



WILLIAMS
BAPTIST UNIVERSITY

CLINICAL INTERNSHIP
HANDBOOK

2022-2023

"PREPARING PROFESSIONAL EDUCATORS WHO ARE INTENTIONAL, REFLECTIVE, AND GROWING IN THEIR TEACHING PRACTICE"

Dear Clinical Intern:

Congratulations on reaching the Clinical Internship transition point. Thank you for choosing the Williams Teacher Education Program (WTEP) for your teacher preparation. When you have finished reading the Clinical Internship Handbook, sign below, signifying that you are aware of and understand the information presented in this handbook. The information presented in this handbook may be updated or changed periodically. Therefore, *it is the student's responsibility* to maintain contact with the WTEP concerning revisions. This signed page must be on file in the Education Office **before the first day of your clinical internship experience.**

I have read and understand the information presented in the Clinical Internship handbook. I understand the WTEP Clinical Internship required assessments and target performance levels on pages 13-16 and know that I must receive a "credit" grade in ED4603 and a "C" or above in ED4526 and ED4536 to progress to WTEP Completer. Furthermore, I understand that, as a WTEP Completer, I must meet all Arkansas requirements for licensure to be recommended by the WTEP for an Arkansas Teaching License.

I understand that support is available to assist my progression to WTEP Completer through my WTEP Internship Supervisor, Cooperating Teacher, and the Education Coordinator, and it is my responsibility to maintain contact with the Williams Teacher Education Program via WBU email. I understand that the policies outlined in this handbook must be followed for me to remain in the program, and I will work diligently to meet the expectations of the WTEP faculty who have invested in my success.

Name (printed) _____

WTEP Program _____

Signature _____

Date _____

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INTRODUCTION

Congratulations on your progression to the role of clinical intern in the WTEP. This handbook has been developed as a support for interns, supervisors, and administrators involved in the Williams Teacher Education Program (WTEP) of Williams Baptist University (WBU). The topics included in this handbook will support the intern in the progression toward WTEP completion. It has been designed to provide orientation materials and to promote uniformity of policy regarding WTEP Clinical Internship.

It is not the intent of the policies and procedures listed in this handbook to stifle the creativity of the intern or the WTEP supervisor but to serve as a guide for both as they progress through Clinical Internship. This experience provides the intern with an opportunity to move from theory to practice in application of the InTASC, ARTS, ISTE, and TESS standards under the supervision of an experienced, certified teacher.

TERMINOLOGY

Clinical Intern: A WTEP candidate assigned to a partnership school for clinical internship under the guidance of a cooperating teacher and a WTEP supervisor

The intern has been admitted to the WTEP and has met all the requirements for clinical internship. During previous semesters, the intern has had a variety of experiences working with diverse students within his or her particular area of specialization.

Cooperating Teacher: A certified teacher that meets criteria established in partnership with the WTEP and an area school district. The cooperating teacher is selected by their administrator for exemplary teaching practices and potential for guiding the intern through positive and diverse classroom experiences.

WTEP Internship Supervisor: The WTEP representative who is responsible for supervising the clinical internship experience and collaborating with cooperating teachers and administrators

Education Coordinator: The WBU employee with the administrative responsibility of organizing and coordinating the internship experience in the Williams Teacher Education Program

Partnership School: A school that has a signed, formal agreement with the WTEP and is committed to partner with the WTEP in the *preparation of professional educators who are intentional, reflective, and growing in their teaching practice*

Williams Teacher Education Program Philosophy

The WTEP programs provide realistic preparation for the rigors of the classroom, and candidates complete our programs with an accurate perspective of the challenges and rewards of the teaching profession. The high standards of the WTEP are coupled with a nurturing community of excellent faculty who are committed to investing in the success of candidates. Our small student numbers allow time for faculty and students to build quality relationships that are maintained long after graduation.

Our goal is for WTEP program completers to be skilled learning experience designers who are poised for long-term success in the field of education. Candidates create and implement a professional growth plan in Introduction to Teaching. As candidates progress through the program, faculty assist candidates in cultivating professional growth resources in an atmosphere of collaboration with other teacher candidates and professionals in the field. During capstone courses, candidates set goals and complete a capstone professional development project in which they compile, use, and share with peers specific professional growth resources such as journals, podcasts, webinars, and social media.

