



ARKANSAS  
DEPARTMENT  
OF EDUCATION

# Arkansas Professional Pathway to Educator Licensure (APPEL) Participant Handbook

This document contains a course description for the 2017 Arkansas Department of Education's APPEL program .

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107-A Little Rock, AR 72201

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# Introduction

The Arkansas Professional Pathway to Educator Licensure (APPEL) is an alternate route to obtaining an Arkansas teaching license for college graduates holding at least a four-year degree. The program is administered under the auspices of the Arkansas Department of Education (ADE) and is monitored by the ADE Office of Educator Preparation.

Participants may be employed as a part-time or full-time classroom teacher in an Arkansas school while completing requirements for a Standard Arkansas teaching license. Qualifying participants receive a current, valid, two-year Arkansas Provisional Teaching License to work as teacher of record, earning a salary with benefits, while completing the program. Those completing all program and licensure requirements receive the final, Arkansas Standard Teaching License.

The program is a two-year preparation track that includes Instructional Modules, appropriate employment as a classroom teacher, assessments, and on-the-job professional learning. Participants are mentored for two years and receive focused feedback and evaluation via the state's mentoring and teacher evaluation models. The program's capstone experience is a submission to edTPA®. edTPA® is a pre-service teacher assessment process which includes a review of a teacher candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach his/her subject matter to all students.

For two years, APPEL Instructional Modules are offered at satellite sites throughout the state for a total of fifteen days each summer and eight monthly modules each school year. All face-to-face modules for both years are delivered at the regional site. The final five days of each summer's instruction is designed specifically for teaching in the content/subject area. Four of the monthly modules each year are delivered completely on-line.

Two or more, highly qualified facilitators direct each site. Skilled practitioners who offer valuable insight into current, research-based best practices in teaching and learning deliver instruction for APPEL participants. This is a technology-rich program and requires skills related to using a computer or mobile-device, software applications, and the Internet. Program administrators are dedicated to the focus of providing rigor and relevance in teacher preparation.

# APPEL Mission and Vision

## **MISSION**

The mission of the APPEL program is to prepare outstanding teachers to fill vacancies in Arkansas classrooms. To accomplish this mission the APPEL Program:

1. Incorporates a blended learning approach with both face-to-face and online components.
2. Provides a total of 360 clock hours of instruction with two years of mentoring support for guidance and professional growth.
3. Consistently updates curriculum to align with standards adopted by the State Board, the Arkansas Teaching Standards, Universal Design for Learning, and the Danielson Framework for Teaching model used for teacher mentoring and evaluation.
4. Prepares educators to effectively teach and enhance the learning environment and outcomes for diverse learners.
5. Promotes a commitment to understanding and working effectively with children in geographically and culturally diverse settings.
6. Promotes a commitment to recruit participants to help fill hard-to-staff subject and geographical shortage area positions.
7. Employs practitioners as facilitators and instructors who demonstrate excellence in teaching, scholarship, and service.
8. Establishes a professional environment conducive to participant growth and development.

To help achieve this mission, program administrators are committed to working collaboratively with schools, institutions of higher education, other state agency programs, and other public and private groups to address educational issues. Administrators and presenters are actively involved with organizations at the local, state, regional, and national levels, with schools, and with human service agencies.

## **Vision**

Program administrators, facilitators and presenters share a vision for the APPEL Program. This vision is to help future educators understand what accomplished beginning teaching looks like in a classroom and, more importantly, to demonstrate how effective teachers design lessons, provide instruction, build classroom communities, and utilize assessments to facilitate student learning. The program seeks to prepare learner-ready teachers. The program defines a learner-ready teacher as one who is ready on day one of his or her career, to model and develop in students, the knowledge and skills they need to succeed today including the ability to:

- think critically and creatively,
- apply content to solving real world problems,
- be literate across the curriculum,
- collaborate and work in teams, and take ownership of their own continuous learning

More specifically, learner-ready teachers:

- have deep knowledge of their content and how to teach it,
- understand the differing needs of their students,
- hold students to high expectations,
- personalize learning to ensure each learner is challenged,
- care about, motivate and actively engage students in learning,
- collect interpret, and use student assessment data to monitor progress and adjust instruction,
- systematically reflect, continuously improve, and collaboratively problem solve,
- demonstrate leadership and shared responsibility for the learning of all students

The APPEL program is approved through the State Board of Education at the Arkansas Department of Education. Program completers typically perform well on examinations of professional preparation. As part of the Title II Teacher Education Report Card, the assessment pass rate for each academic year is published. The pass rate is available to the public and may be accessed online at <https://title2.ed.gov> choose Arkansas on the map, then choose Arkansas Department of Education- Arkansas Professional Pathway to Educator Licensure. In addition, APPEL works with the state's Department of Education to report data via the Educator Preparation Provider Report (EPPR). This report is available to the public and may be accessed online at [https://adedata.arkansas.gov/eppr/docs/PublicUniversities/2016\\_7031\\_APPEL.pdf](https://adedata.arkansas.gov/eppr/docs/PublicUniversities/2016_7031_APPEL.pdf)

# Quick Glance Overview of APPEL Two-Year Track

## Quick Glance Overview of APPEL Two-Year Program Track

	Application and Orientation	Year 1	Year 2	Completion	Year 3 (if necessary)
<b>WHAT?</b>	<ul style="list-style-type: none"> <li>Meet minimum requirements for application</li> <li>Submit online application and send in packet</li> <li>Receive email verification of acceptance or denial</li> <li>Upon acceptance, register for APPEL Orientation</li> <li>If denied, send documents by deadline</li> <li>If accepted, start applying for open teaching positions</li> </ul>	<ul style="list-style-type: none"> <li>Attend 15 days of summer instruction at assigned site</li> <li>Enroll into Moodle classroom (at site on first day)</li> <li>Complete Orientation Module in Moodle</li> <li>Successfully complete each Instructional Module</li> <li>Continue to apply for open teaching positions</li> <li>Upon hire confirm employment form received by ADE</li> </ul>	<ul style="list-style-type: none"> <li>Apply via online application for Year 2 and pay Year 2 program fee</li> <li>Attend 15 days of summer instruction at assigned site</li> <li>Enroll into Moodle classroom (at site on first day)</li> <li>Successfully complete each Instructional Module</li> <li>If employment has changed, then confirm employment status with ADE</li> </ul>	<ul style="list-style-type: none"> <li>Successfully complete all teaching and instructional modules for both years of program</li> <li>Successfully complete all mentoring requirements</li> <li>Take and pass the appropriate and required pedagogical assessment to exit the program</li> </ul>	<ul style="list-style-type: none"> <li>If on hold either year, participants are allowed a third year in the program</li> <li>Participants have one year on "hold" status and must return by October 1 of the following year with employment confirmed</li> <li>Participants are allowed a third year under certain other conditions determined as valid upon review</li> </ul>
<b>WHAT TO DO AND EXPECT?</b>					
<b>WHEN AND WHERE?</b>	<p><b>Attend APPEL Orientation in Little Rock</b></p>	<p><b>Attend APPEL Yr. 1 Summer Academy at assigned site in June</b></p>	<p><b>Attend APPEL Yr. 2 Summer Academy at assigned site in June</b></p>	<p><b>Program Completion after completing second semester of second year of teaching</b></p>	<p><b>Attend APPEL summer or monthly modules at assigned site and/or complete missing requirements</b></p>
<b>WHAT HAPPENS NEXT?</b>	<ul style="list-style-type: none"> <li>Decide to continue or withdraw application</li> <li>Verify and leave Orientation w site assignment and information</li> <li>If continuing, pay program fee thru online process</li> </ul>	<ul style="list-style-type: none"> <li>If not hired, on "hold" in program, won't attend modules after September</li> <li>If hired, licensed and start teaching position in August</li> <li>Attend monthly modules Sept.-Apr.</li> <li>Successfully complete Yr. 1</li> </ul>	<ul style="list-style-type: none"> <li>If not hired for Yr. 2, on "hold", won't attend monthly modules</li> <li>If hired, licensed and start teaching position in August</li> <li>Attend monthly modules Sept.-Apr.</li> <li>Successfully complete Yr. 2</li> </ul>	<ul style="list-style-type: none"> <li>Upon meeting all requirements for completion, apply and pay fee for Standard teaching license</li> <li>Receive Five-Year Standard Arkansas Teaching License</li> </ul>	<ul style="list-style-type: none"> <li>Receive third Provisional license (if qualified)</li> <li>Upon meeting all requirements for completion, apply and pay fee for Standard teaching license and receive Standard license</li> </ul>
<b>GENERAL TIMELINE</b>	<p>Applications accepted mid-Feb to end of third week of May each year</p>	<p>Summer Academy for Yr. 1 held in June each year, monthly modules Sept-April each year</p>	<p>Summer Academy for Yr. 2 held in June each year, monthly modules Sept-April each year</p>	<p>If completion requirements are not met, then proceed to Year 3 track (if qualified)</p>	<p>Participants must complete two years of teaching within three consecutive years</p>

# Current APPEL Administration

This page will update in March each year.

