enhance their content knowledge and pedagogical skill while providing service to the profession. (Danielson, C. (1996) Enhancing Professional Practice: A Framework for Teaching. Alexandria, VA: ASCD.)
APPENDIX I
GUIDELINES FOR WRITING THE INTERNSHIP PERSONAL ESSAY
Teachers College
Henderson State University

Format:

1. The essay should be at least two pages.
2. Use a 1 ½-inch top margin on the first page, and use a 1-inch top margin for subsequent pages. Left and right margins are 1-inch.
3. Use 10- or 12-point font type and New Times Roman font.
4. Center the title. Use upper and lower case letters. Do not underline or italicize. Do not use quotation marks.
5. Double space the essay, and indent 5 spaces for each paragraph.
6. Space twice after end punctuation.

Content:

1. Introduce yourself personally. Briefly describe personal information about where you grew up and graduated from high school. You may also include brief information about your family and your interests.
   - Home and community background
   - Major academic interests and abilities
   - Why you desire to enter the teaching profession
   - What you would like to experience in teacher internship
2. Personal areas you believe need strengthening
3. Introduce yourself professionally. Include your major, your degree, and relevant professional preparation information, such as where you did your observations and what types of professional experiences you have had working with children and youth.
4. Describe what your expectations are concerning your internship.
5. Describe what you believe to be your strengths and talents that you can bring into the internship experience. Also, identify areas for growth that you hope to improve during your internship.
6. Finally, describe where you would like to see yourself in the future as an educator.

Other:

Your paper must be mechanically and grammatically correct. Remember that you are a teacher who will model for your students and will be judged by the public.

NOTE: Your essay must be well developed and grammatically correct. Before returning the essay to the Office of Teacher Education Admissions, have it checked by an employee in the Writing Center located on the first floor of McBrien. The Writing Center will send the Office of Teacher Education verification that the essay has been proofed.
COMMON WRITING ERRORS
(Personal Essay for Internship)

1. Sentence Fragments – Know the difference between clauses and phrases. Clauses have subjects and verbs; phrases do not. Know that main, or independent, clauses can stand alone as sentences. Subordinate, or dependent, clauses do not make sense standing alone as sentences. Phrases and subordinate clauses are not sentences; therefore, they should not be punctuated as sentences.

2. Comma splices – A comma splice occurs when two main clauses are joined together with only a comma. To eliminate a comma splice, do one of the following: (1) make two or more sentences, (2) replace the comma with a semicolon, (3) leave the comma and add a conjunction, or (4) subordinate one of the clauses (make one of the clauses dependent upon the other).

3. Shift in person – Since your internship essay is personal, it is acceptable to write in first person. It is okay to use “I.” Do NOT use second person (you) in a personal essay. Also, remember that starting sentences with command verbs (action verbs telling the reader to do something) is second person.

4. Voice – Write primarily in active voice. If you use “active” voice, the subject of the sentence is “doing” something, not being the recipient of the action of the verb. For example, “Sara wrote the essay” rather than “The essay was written by Sara.” Passive voice verbs will have a form of the verb “to be” plus the past participle of the main verb. Unnecessary use of passive voice causes your sentences to be wordy, if not awkward. Writing your essay in first person will help you to avoid passive voice.

5. Pronoun/antecedent agreement – Pronouns must agree with their antecedents in gender and in number. Do not use “they” or “their” to refer to “a teacher” or “a student.” Use “he” or “she” (“him” or “her”). It is often better to write in the plural (“teachers” or “students”) to avoid the awkward use of “he/she.”

6. Avoid “The reason is ... because...” This expression is redundant. Write “The reason is ...” or “Something happens because...”

7. Use “fewer” to refer to items that can be counted. Use “less” to refer to amounts that cannot be counted (fewer grains/less salt).