Through classroom experiences in their WTEP coursework, field experiences in local schools, and the support of faculty and school partners, WTEP completers exemplify the mission of the WTEP by serving the local and global community as professional educators who are intentional, reflective, and growing in their teaching practice. Candidates earn certifications through both Apple and Google Certified Teacher programs and complete FERPA, Ethics Training, and Child Maltreatment Mandated Reporter Training before the internship.

The established learning objectives, high standards of excellence, commitment to developing professional educators, nurturing community of learners, and supportive faculty-student relationships are all hallmarks of the Williams Teacher Education experience. Professionalism is developed through experiences that allow candidates to interact with educators, state department employees, education cooperative learning specialists, and technology specialists. The candidates' preparation goes beyond the WBU classroom to provide opportunities for practicing professional dress, communication, maturity, responsiveness, and managing resources.

Williams Teacher Education Program Mission

Preparing professional educators who are intentional, reflective,
and growing in their teaching practice.

The mission of the Williams Teacher Education Program (WTEP) is to prepare professional educators who are intentional, reflective, and growing in their teaching practice. The WTEP has purposefully designed the education degree programs to develop a deep awareness and commitment to the three pillars of our mission. Our goal is for WTEP program completers to be **skilled learning experience designers** who are poised for long-term success in the field of education. The WTEP has developed an evidence-based system to ensure the quality of teacher preparation at WBU by choosing key assessments that are purposefully aligned to the InTASC Standards, ISTE Standards, CAEP Standards, and the Arkansas TESS Rubric Descriptors and Teaching Standards.

The WTEP coursework is **a progression of learning experiences** that lead candidates to become intentional about planning instruction designed to meet the needs of a diverse community of learners, creating a classroom management plan that establishes an environment of respect and rapport, positive communication with students and families, developing a strong culture for learning, and demonstrating flexibility and resilience.

In the WTEP, candidates learn **the value of reflection as a catalyst for action and change.** They have multiple opportunities to reflect on their growth in teacher professionalism, planning for student learning, and the impact of their teaching on student learning. WTEP candidate growth is documented through six key program assessments with connections to the mission of the WTEP.



Williams Teacher Education Program Progression and Transition Points

All programs in the WTEP are substantive with a strong liberal arts foundation and provide support through the Education Office and academic advising by WBU faculty. The programs are aligned to current professional standards from InTASC, ISTE, TESS, CAEP, and the Arkansas Department of Elementary and Secondary Education (DESE). Progression follows the transition points described below:

Education Major –

- General ed. requirements in a broad range of disciplines with C or above required in specific courses.
- ED 2203 Introduction to Teaching course including critical topics in the field of education like TESS, field experience in partner schools, assessment of professional dispositions, and portfolio creation.

Admission to the WTEP -

- Apply and interview for admission into one of the degree programs within the WTEP.
- Specific requirements for admission must be met to progress to teacher candidate.
- Professional Dispositions assessed by applicant and faculty

Teacher Candidate –

- Specialization courses and advanced courses expand content knowledge (C or above required in all). Specific course in Educational Technology (ED4333) that includes Google Certified Educator Level I training. Specific course in teaching learners with diverse learning needs (ED2253) that includes IEP and SPED law.
- Field experiences in schools with diverse populations, face-to-face, and online delivery with opportunities to observe, teach, grow professional dispositions, and interact with professionals in the field of education.
- Build evidence of professional dispositions

Pre-Clinical Intern –

- Admission to capstone courses ED 4133 and ED 4113 (blocks) to develop and refine pedagogical skills, use of assessment for learning, TESS readiness, and reflect upon and continue to grow in professional dispositions.
- Pre-clinical internship field experience in the partner school classroom for your upcoming internship.
- Diverse learner project field experience conducted in a racially and economically diverse partner school district, and in the Arkansas Virtual Academy. .
- TESS and PLC Professional Development as well as Apple Teacher Certification.
- Build evidence of professional dispositions

Clinical Intern –

- Admission to ED 4603, ED 4526, and ED 4536 (clinical internship and seminar). Placement in two classrooms for approximately seven weeks each. Gradual release of responsibility to full teaching responsibility.
- Complete teacher work sample to provide evidence of impact on student learning, create a professional portfolio, create a video of your teaching, and self-assess professional dispositions and TESS domains 2 and 3.
- Complete professional development required for Arkansas teacher licensure (ED 4603).
- Complete Science of Reading Awareness training (ED 4603).
- Faculty, Cooperating Teacher, and Intern evaluate the Dispositions and TESS Domains and Components.