Ann Crosser, APPEL Program Advisor, Arkansas Department of Education-  
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Current 2017 APPEL Site Locations and Staff:

\* indicates this site prepares K-6 Elementary participants

& indicates this site is a Year One site only

NORTHWEST:

- Rogers Site, Kirksey Middle School, Rogers School District: Ms. Casey Prock-Blakeman and Ms. Deanna Gabbert
- Van Buren Site, King Elementary School, Van Buren School District: Ms. Karen Allen and Ms. Renee Risley

NORTHEAST:

- \* Walnut Ridge Site, Williams Baptist College and Northeast Arkansas Education Cooperative: Mr. and Mrs. J.M. Edington

SOUTHWEST:

- Tentative: Hope Site, Southwest Arkansas Education Cooperative : Ms. Phoebe Bailey

SOUTHEAST:

- \* Monticello Site, Southeast Arkansas Education Cooperative: Ms. Rhonda Mullikin and Ms. Renee Treadwell

CENTRAL:

- \*& Little Rock Site, Philander Smith College: Dr. Linda Watson
- \* Jacksonville Site, Jacksonville High School, JNPSD: Ms. Debbie Knowles and Ms. Vandy Nash
- Searcy Site, Searcy High School, Searcy School District: Ms. Karm Prock and Ms. Shannon Holeyfield

# APPEL Admission and Provisional Licensure Requirements

## IMPORTANT NOTES:

Full admission to APPEL is required for all candidates expecting to be eligible for licensure.

An applicant who is not a U.S. citizen shall provide evidence satisfactory to the Arkansas Department of Education that the applicant meets the criteria of an exception under U.S.C. §1261 for Arkansas to issue a professional license.

Annual enrollment in the APPEL program may be limited by:

- Licensure requirements,
- Licensure area and level of candidates (shortage areas may be given preference), and
- Program capacity (in which case applications will not be accepted after capacity is reached).

If a candidate has been dismissed from another teacher preparation program, they may appeal to be admitted to APPEL. However, candidates who have failed the previous program due to poor attendance or scholarship, or unprofessionalism may not be admitted to APPEL.

## ATTENTION:

A minimum overall GPA of 2.70 or higher at graduation or a 2.90 in the last 60 hours of coursework completed is required for admission to APPEL.

ATTENTION: Certain participants in APPEL will be required to complete additional courses while working to complete the program. Those participants who teach in the areas of Elementary Education K-6, Middle Childhood 4-8 or Social Studies 7-12 must successfully complete the requirements for Arkansas History and/or Teaching Reading courses as outlined in the *Arkansas Department of Education Rules Governing Educator Licensure* before completion of the APPEL program. See specific information under Additional Required Coursework.

**Year I Admission: Candidates seeking Year I admission must meet the following minimum criteria in advance of application for admission:**

- Bachelor's degree from a nationally or regionally accredited institution of higher education
- Documented cumulative undergraduate or graduate grade point average (GPA) of 2.70 or higher OR a minimum GPA of 2.90 on the last 60 credit hours of coursework completed
- Passing scores on specific required Praxis tests (based on license area sought)
- Proof of initiating required criminal background checks
- Submission of completed APPEL online application

Candidates seeking admission to APPEL will initiate the process for admission through ADE upon completion of minimum requirements mandated by the rules governing the program.

Full admission will not be granted to candidates who have not passed all required Praxis exams, and fully cleared all required background checks.

The following documents are required in the application packet:

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**A. Transcript Requirements**

- Official transcript(s) documenting an awarded four-year college bachelor's degree or higher from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.
- ALL transcripts showing ALL coursework are required.
- For out-of-country candidates, an official college transcript evaluation from a [Private Credential Evaluation Agency](#) is required.
- All transcripts and evaluations (see Out of Country Transcripts and Evaluations below) must be submitted unopened to the APPEL office with admission documents.
- Electronic Transcripts with a password -protected code can be emailed directly from the college/university to the APPEL Program Advisor OR online transcripts submitted directly from the college/university to the ADE Office of Educator Licensure through the SPEEDE server (ADE-LIC) are acceptable. These are the

ONLY online services from which a transcript is considered official. Photocopies or faxed or scanned and emailed copies of documents will NOT be accepted.

**Out of country transcripts** must be evaluated by an ADE approved [Private Credential Evaluation Agency](#) and must be documented as being equal to a Bachelor's degree or higher from an accredited U.S. college/university. This must be a course-by-course evaluation, prepared in English, with GPA reflected. Include the unopened and sealed correspondence with the application packet.

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### **B: GPA Requirements**

- Candidates must hold a bachelor's degree with a minimum cumulative GPA of 2.70 upon graduation or 2.90 in the last 60 hours of completed coursework.
- If the 60th hour falls in the middle of a semester, then the entire semester will be counted. This means that a GPA may be calculated on more than 60 hours.
- If a candidate holds a masters and/or doctorate degree, and if the GPA on one of these degrees meets the cumulative GPA of 2.70 or higher upon graduation, then the candidate meets the GPA requirement.

To aid in APPEL's mission of recruiting a more diverse pool of teachers into the teaching force and to assist districts with staffing hard-to-staff schools, candidates for the APPEL program may be conditionally admitted. Specifically, candidates who do not meet the grade point requirements may be admitted conditionally. Test scores, grades in the undergraduate or graduate major, or other pertinent data must indicate the student will perform satisfactorily in the program. Candidates may be admitted conditionally if they:

- Complete all other APPEL admission requirements, including passing scores on specific required Praxis tests (based on license area sought); and
- Have two (2) professional letters of recommendation submitted by references to the Office of Educator Preparation; and
- If deemed necessary, complete an in-person interview with Office of Educator Preparation staff; and
- Complete each Year One APPEL Summer Academy module with a grade of 90% or better

The conditional status will be converted to regular admission only when the above conditions have been met. Regardless of whether the candidate satisfies one or more conditions, candidates who are on probation or otherwise not in good standing will not be admitted.

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### **C: Testing Requirements**

Programs in Arkansas that lead to licensure relating to K-12 schools require a passing score on the appropriate Praxis exam(s) and satisfactory completion of all key assessments identified by the individual subject area/grade level.

It is required that certain Praxis exams are completed, meeting the state minimum required cut score, in advance of making application to APPEL. Upon registration, if Praxis scores are reported to ADE (7031) by ETS, then scores should upload to the AELS system. However, there are times when scores do not upload. Applicants should always save a copy of the online score report they receive directly from the password protected ETS account showing passing scores on all required exams in the case that these must be submitted as part of the application packet.

**Tests must be passed before applying to the program.** Testing on or before May 1<sup>st</sup> helps to ensure that a score report will be available by the June deadline for admission. The Principles of Learning and Teaching (PLT) exam is NOT required in advance of application but is required to exit the program. See information below for Praxis exam details.

**Praxis CORE exams are required for entry into the APPEL Program.** All three parts (Reading, Writing and Math) must be taken and passed prior to making application to the program. See exception below.

**Exception:** Applicants who have taken the certain exams and made certain scores may at the time of application substitute equivalent scores in lieu of Praxis CORE. Applicants do not need to hold an advanced degree to substitute the scores. Scores may not be over ten (10) years old to qualify. Contact the APPEL office for more details.

**Praxis Subject Assessment®: Content/License Area Assessments-Required for entry into the APPEL Program.** Candidates must pass the Praxis Subject Assessment® content specific license area exam(s) for the particular grade level and/or subject area the candidate plans to teach prior to making application to the program.

**If seeking licensure in Middle Childhood 4-8 applicants must take and pass at least two of the four available Praxis middle school subject exams prior to making application to the program.**

ATTENTION: There are tests that change from time to time. Either a new test is adopted or a cut score for an existing test changes. Keep in mind that Praxis test scores are good for up to three years after a new test goes into effect or a required test score changes.

**See the [www.ets.org](http://www.ets.org) website click Praxis, click State Requirements, choose Arkansas and click on Testing Requirements for details. If unsure whether tests taken previous to the new test would still qualify contact a supervisor in the ADE Office of Educator Licensure or the APPEL Program Advisor.**

**IMPORTANT:**

- APPEL accepts candidates for K-12 regular classroom teaching only.
  - APPEL does NOT accept candidates for Special Education, School Counselor or Library Media Specialist.
  - APPEL accepts Elementary K-6 (certain sites), Middle Childhood 4-8 and Secondary 7-12 candidates and the K-12 licensure areas.
  - Applicants for APPEL may take any Praxis Subject Assessment(s) in any area(s) for which a license is being sought and for which the program accepts applicants. This makes the candidate more marketable as a teacher.
  - After initial admission to the program, areas can be added to eligibility as tests are passed and the scores are submitted to APPEL.
  - Participants can license on any one level (K-6, 4-8, 7-12 or K-12).
  - Participants for 7-12 or K-12 can license in any two subject areas for which the tests have been passed and the participant is hired to teach.
  - If a 4-8 participant passes three or all four subject tests and is hired to teach in all four subject areas, then the license can be issued in all four subject areas.
  - ALWAYS make sure that registration for a test is for the specific test required for Arkansas licensure.
  - When registering report scores to ADE (7031) Arkansas Department of Education and select APPEL (7032) Arkansas Professional Pathway to Educator Licensure as the attending institution.
  - Keep in mind that Praxis Subject Assessments are based on a college/university program of study in that particular discipline.
  - It is advised that applicants seek out information on each test provided on the ETS website in the Store before deciding to register and pay.
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### **D: Additional Required Coursework**

For certain APPEL participants to complete APPEL and receive the Arkansas Standard Teaching License additional courses must be completed BEFORE the end of the participant's second year in the program.