8. Do not use a colon (:) to introduce a list unless the list follows a complete clause: “Mary asked Michael to provide these items: chips, dip, and soft drinks.” “Mary asked Michael to provide chips, dip, and soft drinks.”

9. Do not use a single comma to separate a subject from a verb or a verb from its object.

10. When referring to yourself and another person, place yourself last.

11. Use the appropriate case of pronouns – “Susan and I plan to take classes this fall,” not “Susan and me plan to take classes this fall,” or even worse, “Me and Susan plan to take classes this fall.” “Marty gave the tickets to Angela and me,” not “Marty gave the tickets to Angela and I.”

12. Do not use a “self” word unless “self” refers to another word in the sentence (i.e. “James, Ron, and myself...” is incorrect. However, you may write, “I gave myself a haircut.” “Myself” refers to “I.”

13. Do NOT overuse the expression “I feel.” In some first-person, reflective essays the expression is grossly overused. Use “I believe.”

14. The use of “thing(s)” is vague. Try to think of a word that is more descriptive or specific.

15. Refer to “Teachers College, Henderson State University” or “Teachers College, Henderson.”

16. If you are a P-4 major, your major is early childhood education, not elementary education.

17. You will earn licensure, not certification.

18. Do not capitalize words unless they name a specific person, place, or thing (or course): “I am completing my bachelor’s degree in early childhood education at Henderson State University.” “I recently earned a B.A. in history from Henderson State University.”

19. Place a comma before AND after a state in a sentence that contains both the city and the state: “I moved to Arkadelphia, Arkansas, from Canton, Texas, about five years ago.”

20. Place a comma before AND after the year in a sentence containing a month, day, and year: “My first child was born November 17, 1975, in El Dorado, Arkansas.”

21. Avoid using contractions in formal writing. Using contractions is becoming more acceptable, but it is not acceptable with some readers. Therefore, it is best to avoid them. Check carefully to make sure your subjects and verbs agree.

22. Use it’s for it is and its when you need a possessive pronoun. Also, proofread carefully so that you do not misuse there, their, and they’re.

IF YOU DO NOT HAVE A GOOD REFERENCE FOR GRAMMAR AND MECHANICS, YOU SHOULD PURCHASE A HANDBOOK LIKE THE LITTLE, BROWN HANDBOOK. IT WILL NOT BE HELPFUL UNLESS YOU USE IT.
APPENDIX L

PLT MODULE III/INTERNSHIP/GRADUATION
STATEMENT OF UNDERSTANDING

By signing below, I indicate that I have a copy of the Teacher Education Handbook and that I understand that I must meet the following requirements before I can enroll in PLT Module III courses, special methods courses, or the professional (internship) semester or before I can graduate.

Requirements for enrolling in Module III courses:

✓ Admission into Teacher Education
✓ G.P.A. of 2.50 or better
✓ Passing scores on all parts of the PRAXIS I (reading, writing, math)
✓ Satisfactory rating on TEP Interview
✓ Grade of “C” or better in the following:
  o Freshman English A & B
  o College Algebra (or math equivalent)
  o Oral Communications

Requirements for Internship:

✓ Admission into Teacher Education
✓ G.P.A. of 2.50 or better (including major)
✓ PRAXIS II
  Passing score(s) on all required subject area specialty test(s).
✓ Completion of appropriate major/education courses with a grade of “C” or better

Requirements for Graduation:

✓ All graduation requirements established by Henderson State University
✓ Passing score on Praxis II PLT or pedagogy test. (Secondary majors in English, Foreign Language, mathematics, and social sciences must take Praxis II subject area pedagogy instead of the PLT).

ATTENTION: MUSIC, ART, AND PHYSICAL EDUCATION MAJORS

PLT MODULE III EXCEPTIONS:

Music & Art Education: Module III not required; however, admission into Teacher Education Program is required for enrollment in Methods courses.

Physical Education: Assessment and Evaluation required.

(Print Name)

(Signature) (Date)

(Revised Spring 2010)