WTEP Completer –

- Meeting all WTEP requirements and passing all Arkansas required licensure exams will qualify candidates to apply for an Arkansas teaching license.
- The WTEP will continue to support and monitor your professional growth and impact on student learning through the first three years of your career. You will be asked to share your TESS evaluations with the WTEP.



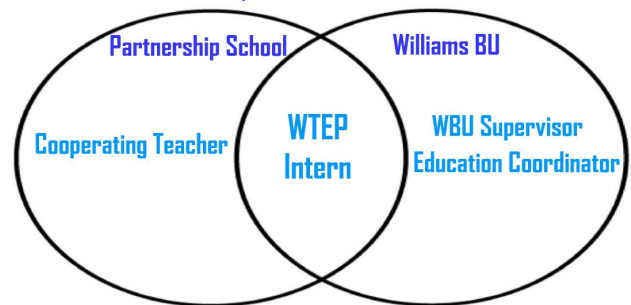
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Support for Clinical Interns

The success of the WTEP intern depends on the internship team. WBU faculty have invested in you since you were admitted into the teacher education program to prepare you for effective planning, instruction, and assessment. We are so grateful for our partnership schools and the professional educators who are willing to invest in the next step for you, the clinical internship semester.

The mission of the WTEP is to prepare professional educators who are intentional, reflective, and growing in their teaching practice. The cooperating teacher, WBU supervisor, WBU education coordinator, and clinical intern each have a vital role in the internship semester.

Internship SUCCESS Team



Chair of the WTEP: Dr. Charlotte Wheelless
Education Coordinator: Mrs. Kristy Miller
kmiller@williamsbu.edu
Phone: 870-759-4172

Key Aspects of the Role of Clinical Intern

- Complete two, 7-8 week internship placements at different grade levels in partnership school districts. The teacher's workday is your workday, so plan to be at school on time and stay in the afternoon to prepare for the next day.
- Exhibit the traits of professionalism, and ethical practice learned in your program. Exhibit an exemplary work ethic, dress professionally, wear the WBU nametag, use appropriate language, and be a role model for your students.
- Communicate in a timely manner with your cooperating teacher, WTEP supervisor, and WBU Education Coordinator through your WBU email concerning the requirements for internship, support needed, or absences.
- Through support from your WTEP supervisor and Cooperating Teacher, demonstrate effective classroom management techniques and seek support to allow you to grow in this area during the internship semester.
- Follow the internship timeline for the gradual increase of responsibility in planning, instruction, and assessment in your internship assignments to progress to two weeks of full responsibility teaching in each grade level placement.
- Set high expectations for yourself, as does the WTEP, but remember that you are a novice teacher, and the clinical internship is designed for your growth as a beginning educator.
- Complete one impact on student learning action research project known as the "teacher work sample" under the direction of your WTEP Internship Supervisor and Cooperating Teacher in the first placement of internship.
- Complete video reflections, teacher work sample, a digital portfolio in Google Sites, a video of your teaching aligned to TESS domains, self-assess professional dispositions and TESS domains 2 and 3 and complete all credit requirements in ED4603.
- Complete professional development at seminar and on the AR IDEAS portal as required, including Ethics, Science of Reading, Human Trafficking, Parental Involvement, TESS, Child Maltreatment, and others.
- Collaborate with the cooperating teacher and seek feedback as you plan the pre-assessment, standards-based lesson plans, and post-assessment for the two weeks of full teaching responsibility in each placement.
- Submit all video reflections. Google forms provided by the WBU Education Coordinator, Teacher Work Sample documents, self-assessments, and other requirements by the due dates on the internship calendar.
- Be at partnership school each weekday except seminar dates. Absences must be made up at the end of the placement.
- Prepare your professional portfolio with all required elements, TESS domains growth self-assessment, and other requirements and present the artifacts at the Exit Interview upon completion of the internship semester.

Suggested Internship Timeline

The WTEP recognizes that the internship is a highly individualized experience with many variables. For that reason, we have outlined a suggested timeline for the gradual release of classroom responsibility to the intern. We trust the cooperating teacher's professional judgment in collaboration with the WBU supervisor to develop a plan that will culminate in **no less than two weeks of full-responsibility teaching in each of the first and second internship placements.**

Pre-Clinical Experience

Semester before clinical experience

In the semester prior to internship, each intern will observe each of the first and second placement cooperating teachers for two days to become acquainted with the teacher, students, and school environment.