### **Arkansas IDEAS:**

APPEL participants, once provisionally licensed, can establish an account in Arkansas IDEAS. This is the professional development portal for all Arkansas teachers. Once an account is established the teacher can complete most professional development offerings free of charge.

**All Elementary K-6 AND Middle Childhood 4-8 participants** for any of the content areas (math, science, English, Social Studies) must submit a syllabus and transcript showing completion or provide an Arkansas IDEAS certificate of completion (when appropriate) for:

### **Six credit hours of ADE-approved Teaching Reading Courses at an accredited college/university**

- The six(6) college credit-hours of instruction in reading must include, at a minimum, theories and strategies for teaching reading, diagnosis of reading difficulties, and intervention strategies for struggling readers, and may include Disciplinary Literacy.
- The Reading courses must be completed with a "B" or better and a transcript showing completion submitted to APPEL no later than June of the year of completion of APPEL.
- The Reading courses may be all online, all face to face or blended delivery of instruction with syllabi submitted to APPEL

**Disciplinary Literacy** must be proven as part of the above six hour requirement OR either a 3-hour course in Disciplinary Literacy at a college/university must be completed with a "B" or better OR a 45-hour professional development piece in Disciplinary Literacy through Arkansas IDEAS must be completed.

### **Three credit-hours of Arkansas History at an accredited college/university OR 45-hrs of Arkansas History modules offered free of charge in Arkansas IDEAS**

- The Arkansas History course must be completed with a "C" or better and a transcript showing completion OR the 45-hrs in Arkansas IDEAS must be completed with the transcript OR IDEAS certificate of completion submitted to APPEL no later than June of the year of completion of APPEL.

**All Social Studies 7-12 participants** must submit a transcript showing completion or provide an Arkansas IDEAS certificate of completion for:

**Three credit-hours of Arkansas History at an accredited college/university OR 45-hrs of Arkansas History modules offered free of charge in Arkansas IDEAS**

- The Arkansas History course must be completed with a “C” or better and a transcript showing completion OR the 45-hrs in Arkansas IDEAS must be completed with the transcript OR IDEAS certificate of completion submitted to APPEL no later than June of the year of completion of APPEL.

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### **E: Background Check Requirements**

**Before a candidate may enter a public school classroom**, the candidate shall apply for and successfully complete the required background checks by the Child Maltreatment Central Registry, Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann.§ 6-17-410. Proof of initiating the process for completion of the mandatory State, FBI and Department of Human Services (DHS) Central Registry background checks is required.

The state of Arkansas requires all applicants for a teacher's license to be fingerprinted and to undergo a successful background check from the FBI, Arkansas State Police, and the Arkansas Child Maltreatment Central Registry within one year of making application for a teaching license.

Questions about this procedure and/or the impact of the outcome upon a candidate should be directed to the ADE Office of Educator Licensure. Refer to <http://www.arkansased.org> click Educator Licensure, click Background Check Requirements for details. If evidence, as the result of mentioned background checks becomes known that would render the candidate ineligible to receive a teaching license in the state of Arkansas, then this information may be grounds to refuse admission or retention in APPEL.

Background checks must be done for licensed positions.

- DO NOT complete the forms for classified or non-licensed district personnel
- Previous background checks done, including for substitute teachers, will not be accepted. New background checks are required.

NOTE: Please be aware that the Arkansas Department of Education has access to and must consider any background check reflecting a conviction (pleading guilty or nolo contendere (no contest) or being found guilty by a jury or judge for any offense listed in Ark. Code Ann. & 6 17-410 as well as any felony involving physical or sexual injury, mistreatment, or abuse against another, including records that have been expunged, sealed or subject to a pardon.

**F: Online Application**

The APPEL online application will be available from mid-February through the end of the first week of June each year. Candidates should return to <http://www.arkansased.gov> on the APPEL page during the application window to complete and submit an electronic application.

Transmittal of the application without submission of ALL of the above-required documentation may cause an application to be delayed or denied. The application process includes completing the online application AND submission of all required documents.

The ADE APPEL Program Office will observe the following general deadlines for the Year I application process. Candidates are encouraged to submit all requirements for admission prior to the established deadlines.

Mid-February each year	Online application window opens
End of first week of May each year	Recommended date for which all Praxis testing should be completed for admission to the program by the June deadline
End of first week of June each year	Online application window closes
End of second week of June each year	APPEL Orientation, Fee Payment and Site Assignment
Orientation day to first day of June start date	Payment window for online fee payment. This is the final step for full admission to start the fifteen days of summer instruction in June.
June each year	Fifteen days of APPEL Summer Academy on Monday-Friday, 8am-4pm daily at assigned site
August 1 each year	All background checks should be cleared by this date for a license to be issued upon hire and starting in the teaching position.

**Year 1 applicants are considered fully admitted participants based on the following:**

- Admission to APPEL with receipt of acceptance letter and Year 1 Employment Eligibility Form
- Documented attendance at orientation
- Payment in full of the program fee
- Cleared for a definite site assignment (will receive via email)
- Cleared all required background checks for license to be issued

**There are two (2) tracks in the APPEL program: a one-year program and a two-year program.**

- Participants with a four-year degree who have completed a teacher preparation program (completion of all coursework with the exception of Student Teaching) may be eligible to complete a one-year program if their degree was awarded within five (5) years of the date of application.
- Participants with a four-year degree, who have not completed a teacher preparation program (completion of all coursework with the exception of Student Teaching) or who completed a teacher preparation program more than five (5) years before the date of application, must complete a two-year program.
- Participants admitted to APPEL for Year 1 must provide, in writing no later than the June start date, a request of consideration for the one-year program. Participants must provide official transcripts and a letter from the college/university Licensure Officer documenting completion of a teacher preparation program (all coursework with the exception of Student Teaching).
- If upon review of documentation the one-year program is approved, then the participant is notified and will be placed in Year 2 of the program.

**Requirements for the APPEL Provisional Teaching License**

Requirements for the provisional teaching license include:

- Unconditional admission into APPEL
- Successful completion of the APPEL Summer Academy
- Documentation of appropriate employment via the completed and signed Employment Eligibility Form (EEF) that must be returned to the APPEL office for the license to be processed
- Submission of completed and signed application for a teaching license
- Clearance of the required State, Federal and DHS background checks

The license is effective as of August 1 and is active for two years. To maintain the Provisional Teaching License, the participant must:

- continue in, and successfully complete the monthly modules for Year 1, and
- be fully admitted for Year 2, and
- successfully complete Year 2 APPEL Summer Academy, and
- continue in and successfully complete the monthly modules for Year 2, and
- maintain a teacher-of- record position during Year 2

If the participant fails to successfully matriculate through APPEL or does not maintain the teaching position the Provisional license will be rescinded.

**Note:** An applicant for a Provisional Teaching License under APPEL shall adhere to and abide by all the policies and procedures as outlined in the published APPEL Participant Handbook for the year of admission. Failure to adhere to these policies and procedures may result in dismissal from the program and the license being rescinded.

**Note:** If employment is not secured by October 1, in the year of admission to APPEL, the participant shall be placed on “hold” for a period not to exceed one year. Participants are given three consecutive years in which to teach for two years in the program. A participant on “hold” will not be issued a license. The participant should continue to search for employment during the on “hold” year.

**Note:** If a participant is granted “conditional admission” status, all conditions must be met. If these conditions not met, the participant will be administratively withdrawn from the program without refund of fees and will not be licensed as a teacher of record through the APPEL program.

# Post- Application, Orientation, Fees, and Site Assignment

## **Post –Application Process**

- Upon receipt of items (A-C, E) and the online application (F), candidates (within 7-10 business days) will receive an email. The email will detail whether the applicant has been accepted or whether there is a deficiency in the application.
- The APPEL acceptance letter and an Employment Eligibility Form (EEF) will be sent via email to the applicant. The acceptance letter and EEF allow a candidate to begin actively applying for open positions with school districts.
- All deficiencies must be cleared by the June application deadline for Year 1 admission to the program. If and when the deficiency is cleared, then the applicant will receive the acceptance email.
- Accepted applicants register for orientation as instructed in the acceptance email.

## **APPEL Orientation**

- Accepted applicants will register to attend the mandatory orientation meeting scheduled for June each year.
- The applicant will attend orientation and decide whether to continue with the program. Details on orientation are included in the acceptance letter.
- Applicants must attend the mandatory orientation meeting to be held in Little Rock.
- Site facilitators attend this meeting and are available to answer questions and distribute site-specific information.
- There are two identical orientation sessions on that day. Participants should only attend one session.

## **APPEL Fee Payment**

- After receipt of acceptance documents and attending orientation with a tentative site assignment, program fees are to be paid during the fee payment window. Details on how to pay are covered at orientation.
- The fee covers the cost of the culminating assessment, books, instructors, and supplies.
- The first year program fee is required to be paid in full for a definite site assignment to be made and before the candidate can begin attending summer instruction. Candidates do not pay the program fee until they are certain they will participate in the program.
- If electronic payment is unavailable, payment may be submitted via cashier's check or money order. Do NOT send a personal check. All personal checks will be returned and the application process halted until proper form of payment is received. Payment made by cashier's check or money order must be received in the APPEL office by the deadline.

- A refund of program fee (minus \$50 for processing) may be provided if the participant informs the APPEL office in writing of the refund request by July 1 of the current program year and has attended NO portion of ANY instructional module. Refunds can take 4-6 weeks to be issued.

**IMPORTANT NOTE: The program fee will be incrementally increased over the next few years. This is to accommodate for the increasing costs of assessments, books and program materials.**

- 2017-18- \$1400 per year
- 2018-19- \$1500 per year

### **APPEL Site Assignments**

- Tentative site assignments are made when the applicant is accepted to the program.
- The applicant receives an email with detailed information about the site.
- The applicant meets the site facilitators and picks up specific information at orientation.
- A permanent site assignment is made once the applicant has paid the program fee in full.
- The participant would then begin summer instruction in June at the assigned site. The fifteen days of summer instruction (M-F, 8am-4:30pm) are held at the assigned site.
- Every effort is made to assign participants to the first choice indicated upon the application. However, due to size limitations of facilities, some adjustment may be necessary. In that case, the second choice would be assigned.

# APPEL Year 1 Eligibility, Drop and Hold Policies

**Year 1 applicants are considered fully admitted participants and eligible for licensure based on the following:**

- Admission to the program with receipt of acceptance letter and Year 1 Employment Eligibility Form
- Documented attendance at orientation
- Payment in full of the program fee
- Cleared for a permanent site assignment (will receive via email)
- Attend and successfully complete all fifteen days of APPEL Summer Academy at the assigned site

## **Drop**

- If the participant pays the fee but drops the program prior to attending on the first day of summer modules, then upon request in writing by July 1, the fee (minus a \$50 processing charge), is refundable.
- If the participant pays and attends any portion the first module there is no refund of the program fee.
- The participant who drops during the summer modules after attending the first day will remain in the program on inactive status for one full year. This means the participant is no longer attending modules and is not eligible for licensure in the current year.
- The participant must continue the program the following year or the participant will be administratively withdrawn from the program with forfeiture of the program fee.

## **Hold**

- If a fully admitted participant successfully completes all fifteen days of summer instruction, but fails to secure appropriate employment by October 1 of the current year, then that participant is automatically placed on “hold” status in the program.
- The participant is allowed to attend the September monthly module but must secure appropriate employment by October 1 or the participant will no longer attend any further monthly modules.
- The participant is still eligible to look for and take a teaching position no later than January of the spring semester of the first year in the program. The Provisional license will be issued upon confirmation of employment and the participant will resume attending modules. Arrangements will be made to make up missed modules.
- The participant has one full year, until October 1 of the immediately following year, to secure appropriate employment and re-enter the program to be eligible for licensure.
- The program allows a participant three consecutive years in which to teach for two years in the program.

# APPEL Year One Late Summer Academy

The Arkansas Department of Education offers a late Summer Academy. This Late Cohort is offered to meet school districts' needs in critical academic shortage areas and high need geographic areas. Instruction is held during three weeks of July at a central Arkansas location TBD. This cohort is limited to 60 candidates on a content-specific availability and first come, first-served basis. Eligible candidates must have been offered a teaching position in an Arkansas school. A Commissioner's Memo is issued each year to inform district hiring officials of this opportunity.

Candidates applying for the Late Cohort must be recommended by a district hiring official by letter, on official district letterhead, for a specified position open in the immediate, upcoming school year. APPEL must receive this letter from the hiring official no later than close of business on Friday before instruction begins on Monday. Late Cohort accepts applicants for licensure levels of: Elementary K-6, Middle Childhood 4-8 (any one or more subject areas), K-12 subject areas and 7-12 subject areas. Late Cohort does not accept candidates for Special Education

- ❖ Praxis exams are **NOT** required to be passed before admission to the Late Cohort:
  - Candidates **MUST** meet all other acceptance criteria, including GPA or Conditional Admission requirements
  - Candidates will submit all passing score reports for previously passed tests,
  - If no tests have been passed, then registration for July/August/September testing window must be submitted with the application.
  
- ❖ Admission for Late Cohort **does not** automatically yield a Provisional license,
  - If all tests are not passed upon application, then candidates will receive a Conditional Enrollment Agreement (CEA). The testing conditions must be met before a teaching license will be issued for the current school year.
  - CEA must be signed by the school district hiring official and the participant,
  - CEA must be returned and on file in the APPEL office by the instruction start date,
  - If all tests are not passed by the time school begins in August, then the candidate may only be employed as a substitute or long-term substitute (waiver must be approved by Office of Educator Licensure),
  - ALL exams must be taken and passed by October 1<sup>st</sup> and all background checks must clear **BEFORE** a license will be issued,
  - If CEA conditions are **NOT** met by October 1, the candidate is administratively withdrawn from APPEL and will not be eligible for licensure through APPEL for the current school year

# Year 1 Instructional Modules

## **Year I APPEL Modules (each 7 clock hours of instruction, except where \*noted)**

Updated April each year. Subject to change.

- Y1D1: Overview and Framework for Teaching
- Y1D2: Framework Domains 1 and 2
- Y1D3: Framework Domains 3 and 4
- Y1D4: Engaging Students/Reflecting on Teaching
- Y1D5: Human Growth and Development
- Y1D6: Arkansas Standards
- Y1D7: Lesson Planning
- Y1D8: Special Education (Teaching Students with Disabilities)
- Y1D9: Classroom Climate, Safety, and Bullying
- Y1D10: Teaching with Poverty in Mind
- Y1D11: Student-Centered Classroom: Content Specific: Classroom Management and Time Management
- Y1D12: Student-Centered Classroom: Content Specific: Assessment
- Y1D13: Student-Centered Classroom: Excellent Professional Practice and Professional Planning for School
- Y1D14: Student-Centered Classroom: Content Specific: Differentiated Instruction
- Y1D15: Student-Centered Classroom: Content Specific: Disciplinary Literacy
- Y1D16: Classroom Management and Parent Communication (3.5 hours each)
- Y1D17: Online: Special Education in Practice
- Y1D18: High Yield Strategies
- Y1D19: Online: Inviting Students to Learn
- Y1D20: Online: Classroom Management by Engaging Students in Learning and Assessment
- Y1D21: Classroom Management by Engaging Students in Learning and Assessment
- Y1D22: Online: Classroom Management: Domain C: “Managing Classroom Procedures” Video and Self-Assessment
- Y1D23: Classroom Management: Domain C: “Managing Classroom Procedures” Evaluation

# APPEL Year 1 Instructional Module Descriptions

- Y1, Orientation: An online session where teachers learn about Arkansas IDEAS as a resource of professional development and complete required professional development hours for teacher licensure.
- Y1D1: Overview and Framework for Teaching: Introduction of the Danielson Framework for Teaching.
- Y1D2: Framework Domains 1 and 2: In depth study of the Danielson Framework for Teaching Domains 1 and 2.
- Y1D3: Framework Domains 3 and 4: In depth study of the Danielson Framework for Teaching Domains 3 and 4.
- Y1D4: Engaging Students/Reflecting on Teaching: With a special emphasis on Domain 3c, this module will define student engagement and provide participants with the strategies needed to engage all students in their classrooms.
- Y1D5: Human Growth and Development: Participants will examine child development and foundational child development theory, provide a statement of teaching style based on research findings about human growth and development, relate theories of human development to creating developmentally appropriate learning experiences and create learning experiences that differentiate for learning styles.
- Y1D6: Arkansas Standards: This module will introduce participants to the Arkansas State Standards. Upon completion, they will understand the importance of standards based curriculum in the classroom.
- Y1D7: Lesson Planning: Best practices in how to plan instruction, including understanding the importance of knowing students, content, and pedagogy before planning lessons, how to design activities, assignments, and assessments that engage students in constructing important knowledge, and understanding that lesson planning is about developing and deepening student understanding of big ideas and transferring their learning to new situations.
- Y1D8: Special Education (Teaching Students with Disabilities): Provides beginning teachers with the fundamental knowledge required to provide a free appropriate public education to students with disabilities in the least restrictive environment- the general education classroom.
- Y1D9: Classroom Climate, Safety, Bullying: Participants will identify types of bullying, learn how to analyze, evaluate, and practice with curriculum resources that can be used in the classroom, and articulate their understanding that all students possess a basic need to "fit in" and be a part of a safe and positive learning environment.
- Y1D10: Teaching with Poverty in Mind: Introduction to an awareness of how poverty affects the brain. Strategies will be explored to combat an impoverished brain and develop empathy for students who face multiple barriers to learning.