Clinical Experience

Approx. 7 weeks

Interns will complete two clinical internship placements; one in the lower grade band of the degree area and one in the upper-grade band of the degree area. Grade bands in degree areas at WBU include:

K-6 (Elementary Ed)

K-12 (Health & PE, Art Ed, Music Ed)

7-12 (Sec. English, Sec Soc. Studies)

4-8 (Mid-Level Math/Science **or** Literacy/Soc. Studies)

It is expected that the intern will follow the teacher's schedule throughout internship, including required arrival and departure times, attendance at PD, staff or PLC meetings, and parent/teacher conferences.

Three Stages of the Clinical Internship Experience

Stage 1

Observation and Orientation

In most internships, this stage occurs in the first two weeks of internship placement. However, in the second placement, this may be reduced to one week. During this time, interns should begin to learn students' names, observe the teacher during instruction, get acclimated to the school environment, learn class procedures, and perform assigned non-instructional duties alongside the teacher. Cooperating teachers should model effective planning, instruction, assessment, modifications, and classroom management while inviting questions from the intern. Interns may assist students one-on-one, read aloud to students, or complete other tasks to assist the cooperating teacher.

Stage 2

Move from limited to extensive teaching experience

In most internships, this stage occurs in weeks three through five of internship placement. At the beginning of stage 2, the intern will assume the role of co-teacher, assisting with planning, teaching, constructing quizzes or other assessments, implementing IEP and 504 plans, developing learning experiences using technology, and other tasks. The cooperating teacher should begin to leave the room for brief periods when the intern is teaching to give the intern a chance to experience being the sole teacher in the room.

The intern should be given opportunities to plan for and teach one content area or class period at a time to build up to the full responsibility in stage 3 gradually. By week four, the intern will likely be teaching half the day or more, considering intern readiness. Ensure that during this stage, the intern has taught in every content area and class period that the stage 3 experience will include and is ready to take over managing the classroom in stage 3. Daily feedback and support will help the intern prepare for stage 3.

Stage 3

Full teaching responsibility

In most cases, this stage occurs in the last two weeks of the internship placement but may occur sooner, particularly in the second internship placement. With support from the cooperating teacher, the intern should plan, implement, and assess all teaching for at least ten days in each placement. During this time, the intern should manage student behavior, maintain classroom procedures, and conference with the cooperating teacher daily for feedback and support. Teaching should include every class taught by the cooperating teacher in each content area and grade level. The cooperating teacher may leave the room for extended periods during stage 3 but should make the intern aware of how to reach them if support is needed. Interns may perform assigned duties if another certified teacher is present to assist. Interns should never be responsible for non-instructional duties without a certified teacher present.

WTEP Policies

Substitute Teaching

WTEP interns may not serve as substitute teachers or be paid as a substitute. If the intern is in stage 3 of internship and the cooperating teacher will be out of the classroom for less than half-day, the intern may assume responsibility in the classroom of the assigned cooperating teacher. However, in those instances, approval must be obtained from WBU.

The intern should never be taken from the assigned placement to serve as a substitute in another classroom. During stage 3 of the internship, the cooperating teacher may be placed as a sub in another classroom provided provisions are made for the supervision of the intern.

Blended Learning Plan

WTEP interns are prepared to teach in a blended learning environment. During times when the school moves to blended learning, the intern will be expected to assist the cooperating teacher through the use of technology to deliver effective online instruction that is engaging for learners and meets the needs of diverse learners.

Quarantine Plan

In the event that the intern is quarantined due to Covid-19 exposure, the WTEP has developed plans for the intern to continue to be involved in classroom instruction remotely. WBU and the partnership school will work together to implement these plans as they become necessary.

Professionalism

The WTEP considers professionalism as the most critical disposition for our clinical interns. The WTEP intern has had extensive instruction and modeling for all aspects of professionalism, and WBU expects nothing less than the highest level of professionalism a novice teacher could exhibit.

Interns have all completed FERPA training and are aware of the necessity of confidentiality as professional educators. Interns have been instructed to refrain from posting on social media about anything related to their internship experience. Every intern has completed Child Maltreatment Training and professional development for the [Code of Ethics for Arkansas Educators](#).

WBU interns are expected to dress professionally and wear the WBU name tag at all times. The intern is expected to dress in a manner that reflects the teaching profession's dignity and importance. The intern may not wear jeans, flip-flops, or other casual attire. Please discuss this with your internship supervisor if you have any questions.

Internship Requirements

The WTEP intern will be gathering artifacts of effective teaching while interning in your classroom. The intern will design and create a teaching portfolio that requires uploaded lesson plans, a teaching video with annotations for TESS domains 2 and 3, samples of student work, and a teacher work sample.

The teacher work sample is designed to provide evidence of the intern's impact on student learning in the classroom. The teacher work sample is an extensive document with six components, including:

1. Contextual factors related to the community, classroom, and students that may impact the teaching and learning process.
2. Standards-based learning goals and a rationale for their selection.
3. An assessment plan aligned with the learning goals.
4. Connected instructional plans or a unit based on the learning goals and the pre-assessment results of students.
5. An analysis of student learning based on the evidence from assessments.
6. Self-evaluation and reflection on the impact the intern's teaching had on student learning.

Attendance

The WTEP intern is expected to be in attendance every day of internship. **Missed days of internship must be made up at the end of the internship placement** with the exception of required days that interns will be at WBU, including internship seminar, science of reading training, scholarship-related WBU activities, and a day to take the Praxis PLT and Foundations of Reading exams.

Interns will attend three scheduled seminars and two science of reading trainings at WBU. These dates are on the internship calendar. Many interns have scholarship-related activities such as sporting events, Williams Singers events, WBU Ambassador, and COE Scholar events. The intern should communicate the dates of those responsibilities to the supervisor, cooperating teacher, and Education Coordinator as early in the placement as possible to allow for preparation. All interns have specific licensure exams, and the intern is encouraged to schedule those on Saturday whenever possible. One excused absence day is provided to take the Praxis PLT for all interns. If interns have not met cut scores on Praxis Content or Foundations of Reading, an additional excused absence may be taken to complete those assessments.

Sometimes an intern must be absent due to illness or emergency. If this occurs, the following people *must* be contacted **ASAP**: the **Cooperating Teacher**, the **WTEP Supervisor**, and the **Education Office**. Interns *must make up* days missed at the end of each assignment. Make up days for first assignment may cause a delay in beginning the second assignment.

An attendance report will be accurately completed by the intern and submitted online to the Education Department Office prior to the final exit interview date. The report will be included in the online forms emailed to you by the Education Coordinator at the end of each assignment.

BACKGROUND CHECKS

Mandatory background checks must be completed prior to the start of internship and approved as shown on the Arkansas Educator Licensure System (AELS). Clinical interns completed this process at Admissions or in Introduction to Teaching, depending on the date of admission. The AELS website should show your date of approval for the FBI and Child Maltreatment checks.

INSURANCE

The intern is required to obtain coverage for personal liability insurance before the first day of internship. Forms are available in the Education Department Office for insurance coverage through National Educators Association (NEA) or through Christian Educators Association International (CEAI) on the CEA website. The intern will *not* be allowed to proceed with their clinical internship without insurance. Insurance *must* be renewed each academic year.

Social Media and Professionalism

Interns should **never** interact with K-12 students using any form of social media, i.e., Tik Tok, Facebook, texting, Twitter, Instagram, and Snapchat, etc. Any intern who fails to abide by this WTEP policy will be subject to immediate dismissal from the Williams Teacher Education Program. Also, interns should not use social media to discuss students, student performance, teachers, or school districts.

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Exit Requirements

Teacher candidates who fulfill the following requirements will receive a Bachelor of Science in Education from Williams Baptist University:

1. Meet admission requirements and coursework requirements outlined in the Williams Baptist University Academic Catalog and Clinical Internship Handbook.
 2. Fulfill each criterion of WTEP Admission Requirements, WTEP Retention Procedures, and WTEP Clinical Internship Admission Requirements.
 3. Successfully complete all requirements in a semester of Clinical Internship (C or above) and ED 4603 Internship Seminar (credit), including the exit interview.
 4. Official Praxis Content Knowledge scores must be received in the Education Office from ETS by the last day of finals in the capstone course semester.
Official Praxis PLT scores must be received by the last day of finals in the clinical internship semester. STUDENTS ARE REQUIRED TO ENSURE THE TIMELY SUBMISSION OF THE REQUIRED SCORES TO THE EDUCATION OFFICE BY SCHEDULING THE EXAM AND PROVIDING REGISTRATION INFORMATION FROM PRAXIS WHEN TWO-WEEK LESSON PLANS ARE DUE FOR THE FIRST ASSIGNMENT.
Official Foundations of Reading Scores for Elementary Education candidates must be received in the Education Office from Pearson before progressing to the clinical internship.
 5. Complete and file a Williams Baptist College Intent to Graduate form with the WBU Registrar by the prescribed date in the current WBU catalog.
 6. Satisfy all Williams Baptist University financial obligations.
 7. Successfully pass the English Proficiency Examination as well as all other Williams Baptist University requirements as stated in the catalog.
 8. **Elementary Ed K-6 majors only: Official Foundations of Reading scores must be received in the Education Office BEFORE the beginning of the internship semester.**
 9. Complete Release of Official Records form in the Education Office.
 10. Complete the online application process for a standard Arkansas license.
(The link and instructions are provided on the Williams Teacher Education Program website: williamsbu.edu/wtep) Log-on at <https://aels.ade.arkansas.gov/AELS/>
- (No application for Arkansas Teacher Licensure may be submitted prior to receipt of official Praxis II scores.) WTEP completers are defined as clinical interns who have completed all degree requirements and all WTEP requirements.