- Y1D11: Student-Centered Classroom: Content Specific: Classroom Management and Time Management: Participants will develop a personal classroom management philosophy, discover the connection between effective classroom management and teacher effectiveness, discover the importance of time management and its effect on classroom management, and create a proactive classroom management plan.
- Y1D12: Student-Centered Classroom: Content Specific: Assessment: Participants will learn to distinguish between the types and purposes of assessment, develop formative assessments that are tied to goals, incorporate the use of rubrics into assessment and student inclusion in the assessment process, determine if a student is falling behind and make appropriate interventions, communicate with families the results of all types of assessment, including standardized tests, and the rationale and philosophy of how the educator grades effort vs. achievement.
- Y1D13: Student-Centered Classroom: Content Specific: Excellent Professional Practice and Professional Planning for School: Participants will possess a clear understanding of excellent professional practice and prepare for the first weeks of school and embrace the culture of being a teacher in a school.
- Y1D14: Student-Centered Classroom: Content Specific: Differentiated Instruction: Participants will learn to enhance teaching and learning by planning and designing lessons, delivering instruction and measuring progress utilizing differentiated instruction in the content area meeting the needs of all learners.
- Y1D15: Student-Centered Classroom: Content Specific: Disciplinary Literacy: This module will introduce participants to the concept of disciplinary literacy. Participants will work with other content area teachers to develop grade appropriate close reading lessons and performance tasks.
- Y1D16: Classroom Management and Parent Communication: Participants will analyze their personal classroom management philosophy and their classroom management plan to determine its effectiveness, and make a connection of effective teaching and effective classroom management according to *TESS*.
- Y1D17: Online Module: Special Education in Practice: The purpose of this module is to provide participants with the practice necessary to understand free appropriate education (FAPE) provided to students with disabilities in the least restrictive environment (LRE)- the general education classroom. This module includes basic understanding of laws related to educating children with disabilities and identifying characteristics of learners who are identified in the disability categories recognized by Arkansas.

Y1D18: High Yield Strategies: The purpose of this module is to develop participants' understanding of the origin and structure of Marzano's nine high yield strategies and how to identify the high yield strategies in a classroom setting.

Y1D19: Online Module: Inviting Students to Learn: The goal of this module will learn to improve rapport and encourage students to work towards their goals. This module teaches the importance of expressing caring in schools, modeling effective communication skills, and inviting students to learn.

Y1D20: Online Module: Inviting Students to Learn: The goal of this module is to train educators to send inviting messages to students to help them realize they are capable and can learn. Teachers will be intentional in every conversation and choose words to use with students to help them feel strong, thus enabling them to be successful in what they are doing.

Y1D21: Classroom Management by Engaging Students in Learning and Assessment: In this module participants will understand that in a highly engaged classroom, student behavior is more easily managed. They will plan effective lessons including strategies to engage learners and compare and contrast the fixed theory and growth theory of intelligence. They will determine how continuous assessment can facilitate learning in an effective classroom and use strategies of student engagement to create a student centered classroom.

Y1D22: Online Module: Classroom Management: "Managing Classroom Procedures" Video Self-Assessment: Participants will evaluate their practice as a teaching professional, and create a plan of action based on the Charlotte Danielson design to maximize their effectiveness.

Y1D23: Classroom Management: "Managing Classroom Procedures" Video Evaluation: Participants will evaluate their peers, and help them to create a plan of action based on the Charlotte Danielson design to maximize their effectiveness.

# APPEL Year 2 Admission and Post Application

## **Year 2 Admission**

Admission Requirements for Year 2:

- Successful completion of first year of teaching
- Evidence of mentoring during the first year
- Successful completion of all first year Instructional Modules
- Submission of Year 2 online application
- Full payment of Year 2 program fee

APPEL teachers who have successfully completed the first year must apply to the second year of the program. The Year 2 APPEL online application will be available from mid-February through end of the first week of June each year.

To apply eligible participants should:

- Go to [www.arkansased.org](http://www.arkansased.org) click “A”, click the APPEL link and under related links click APPEL Online Application.
- Complete the fields available for Year 2 applicants.
- Upon completion of the online application click on Proceed to Payment for details on how to submit payment for the second year program fee.
- If electronic payment is unavailable, payment may be submitted via cashier’s check or money order. DO NOT send personal checks or cash. All personal checks will be returned and application process halted until proper form of payment is received.
- Payment may be made by cashier’s check or money order and must be received by the APPEL office NO LATER THAN the first day of June instruction.

## **Year 2 Post Application**

- Within 7-10 business days of receipt of the on-line application and the payment participants will receive an email verifying acceptance for Year 2, to include the Second Year Employment Eligibility Form.

# Year 2 Site Assignment and Teaching License

## **Site Assignment**

Second year participants should continue to attend modules at the same site attended in the first year. However, if circumstances are such that a move must be made, then participants will be assigned to a new site. The participant will request via email to the APPEL Program Advisor to be moved, clearly explaining the reasons why they must move, then if approved, arrangements will be made.

## **Requirements for Maintaining License for APPEL Year 2**

- Unconditional admission to Year 2 of APPEL
- Successful completion of the Year 2 Summer Academy
- Documentation of appropriate employment by submission of the completed and signed Year 2 Employment Eligibility Form
- Continue in a Teacher of Record position for Year 2
- Continue mentoring/induction for Year 2

# Year 2 Instructional Modules

## **Year II APPEL Modules (each 7 clock hours of instruction, except where \*noted)**

Updated in April each year. Subject to change.

- Y2D1: Focused Instructional Strategies to Increase Rigor and Relevance
- Y2D2: Inspiring the Best in Students
- Y2D3: Brain Power- Teaching with the Brain in Mind
- Y2D4: The Differentiated Classroom
- Y2D5: Formative Assessment
- Y2D6: Extending Thinking
- Y2D7: Data-Driven Decision Making
- Y2D8: Closing the Achievement Gap
- Y2D9: Questioning and Vocabulary Building
- Y2D10: Engaging Classroom/Parental Involvement
- Y2D11: edTPA Boot Camp: Basic Training
- Y2D12: edTPA Boot Camp: Academic Language
- Y2D13: edTPA Boot Camp: Task One: Planning for Instruction and Assessment
- Y2D14: edTPA Boot Camp: Task Two: Instructing and Engaging Students in Learning
- Y2D15: edTPA Boot Camp: Task Three: Assessing Student Learning
- Y2D16: Getting Started with edTPA
- Y2D17: Online: Task One: Planning Commentary
- Y2D18: Task Two: Instruction Commentary
- Y2D19: Online: Task Three: Assessment Commentary
- Y2D20: Online: Wrapping Up Your edTPA Portfolio
- Y2D21: edTPA Review Day
- Y2D22: Online: edTPA Submission
- Y2D23: APPEL Graduation

# APPEL Year 2 Instructional Module Descriptions

- Y2D1: Focused Instructional Strategies to Increase Rigor and Relevance: This module introduces the Rigor and Relevance Framework which was developed by The International Center for Leadership in Education. Lesson plan development using this framework in conjunction with Marzano's instructional strategies will produce higher level thinking skills in all students.
- Y2D2: Inspiring the Best in Students: In this session teachers will collaborate to produce methods and resources to address a four-step process in inspiring ALL students.
- Y2D3: Brain Power-Teaching with the Brain in Mind: In this session teachers will deepen their understanding about the implications of brain research on our brains and students' lives.
- Y2D4: The Differentiated Classroom: In this session teachers will explore differentiation and instructional strategies that can be used to differentiate instruction including using technology to provide differentiated instruction.
- Y2D5: Formative Assessment: In this session teachers will recognize the use of formative assessment for planning differentiated instruction, identify a variety of formative assessment strategies, examine and practice the qualities of effective feedback and examine their current formative assessment practices.
- Y2D6: Extending Thinking: In this session teachers will outline ways to identify students' needs, interests and knowledge, examine instructional strategies for differentiation and provide examples of how these strategies can be used to extend student thinking, and identify characteristics of gifted students and describe particular instructional strategies to effectively meet their needs.
- Y2D7: Data Driven Decision Making: In this session teachers will develop an understanding of the common vocabulary and key concepts of PLC's, understand that the implementation of PLC concepts will benefit students and educators alike, become familiar with data using Root Cause analysis, explain how data driven decision-making produces favorable results in a PLC, and assess the current reality of their school district's successes in implementing PLC's and in using data driven decision-making.
- Y2D8: Closing the Achievement Gap: In this session teachers will identify teaching and learning factors that help face the achievement gap and close it. Participants will identify personal biases that affect teaching and reflect on practice that improves implicit bias.
- Y2D9: Questioning and Vocabulary Building: In this session teachers will understand that questioning is an effective way to promote thought and inspire inquiry in students. Teachers will understand how to use questioning to help students generate information about different types of terms and become familiar with the tools needed to facilitate vocabulary study.

- Y2D10: The Engaging Classroom/Parental Involvement: In this session teachers will identify strategies to connect students to the learning, identify relevant rules and regulations regarding parental involvement and design strategies that could be used to foster and support active parental involvement.
- Y2D11: edTPA Boot camp: Basic Training: edTPA is a performance assessment of readiness to teach. The portfolio assessment is designed with a focus on student learning. As a performance-based assessment, edTPA is designed to engage teacher candidates in demonstrating their understanding of teaching and student learning.
- Y2D12: edTPA Boot camp: Academic Language: edTPA is a performance assessment of readiness to teach. The portfolio assessment is designed with a focus on student learning. As a performance-based assessment, edTPA is designed to engage teacher candidates in demonstrating their understanding of teaching and student learning.
- Y2D13: edTPA Boot camp: Planning for Instruction and Assessment: edTPA is a performance assessment of readiness to teach. The portfolio assessment is designed with a focus on student learning. As a performance-based assessment, edTPA is designed to engage teacher candidates in demonstrating their understanding of teaching and student learning.
- Y2D14: edTPA Boot camp: Task Two: Instructing and Engaging Students in Learning: edTPA is a performance assessment of readiness to teach. The portfolio assessment is designed with a focus on student learning. As a performance-based assessment, edTPA is designed to engage teacher candidates in demonstrating their understanding of teaching and student learning.
- Y2D15: edTPA Boot Camp: Task Three: Assessing Student Learning: edTPA is a performance assessment of readiness to teach. The portfolio assessment is designed with a focus on student learning. As a performance-based assessment, edTPA is designed to engage teacher candidates in demonstrating their understanding of teaching and student learning.
- Y2D16: Getting Started with edTPA: edTPA is a performance assessment of readiness to teach. The portfolio assessment is designed with a focus on student learning. As a performance-based assessment, edTPA is designed to engage teacher candidates in demonstrating their understanding of teaching and student learning.
- Y2D17 Online: Task One: Planning Commentary: edTPA is a performance assessment of readiness to teach. The portfolio assessment is designed with a focus on student learning. As a performance-based assessment, edTPA is designed to engage teacher candidates in demonstrating their understanding of teaching and student learning.