To be recommended for the Standard Arkansas License, completers must **pass** the required Praxis II content test and take the required Praxis II PLT test. Under certain circumstances, a provisional teaching license may be granted. Details concerning provisional licensure are available in the Education Department.

**WTEP Internship Assessments Completed in Clinical Internship and Seminar
(ED4526 Clinical Internship I, ED4536 Clinical Internship II, and ED4603 Internship Seminar)**

Assessment Title and Standards Alignment	Who is responsible to complete the assessment?	Placement and Performance Expectation	Details
<p>Lesson plans for ten days of full responsibility planning, instruction, and assessment.</p> <p>InTASC Standards 1-8 ARTS 1-8 TESS Domains 1-3</p>	<p>Clinical Intern</p>	<p>First placement AND Second placement</p> <p>Target Level: LP must show alignment to content standards, and format must include state standards, lesson objectives, assessment plan (formative or summative), sequence of the lesson, and plans to address diverse learning needs and student engagement.</p>	<p>Gradual release of teaching responsibility occurs in the first weeks of each placement until the final two weeks, when interns will have full responsibility. Use the lesson plan format from the Methods course or block courses. Effective integration of technology is expected when it is available in your placement.</p>
<p>TESS Formal Evaluation Arkansas Teacher Excellence Support System</p> <p>InTASC Standards 1-10 ARTS 1-10 TESS Domains 1-4</p>	<p>WTEP Internship Supervisor AND Cooperating Teacher</p>	<p>First placement (formative) Second placement (summative)</p> <p>Target Level: Progressing</p> <p>Scale: Ineffective, Progressing, Effective, or Highly Effective</p>	<p>Interns are evaluated throughout each placement on the 4 Domains and 22 components of TESS. A formal observation of a full lesson during the two weeks of full responsibility will be scheduled. Supervisors should schedule a conference with the intern concerning scores along with support to help the intern grow in each domain.</p>
<p>TESS Self-Assessment Domain 2: Classroom Environment Domain 3: Instruction</p> <p>InTASC Standards 1-9 ARTS 1-9 TESS Domains 2-3</p>	<p>Clinical Intern</p>	<p>First Seminar (beginning) First placement (formative) Second Placement (summative)</p> <p>Target Level: Progressing</p> <p>Scale: Ineffective, Progressing, Effective, or Highly Effective</p>	<p>Interns rate themselves on the components of TESS Domains 2 and 3 on a Google form to track their growth throughout the clinical internship experience.</p>