- Y2D18: Task Two: Instruction Commentary: edTPA is a performance assessment of readiness to teach. The portfolio assessment is designed with a focus on student learning. As a performance-based assessment, edTPA is designed to engage teacher candidates in demonstrating their understanding of teaching and student learning.
- Y2D19 Online: Task Three: Assessment Commentary: edTPA is a performance assessment of readiness to teach. The portfolio assessment is designed with a focus on student learning. As a performance-based assessment, edTPA is designed to engage teacher candidates in demonstrating their understanding of teaching and student learning.
- Y2D20: Online: Wrapping Up Your edTPA Portfolio: edTPA is a performance assessment of readiness to teach. The portfolio assessment is designed with a focus on student learning. As a performance-based assessment, edTPA is designed to engage teacher candidates in demonstrating their understanding of teaching and student learning.
- Y2D21: edTPA Review Day: edTPA is a performance assessment of readiness to teach. The portfolio assessment is designed with a focus on student learning. As a performance-based assessment, edTPA is designed to engage teacher candidates in demonstrating their understanding of teaching and student learning.
- Y2D22: Online: edTPA Submission: edTPA is a performance assessment of readiness to teach. The portfolio assessment is designed with a focus on student learning. As a performance-based assessment, edTPA is designed to engage teacher candidates in demonstrating their understanding of teaching and student learning.
- Y2D23: Graduation

# APPEL Teaching Assignment Requirements

## Teaching Assignment Requirements

APPEL teachers must secure appropriate employment as teacher-of-record to continue in the program beyond summer instruction. To be eligible to receive the two-year Provisional license and attend monthly modules during the school year, participants must be employed:

- as a classroom teacher of record, teaching in the licensure area/level for which they are eligible to license,
- for a minimum of three (3) hours per day (part-time or full-time),
- in a traditional classroom setting in an Arkansas public school, charter school, or education service cooperative paired with a certified mentor approved by the ADE, or
- in a private school setting where the private school is accredited and the participant can be paired with a certified mentor approved by the ADE

## IMPORTANT:

- Participants may not change levels of licensure and must teach in the same licensure level Elementary (K-6), Middle Childhood (4-8), or Secondary (7-12) for the duration of the two-year program.
- Middle Childhood (4-8) teachers must be licensed to teach in two (2) areas or more of the four (4) middle school content areas.
- Middle Childhood (4-8) teachers may add one career permit or endorsement area to the license if all requirements for the permit or endorsement have been met. The teacher must have a teaching assignment in the permit or endorsement area.
- Secondary (7-12) teachers may be assigned to teach in any two areas of licensure for which they qualify. All state-mandated assessments for both areas must be passed and must have a teaching assignment in both areas.
- Secondary teachers may add one career permit or endorsement area to one area of licensure if all requirements for the permit or endorsement have been met and if the teacher has a teaching assignment in the permit or endorsement area.
- A Coaching endorsement may be added as the second area of licensure to any license area if the required program of study for Coaching and the appropriate licensure assessment are successfully completed and documented. OR, a coaching certificate may be obtained through the Arkansas Activities Association (AAA) upon completion of meeting certain requirements.
- APPEL participants may not file an Additional Licensure Plan (ALP) or teach in an out-of-licensure area while enrolled in the APPEL program.

*Participants are to notify the APPEL Program Advisor of any change in teaching position status. Losing a position through no fault of the participant may result in the participant going on hold. Participants are reminded that should they sign a contract they are responsible for fulfilling their agreement. Changing from one school district to another after school has begun is not permissible, except under certain extenuating circumstances, and on a case by case basis.*

# APPEL Teacher Induction/Mentoring

An individual who holds a provisional license in the APPEL Program must participate in two years (four semesters) of mentoring as required for novice teachers under the Department's Rules Governing Educator Mentoring Programs.

- Each APPEL teacher is considered a novice teacher and must participate in mentoring.
- Mentoring for an APPEL teacher shall consist of a certified mentor providing support and focused feedback with regard to instructional skills, classroom management, and professional behaviors.
- The school district's Mentoring Project Director will assign the mentor within three weeks of the teacher's first contract day of the school year.
- An APPEL teacher shall complete all modules, observations, and professional growth targets required by the APPEL program.
- The Department must approve unfunded participation in a mentoring program by an APPEL teacher who is employed at a private school under certain conditions.
- If there is a change of mentor or if the assigned mentor is not working with the APPEL teacher, it is the responsibility of the APPEL participant to notify the APPEL Program Advisor as soon as possible so that the issue is resolved in a timely manner.
- Each APPEL teacher receives mentoring for the duration of their provisional licensure period (two years) and must prove four semesters of documented mentoring to complete program requirements and receive the five-year Arkansas Standard Teaching License.

# APPEL Program Completion Requirements

Recommendation is made by APPEL to the Office of Educator Licensure for the two-year Provisional Arkansas Teaching License to convert to the five-year Arkansas Standard Teaching License when the following conditions are met and verified by the APPEL office:

1. Successful completion of two years of teaching experience as teacher of record.
2. Successful completion of all APPEL Instructional Modules, including in class and out of class assignments, and any outstanding assignments.
3. Completion of the final culminating assessment.
4. Passing score on the required Praxis: Principles of Learning and Teaching (PLT) directly corresponding to the licensure grade level (i.e., K-6, 4-8 or 7-12) during the provisional licensure period or the specific Praxis pedagogical assessment (i.e., World Language Pedagogy) for the particular subject area taught during the provisional licensure period. OR, passing score on the culminating Performance Assessment as approved by the State Board of Education.
5. Completion of all required additional coursework with a syllabus and transcript and/or certificate of completion submitted to the APPEL office.
6. Documentation of successful completion of four semesters of novice teacher mentoring.
7. Documentation of completion of the required professional development through the Arkansas IDEAS Portal as indicated in the ADE Rules Governing Educator Licensure.
8. Official license application for the Standard Arkansas Teaching License completed, and signed, and submitted by the applicant to the APPEL office.
9. Proof of licensure fee payment with receipt submitted to the APPEL office by the applicant with the accompanying license application.

NOTE: A third Provisional Teaching License may become available under certain conditions. Please contact the APPEL Program Advisor for details.

NOTE: If the appropriate state-mandated pedagogical assessment is not successfully completed within the APPEL program period, the Provisional Teaching License will be revoked. The participant will be allowed to attend Department-scheduled remedial sessions for one (1) year, during which time the participant may attempt to pass the assessment and, if successful, will be issued a Standard Teaching License.

NOTE: If the pedagogical assessment is not successfully completed within the remedial year as provided under Section 5-2.03 of the Rules Governing Educator Licensure, the participant will be administratively withdrawn from the program.

## APPEL Grant Awards for High Priority Areas

As funds are available, state-supported grants (maximum \$500) are awarded to APPEL participants who teach in high priority subject areas or school buildings based either on the ADE-designated Critical Shortage Subject Areas report and/or a Needs Improvement Priority designation on the current year's ESEA School Status report. APPEL high priority grants are awarded in the spring semester of Year 1. Participants receive an invitation to apply for a grant, and are notified of their grant status through their online Moodle account.

# APPEL Retention, Disciplinary, Attendance and Appeals Policies

## **Retention in APPEL Program**

Following acceptance to the APPEL program, a participant's good standing will be periodically reviewed during and upon completion of Year 1 and during and upon completion of Year II and possibly revoked if:

- the participant fails to exhibit responsible and professional behavior in all classes, within the teaching position, and interactions with peers and faculty, as judged by the program staff, mentor teachers, and other school personnel.
- the participant violates the rules and or policies governing the program, the Code of Ethics for Arkansas Educators or criminal law.
- the participant submits all work in the required format and receives 60-69 percent of the possible points for the work completed, the participant will be placed on probation. Participants who are placed on probation will be given the opportunity to resubmit the required work as outlined in the grading comments submitted by the site facilitator.
- the participant scores 59 percent or lower on the daily assignments/assessments overall and fails the Summer Academy they will be dismissed from the program and ineligible for licensure.
- the participant scores 59 percent or less overall on monthly assignments/assessments the participant will be dismissed from the program and the license will be rescinded.
- the participant is suspected of having presented non-original work or has shared their work with other participants (outside of the group work assignments) the participant is at risk of being dismissed from the program. Academic honesty is taken seriously and APPEL reserves the right to request additional information and conduct an investigation regarding any suspicious materials presented by an APPEL participant. Please be advised that the site facilitators may elect to use an electronic plagiarism checker if they suspect work is not original.
- the participant is suspected of presenting non-original work, the process for investigation of suspicious work will include, but is not limited to, requesting additional materials regarding the suspect work from the APPEL participant. The APPEL Program Advisor may require participants to attend a meeting in Little Rock where they will be expected to answer additional questions regarding their work. If the participant's work is found to be non-original, the individual will be dismissed from APPEL. Decisions regarding suspicious work may be appealed to the Unit Coordinator, Office of Educator Effectiveness.
- the participant has excessive absences over the allowable time, which could result in the participant having to repeat the entire program, being dismissed from the APPEL, and/or a rescinding of the teaching license.