<p>TESS Domain Growth in Self-Assessments Reflection Document</p> <p>InTASC Standard 9, 10 ARTS 9,10 TESS Domain 4</p>	<p>Clinical Intern</p>	<p>At completion of clinical internship</p> <p>Target Level: Growth in all components – Progressing*</p> <p>*If growth is not demonstrated in a component, resources for continued growth must be included.</p>	<p>Interns track their growth on the growth chart throughout the internship experience. As a requirement of the exit interview, interns reflect on their growth on the provided template in Google Docs.</p>
<p>Teacher Work Sample Impact on Student Learning Action Research Project</p> <p>InTASC Standard 1-9 ARTS 1-9 TESS Domain 1-3</p>	<p>Clinical Intern</p> <p>Submitted on Google Drive as a Google Doc (not a PDF). Feedback from WTEP Supervisor on the TWS Checklist and Google Doc comments.</p>	<p>First placement data collection</p> <p>Target level: Complete work sample with effective data analysis at the novice teacher level. Meet all teacher work sample checklist criteria.</p> <p>Note: Data are collected in the first placement. Analysis of data and finished TWS are due during the second placement.</p>	<p>With support from cooperating teacher and WTEP supervisor, interns collect data on student growth for 3-5 learning goals through pre and post-assessment and analyze the data to determine the impact of teaching on student learning. Two targeted meetings with WTEP supervisor in internship seminar provide support. Feedback provided by WTEP supervisor on the TWS Checklist. Revisions may be required by your WTEP supervisor to meet the target level of proficiency.</p>
<p>Video of teaching an effective, standards-based lesson of your choice. Submit to your WTEP supervisor for feedback.</p> <p>InTASC Standards 1-9 ARTS 1-9 TESS Domains 2-3</p>	<p>Clinical Intern</p> <p>Complete lesson video submitted on Google Drive. Feedback from WTEP Supervisor via email or Google Doc.</p>	<p>First placement</p> <p>Target level: Progressing in TESS Domains 2 and 3</p> <p>*Support will be provided to interns who do not meet target level.</p>	<p>Capture your best teaching in a standards-based lesson of your choice. Entire video lesson should be submitted to your WTEP Supervisor on Google Drive for feedback.</p>
<p>Choose a 15-minute segment of your video lesson and create a video annotation Google doc to timestamp the evidence of at least two components from TESS Domains 2 and 3 in the video segment.</p>	<p>Clinical Intern</p> <p>Video annotation submitted on a Google Doc. Feedback from WTEP Supervisor in comments on Google Doc. Do not resolve comments in the document. Reply to comments to demonstrate that any requested revisions have been made.</p>	<p>Second Placement</p> <p>Video is created in first or second placement – analysis of the evidence and uploading to portfolio occurs during second placement.</p> <p>Target level: Accurate identification of video evidence of at least</p>	<p>Upload the 15-minute segment of your video along with the Google Doc of your video annotations to your digital portfolio. Feedback will be provided by your supervisor via comments on your Google Doc.</p>

InTASC Standard 9, 10 ARTS 9,10 TESS Domain 4		two components in Domains 2 and 3	
End of Program Survey and Exit Interview InTASC Standard 9, 10 ARTS 9,10 TESS Domain 4	Clinical Intern	At completion of clinical internship Target level: Completed portfolio of artifacts and professional presentation of effective teaching artifacts	Interns submit feedback about their experiences in the WTEP to help us improve the internship and WTEP programs on the End of Program Survey on a Google Form. The exit interview is an opportunity to present evidence of effective teaching to the department chair/licensure officer prior to recommendation for Arkansas licensure. Interns will present their digital portfolio of artifacts, including video lesson reflections, TWS evidence, evidence of family engagement or communication, and reflection of growth in TESS domains.
Candidate Dispositions Assessment InTASC 9, 10 ARTS 9, 10 TESS Domain 4	Clinical Intern self-assess Collaborative Evaluation by Supervisor/Cooperating Teacher	Second placement Target Level: Developing (2)	Final assessment of candidate dispositions will be compared to the Intro and Admissions dispositions to measure growth. Candidate will complete a “compare and reflect” form.
External Assessments			
Praxis Content Knowledge All programs InTASC Standards 1,2,3,4,5,6,7,8,10 ARTS 1,2,3,4,5,6,7,8,10 TESS Domains 1-4	Clinical Intern	Target level: Graduation requirement is official scores from ETS on file. AR passing score shown on ETS website for your content area is a requirement for licensure.	Interns are encouraged to use the AR Assessment Ready website resources linked below. Invitations to use 240Tutoring modules for a reduced cost will be provided to interns.
Praxis Principles of Learning and Teaching (PLT) All programs	Clinical Intern Completed in Capstone Course but may not have met AR cut score.	First placement: Must register to take the PLT by mid-term. Scores must be file in WBU Education Office by program exit.	One excused absence from internship is provided to take the PLT. Interns are encouraged to use the AR Assessment Ready website resources linked below.