- the participant's knowledge, skills, and dispositions are judged by two or more program site facilitators and/or the mentor teacher or an evaluator to be unsatisfactory. Program Advisors will conduct a review. An unsatisfactory review yielding documentation by two or more of the above-mentioned persons will result in the participant attending a counseling meeting in Little Rock, which might include the facilitators, mentor, or evaluator which could result in dismissal from the program. Decisions regarding dismissal may be appealed to the Unit Coordinator, Office of Educator Effectiveness.

### **Disciplinary Policy**

APPEL participants will receive information regarding expectations related to professionalism and disposition during all training components. Participants who do not adhere to these policies are at risk of being dismissed from APPEL. Participants who do not conduct themselves as professionals will receive one demerit for each incident. Site facilitators will keep a record of infractions, and demerits will be issued as explained in the following section. When a total of five demerits is reached (for any combination of infractions) a “red card” disciplinary form will be issued. Expectations include, but are not limited to, those listed below:

1. When a total of five demerits are reached a “red card” disciplinary form will be issued.
2. Site facilitators will counsel with the participant and work out an improvement plan. This form and plan will be on file with ADE.
3. If a second form is issued, the participant will be required to meet with program officials at ADE for a disciplinary hearing.
4. As a result of this hearing, the participant may be dismissed from the program and will not be allowed to reapply.
5. Participants who have had their license revoked or who have breached a contract will not be allowed to continue or be readmitted to the APPEL program.
6. Non-renewal for any reason other than reduction in force will result in dismissal from the program and the participant will not be allowed to reapply.
7. If a participant is placed on an improvement plan and no improvement is made as documented by the site facilitators and/or the school administrator, the participant will be dismissed from the program and will not be allowed to reapply.

### **Tardiness and Leaving Early**

- Participants are expected to arrive for all training sessions in adequate time to be checked in and in their seats at the time indicated on the schedule.
- Participants are expected to remain in the training session until dismissed. This includes the first session of the day, after breaks, lunch, and following the transition between whole group and small group activities.
- Participants who are more than five minutes late will be considered tardy.
- Participants who do not adhere to the tardiness/leaving early rules will receive one demerit for each incident.

### **Professionalism**

Participants are expected to present themselves as teaching professionals. This professionalism should be apparent in how participants:

- Dress in business casual attire
- Maintain a positive demeanor
- Treat peers as professionals, recognizing the diverse backgrounds of other members
- Welcome the participation of fellow participants
- Refrain from using profane or sexually harassing language
- Respectful behavior toward presenters and facilitators
- Participants are required to complete online ethics training provided through an account provided by the program before beginning the teaching position in August
- Participants who do not present themselves as professionals will receive one demerit for each incident.

### **Job Action (Strike)**

In the event of a job action (strike) by teachers at the employing district, the APPEL participant is required to report to work as usual. Failure to report to work due to participating in a job action will result in administrative withdrawal from APPEL with loss of fees and the teaching license will be rescinded.

Please refer to the ADE rules for the “Code of Ethics for Arkansas Educators” for information regarding loss of teaching position for violation of the code. Participants are responsible for adhering to the Code of Ethics for Arkansas Educators. If an APPEL participant is found to have violated one of these standards, he/she may be administratively withdrawn and his/her license will be rescinded.

## **Attendance Policy**

Since APPEL is an accelerated teacher-training program, attendance at all training sessions is required. Participants may be absent for a maximum of one day, during the Summer Academy or monthly face-to-face sessions, for valid reasons other than illness or emergency.

If absent for the maximum one day, then the participant must complete an additional assignment given by the Site Facilitator which will be a minimum of seven clock hours equivalent on the missed module topic. This assignment could be through professional development portal or taken from mentoring resources and is left to the discretion of the Site Facilitator.

If a second absence is requested, then an absence request must be submitted in writing to the APPEL Program Advisor and the APPEL Site Facilitator. A half-day (four hours) absence may be granted under the following circumstances:

- If the absence is during Summer Academy due to an interview, then the participant must return to class the next day with a signed interview form, or an email of support from the interviewer or email from the school district human resources administrator or immediate supervisor.
- If the absence is during a monthly face-to-face module, a letter/email of support from the employing school district human resources administrator or immediate supervisor and any supporting documentation must be submitted.
- An absence request for the Summer Academy or monthly sessions must be submitted as soon as the participant knows of a date conflict. If another site is available during the monthly sessions, the participant will attend the alternate site.
- If approved, the participant will be responsible for all regular assignments in addition to a make-up assignment, if deemed necessary, assigned by the site facilitator.

In case of an emergency or illness that leads to an absence during the Summer Academy or monthly sessions, the participant must:

- Submit a written explanation along with the appropriate documentation.
- The written documentation should be submitted to the APPEL Program Advisor no later than three (3) days following the emergency or illness.
- If approved, the participant will be responsible for the regular assignments in addition to any make-up assignments designated by the site facilitator.
- The absence may not exceed two days. The APPEL office reserves the right to send a participant to another site for regular assignments.

- If a participant has a medical reason supported by medical documentation that leads to missing more than the four allowable hours of the regular Summer Academy, he/she can request up to a two day medical leave. This request must include a letter outlining the reason for missing the session and must include medical documentation. If approved, the participant will be required to make-up the missed sessions in the late summer group.

- Should this occur during a monthly module, the participant will be required to attend the module at another site.
- If all monthly sessions for that month have been completed, the participant may be required to attend a make-up session in May.
- In addition, the APPEL participant must complete a prescribed course through Arkansas IDEAS in order to maintain eligibility.

Any absence over the allowable time outlined above during the Summer Academy or monthly modules, no matter the reason, will not be approved. This could result in the participant having to repeat the entire program, being dismissed from APPEL, and/or rescinding of the teaching license. Any participant who misses a module and the required make-up session will be dismissed from the program.

Every candidate may not be suited for a teaching position. APPEL reserves the right to dismiss candidates who do not possess the dispositions necessary to work with children. It is expected that all participants will agree to and abide by the guidelines set forth in this catalog.

**Appeals** of any decisions regarding any participant are to be made in writing. The first level of appeal is to the APPEL Program Advisor. If the participant does not agree with the decision rendered, then the second level of appeal is to the Office of Educator Preparation, Unit Coordinator. If the participant does not agree with the decision rendered, then the third and final level of appeal is to the Assistant Commissioner, Educator Effectiveness and Licensure. Appeals should not be directed to any other ADE personnel, nor should any level be skipped.

# APPEL Instructional Sites Policies

APPEL instructional sites are regionally located throughout the state of Arkansas. Participants are assigned to a site based upon the preferences indicated on the application. However, if a preferred site is full, the participant may be assigned to an alternate site determined by the APPEL Office.

Participants are notified of their site assignment at orientation. Requests for change in site assignment must include a valid reason, and must be made in writing within seven (7) days of Orientation. Changes will not be made at Orientation. If the preferred site is full, a change will not be made.

If a participant does not receive a site assignment, he/she should e-mail the program advisor immediately after the Orientation so that the appropriate assignment may be made. No changes to site assignments will be made at the Orientation.

**The following policies are in place and are monitored and enforced by the facilitators at each site.**

Once a participant begins Instructional Modules (IM) at an assigned site, he/she must continue to attend modules at that site for the duration of the program.

Codes, rules and by-laws of the host institution are enforced and are to be adhered to. This includes no smoking at any Arkansas public school or Institution of Higher Education.

Participants will:

- Arrive on time for each IM.
- Be present for the entire IM each day.
- Actively engage in all IMs.
- Conduct themselves professionally at all times.
- Restrict the use of cell phones to before/after class and during planned breaks ONLY.

Participants will not:

- Bring children to IM sessions.
- Read, chat, text, listen to headphones, grade papers, etc. during IMs.

If a participant is asked to surrender a cell phone for the remainder of the day, he/she should do so willingly. Failure to follow the request of the site facilitator will result in a red form citation.

Participants are expected to demonstrate a positive attitude toward their students, the APPEL program, site facilitators and the teaching profession.

## Other APPEL Policies

### Accommodations

If any member of the cohort has a documented disability and needs special accommodations, the site facilitator will work with the student and ADE to provide reasonable accommodation to ensure the student a fair opportunity to perform in this program. In order to plan for optimum success, please advise the ADE Program Advisor and the APPEL Site Facilitator of the disability and the desired accommodation(s) as soon as possible. Participants are strongly encouraged to notify these persons before the first week of classes. Without ample planning/preparation time, the program cannot assure the availability of needed accommodations in a timely manner.