InTASC Standards 1,3,6,7,8,9,10 ARTS 1,3,6,7,8,9,10 TESS Domains 1-4		Target Level: Scores published in Internship Handbook. Graduation requirement is official scores on file.	Invitations to use 240Tutoring modules for a reduced cost will be provided to interns.
K-6 Elementary Majors ONLY Foundations of Reading Assessment InTASC Standards 1-8 ARTS 1-8 TESS Domains 1-3	Clinical Intern	Completed by the end of capstone courses but may not have met the AR cut score.	Interns are encouraged to use the AR Assessment Ready website resources linked below. Invitations to use 240Tutoring modules for a reduced cost will be provided to interns.
Required Professional Development			
Arkansas IDEAS Portal PD – Completed before the first internship seminar			
The Code of Ethics Course ID ERC 19048 Training Video -- 1 credit hour	Clinical Intern	Online – AR IDEAS Portal Requirement for Standard AR License	Submit PD Certificate via email to Education Coordinator by first seminar
Parental Involvement (you may choose any two or more that total 2 hours)	Clinical Intern	Online – AR IDEAS Portal Requirement for Standard AR License	Submit PD Certificate via email to Education Coordinator by first seminar
Teen Suicide Awareness and Prevention HWB15054 (2.5) hours	Clinical Intern	Online – AR IDEAS Portal Requirement for Standard AR License	Submit PD Certificate via email to Education Coordinator by first seminar
Dyslexia HWG 14003 (1) hour	Clinical Intern	Online – AR IDEAS Portal Requirement for Standard AR License	Submit PD Certificate via email to Education Coordinator by first seminar
Human Trafficking ERB 18062 (1)hour	Clinical Intern	Online – AR IDEAS Portal Requirement for Standard AR License	Submit PD Certificate via email to Education Coordinator by first seminar
PD Completed in Seminar	<ul style="list-style-type: none"> • 18 hours Science of Reading • Professional Ethics 2 hours • TESS 2 hours • Child Maltreatment 2 hours 	Face-to-face on WBU Campus in Seminar Sessions	Sign-in sheet and reflections will be completed to document attendance

*Free Resources for Arkansas Required Licensure Exams are available at the [Arkansas Licensure Assessment Ready Website](#)

External Assessments – Praxis and Foundations of Reading

This list is provided as a guide only. Test codes change often, and **it is the responsibility of the teacher candidate to choose the correct test.** You may find the appropriate test code by visiting the Praxis website at <https://www.ets.org/praxis/ar/requirements>.

PRAXIS II: CONTENT TEST <i>(taken one semester prior to clinical internship)</i>			
Certification Area	Required Test	Code	Qualifying Score
Elementary Education K-6	Elementary Education: Multiple Subjects <i>(On-screen scientific calculator provided.)</i>	5001	*
	Mathematics Subtest <i>(On-screen scientific calculator provided.)</i>	5003	157
	Reading Language Arts Subtest	5002	157
	Science Subtest <i>(On-screen scientific calculator provided.)</i>	5005	159
	Social Studies Subtest	5004	155
	<i>* To pass the Elementary Education: Multiple Subjects test, you must receive a passing score on each subtest. If you wish to take all four subtests (5002, 5003, 5004, 5005) at the same time, select Elementary Education: Multiple Subjects (5001) when registering. If you wish to take or retake an individual subtest, you may register to take just that subtest.</i>		
English 7-12	English Language Arts: Content Knowledge	5038	162
Health and Physical Education K-12	Health & Physical Education: Content Knowledge	5857	155
Middle School Math/Science 4-8 <i>And</i> Middle School Language/Lit/SS	Middle School English Language Arts	5047	164
	Middle School Mathematics <i>(On-screen scientific calculator provided.)</i>	5164	150
	Middle School Science	5442	147
	Middle School Social Studies	5089	149
Music K-12	Music: Content Knowledge	5113	157
Social Studies 7-12	Social Studies: Content and Interpretation	5081	155

PRAXIS II: PRINCIPLES OF LEARNING AND TEACHING

(taken during clinical internship)

Certification Area	Required Test	Code (Computer)	Qualifying Score
Health & PE K-12, And Music K-12	Principles of Learning and Teaching: Grades K-6	5622	160
	Or		
	Principles of Learning and Teaching: Grades 5-9	5623	160
	Or		
	Principles of Learning and Teaching: Grades 7-12	5624	157
Elementary Education K-6	Principles of Learning and Teaching: Grades K-6	5622	160
English 7-12	Principles of Learning and Teaching: Grades 7-12	5624	157
Middle Level Math/Science And Middle Level Language/Lit/SS	Principles of Learning and Teaching: Grades 5-9	5623	160
Social Studies 7-12	Principles of Learning and Teaching: Grades 7-12	5624	157

Foundations of Reading Test (K-6 only)

*(taken after completing ED 3053 Emergent Literacy and ED 3233 Reading Instruction
and before the start of the internship semester)*

Who takes the test?	Required Test	Qualifying Score
Elementary Education K-6 Majors	Foundations of Reading Test (assessment revised 2021)	233 (revised cut score)