### Academic Honesty

The policy regarding “Academic Honesty” as stated in the APPEL Handbook will be fully adhered to in this program. Appropriate citation is critical. Participants caught cheating or plagiarizing work may receive a “F” for the assignment and/or for the module. The participant must keep assignments on record. If a copy of outside work becomes lost or misplaced, the burden of proof is on the participant. **Academic dishonesty is a serious offense. It can result in module failure and/or expulsion from the APPEL program.**

### Cheating

Cheating involves obtaining grades fraudulently. It includes, but is not limited to: copying, or allowing another to copy, answers during an examination; giving or receiving test answers by signal; copying someone else’s assignments; writing an assignment for someone or having one written for you; Plagiarism.

### Plagiarism

*Webster’s Encyclopedia Unabridged Dictionary of the English Language* defines plagiarism as “*The appropriation or imitation of the language, ideas and thoughts of another and representing them as one’s original work.*” To avoid plagiarism you must provide a citation whenever you use:

Someone else’s actual spoken or written words or paraphrases thereof;

Someone else’s graphs, charts, tables, or other illustrations;

Someone else’s thought, conclusion, or premise;

Facts that are not common knowledge;

Materials found on or copied from the Internet, whether or not they are posted for public use.

**If the originality of your work is questioned, you will be required to produce working documents (notes, outlines, rough drafts, photocopies, etc.) that confirm authorship. You also must demonstrate detailed knowledge when quizzed.**

### Participation

In order for a learning community to be effective we all must be responsible for helping one another understand module concepts. Effective participation in collaborative learning

assignments, doing one's fair share of the work, and providing helpful feedback to peers are all important behaviors in this program.

In addition to mastery of module objectives, students will be assessed on their ability to express themselves effectively in both oral and written forms, on their ability to work collegially with their peers, and on their ability to contribute positively to the work of their group. Class participation is thought of in terms of attendance, relevant questions and comments to stimulate discussion, and willingness to listen and respond to others thoughtfully. Participation can take many forms (listening, speaking, reflecting, supporting) in various formats (small groups, large group, pairs). Please be respectful of other students' opinions and questions. Also be aware of how your non-verbal behavior influences the quality of interactions from your peers. Participants will be evaluated and participants will self-evaluate based on the provided rubric.

Evidence of positive and successful contributions include attendance, preparedness, participation, Moodle posts, performance on exams, completion of graded and homework assignments, etc.

Assessment Rubric for Requirement #1  
Contributions to Learning Community

Highly Effective Contributor	Active Contributor	Minimal Contributor	Unacceptable
Attended every class session, and some optional sessions such as test reviews, speakers, workshops, etc.	Attended all class sessions or missed one session but with acceptable, documented reason. Notified instructor ahead of time and/or made up missed work.	Missed 1 or 2 class sessions. In each case notified instructor and made up work.	Missed more than 2 class sessions, or missed 1 or 2 sessions and failed to notify instructor or make up work.
Always Punctual and Prepared.	Late or unprepared 1 time.	Late or unprepared, or leaves class early, 2 times.	Late for 3 or more class sessions, or unprepared 3 or more times.
Positive approach and "claims" education.	Positive approach and "receives" education.	Approach neither positive nor negative.	Unprofessional attitude.

All work prepared thoroughly and thoughtfully, handed in on time.	All work handed in on time.	One or two assignments handed in late, or poorly done.	More than two assignments late, or poorly done.
Actively engaged during class. Contributions add greatly to quality of class sessions.	Often engaged during class. Contributes ideas freely and willingly.	Sometimes engaged. Infrequent sharing of ideas, etc.	Little engagement with class activities, rarely volunteers ideas, contributions unrelated to topics, complains rather than problem-solves.
Able to accept and act upon constructive criticism in reflecting, revising work, and seeking growth.	Often able to accept constructive criticism but does not fully implement recommendations for growth.	Sometimes accepts constructive criticism and/or may not be able to see how to use constructive criticism for growth.	Does not accept or act upon constructive criticism in reflecting, revising work, and seeking growth.
Provides leadership in collaborative work and does more than a fair share of the work. Provides helpful feedback to peers.	Works well with others. Does fair share of work.	Meets and works with group. Does what is assigned, no more or less.	Does not work well with group members. Conflicts are not resolved in positive fashion. Does less than fair share of work.
• 90-100 points	• 80-89	• 70-79	• below 70 points

This will have the effect of lowering your final grade by one full grade (i.e., a "B" becomes a "C", an "A-" becomes a "B-", etc., no matter what the other categories are rated.)

**Class Evaluation**

In addition to an opportunity for discussion/discourse during class time, the participant will be given an opportunity to evaluate the instruction and module content at the end of each module.

# Glossary

**Administrative withdrawal** – automatic dismissal from APPEL as a result of noncompliance with the Rules Governing Educator Licensure or as a result of violation(s) of the policies in the APPEL Participant Handbook. Under this condition the teaching license is revoked and all program fees are forfeited.

**Appropriate employment** - employment as teacher-of-record, teaching a minimum of three hours per day (part-time or full-time) in the appropriate licensure area(s):

- in a traditional classroom setting in an Arkansas public school, charter school, or education service cooperative, and paired with a certified mentor approved by the ADE, or
- in a traditional classroom setting in an Arkansas private school (under certain conditions), and paired with a certified mentor approved by the ADE

**Note:** Teaching in an environment that is 100% computer-based instruction is NOT considered appropriate employment for APPEL. A teaching position in, or related to, Special Education is NOT appropriate employment for APPEL.

**Certified mentor** - a person who:

- Holds a current Arkansas teaching or administrator's license, unless the person is employed where the law does not require a license or the legal requirement for a teaching license is waived in the charter of a charter school; and
- Is certified by the Department's Office of Educator Effectiveness as trained in the state-adopted mentoring model.

**Code of Ethics** – the Code of Ethics for Arkansas Educators established by the Professional Licensure Standards Board under Ark. Code. Ann. 6-17-422.

**Conditional enrollment** – Any situation that exists that prevents acceptance into the program without contingent situations. A participant on conditional enrollment must satisfy all contingencies by the specified date in order to satisfy enrollment requirements. Should the contingencies not be resolved by the date agreed upon, the participant will be administratively withdrawn from the program.

**Dispositions** – are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth. Dispositions are guided by

beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.

**Mentoring** - the acts of a certified mentor providing support and focused feedback to a novice teacher (according to the state-adopted mentoring model) with the goal of enhancing instructional skills, classroom management, and professional behavior.

**On hold** – Temporary, (not to exceed one year), separation from APPEL due to necessary extended absence or the inability to secure appropriate employment. If an APPEL participant attends any summer Instructional Modules but does not secure appropriate employment (or requires extended absence) he/she may be released from the program until the following year, or until appropriate employment is secured. Fees are not refunded but are carried over to the next year. A participant “on hold” is not issued a license.

**Passing Score**- for a state-mandated basic-skills, pedagogical, or content-area assessment means the cut score on the assessment approved by the State Board. A passing score on a basic-skills, pedagogical, or content-area assessment approved by the State Board before the currently approved version of an assessment will be accepted for three (3) years after the date the State Board discontinued or replaced the assessment provided the passing score was achieved before the date the assessment was discontinued or replaced.

**Provisional License** -a temporary license issued by the State Board that allows the license holder to teach or work in Arkansas public schools. In the nontraditional licensure context, a provisional license is available to nontraditional licensure candidates who have not completed all requirements for a Standard Arkansas teaching license is subject to revocation for failure to complete annual requirements for the applicable nontraditional licensure program.

**Red Form Citation** – a formal, written, documented reprimand for such infractions as (but not limited to) insubordination, late assignments, excessive tardiness, inappropriate behavior, or any violation of the Arkansas Standards of Professional Conduct. Red Form Citations result in review by APPEL. Two red form citations will result in administrative review with possible withdrawal from the program (with a loss of fees) and the teaching license will be rescinded.

**Standard License** -a five-year renewable license, issued by the State Board, which allows the license holder to perform professional education services for the licensure content area and licensure level specified on the license.

**Teacher of Record** - an individual (or individuals in co-teaching assignments) who has been assigned the lead responsibility for a student’s learning in a subject/course with aligned performance measures.

# Code of Ethics for Arkansas Educators

The Code of Ethics for Arkansas Educators defines minimum standards of ethical conduct for all licensed educators. The State Board of Education approved the standards on September 1, 2008. The ADE Rules Governing the Code of Ethics for Arkansas Educators further define these standards and provides a process for investigating alleged violations. Arkansas law mandates that every person with a valid Arkansas teaching license is required to abide by the Code of Ethics for Arkansas Educators.

## **What is expected of Arkansas Educators?**

Standard 1 An educator maintains a professional relationship with each student, both in and outside the classroom.

Standard 2 An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position.

Standard 3 An educator honestly fulfills reporting obligations associated with professional practices.

Standard 4 An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship.

Standard 5 An educator maintains integrity regarding the acceptance of any gratuity, gift, compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using the educator's position for personal gain.

Standard 6 An educator keeps in confidence secure standardized test materials and results, and maintains integrity regarding test administration procedures.

Standard 7 An educator maintains the confidentiality of information about students and colleagues obtained in the course of the educator's professional services that is protected under state law or regulations, federal law or regulations, or the written policies of the educator's school district, unless disclosure serves a professional purpose as allowed or required by law or regulations.

Standard 8 An educator refrains from using, possessing and/or being under the influence of alcohol or unauthorized drugs/substances and/or possessing items prohibited by law, or possessing or using tobacco or tobacco-related products while on school premises or at school-sponsored activities involving students.

