

Program Approval for Institutions of Higher Education
Protocol for Major Revision to Add the One-Year Supervised Residency
to an Existing Program for First-time Licensure Program

Programs that have been revised and officially approved by DESE in the last two years (2021-2022 or 2022-2023) are only required to include items marked with an *asterisk. However, for all other program revisions, it is mandatory to include all the items listed below.

Proposals should be prepared with each section identified, appropriately labeled, and paginated. Proposals should be submitted electronically and include the following components:

***1. Cover Sheet** (Use the coversheet from page 7 of the Protocol on the website, which contains basic information about the proposed program.)

***2. Rationale**

a. Explain the reason for and a description of the proposed revision(s).

***3. Institutional Approval**

a. Briefly describe the institution's educator preparation program approval process.

b. Provide official documentation, including signatures, showing approval was granted by all appropriate authorizing entities outlined in 3.a. If approval has not been granted, indicate when approval is expected.

4. Documentation of Revisions

a. Changes to the Curriculum

*i Provide a copy of the current program of study indicating the proposed revisions. If the program is embedded in a baccalaureate degree, including the current eight-semester degree plan indicating the proposed revisions. Include the number of hours required to complete the program.

*ii Provide a revised [curriculum matrix](#) that shows course alignment with the current corresponding [Arkansas Educator Competencies](#) for the content area or category of licensure, if applicable.

*iii Provide a revised Arkansas Teaching Standards [matrix](#) for first-time licensure programs documenting how the [Arkansas Teaching Standards](#) are covered in the program of study.

*iv Provide documentation outlining how the appropriate [TESS](#) or [LEADS](#) standards ([TESS for aspiring teachers](#), TESS for classroom teachers, TESS for Specialty Areas, or LEADS) are used in the program of study, if applicable.

***v For programs approved in the past two years:**

Provide syllabi that include course descriptions for all new or revised professional education courses prescribed in the revised program and for new or revised content courses listed on the submitted curriculum matrix.

For all other programs not approved in the past two years:

Provide all syllabi that include course descriptions for all professional education courses prescribed in the program and for all content courses listed on the submitted curriculum matrix.

- Syllabi should include objectives that align with the Arkansas Teaching Standards (for first-time licensure programs), the appropriate TESS/LEADS framework, and Educator Competencies.
- Alternative educator preparation programs leading to Special Education K-12 licensure or endorsement programs leading to K-6 or 7-12 Special Education Resource licensure should provide a SPED 101 Academy syllabus that shows objective alignment with the [SPED 101 Academy](#) competencies. The connection between objective and competency should occur on the syllabus itself.
- Alternative educator preparation programs leading to Elementary Education K-6 and Special Education K-12 licensure should submit syllabi/module descriptions showing objective alignment to the [Foundations of Reading Competencies-Proficiency Level](#). The connection between objective and competency should occur on the syllabus/module description itself.
- Programs leading to licensure areas other than Elementary Education K-6 or Special Education K-12 should present evidence of alignment to the [Foundations of Reading Competencies-Awareness Level](#) or how they ensure candidates have previously completed the appropriate pathway. Note: DESE-approved prescribed pathways for awareness are aligned to the awareness level competencies.
- Syllabi should include a description of methods/assessments used to determine if a candidate has successfully met the learning objectives.

*vi Indicate any changes to common assessments throughout the program, including any changes to when state-mandated assessments are required. Provide samples and scoring rubrics for any new or revised common assessments.

***b. Program Partnerships and One-Year Supervised Residency**

Candidates completing first-time licensure programs in May 2027 and thereafter must have completed a one-year supervised residency alongside an experienced mentor teacher in a school setting.

1. Include a copy of the One-Year Supervised Residency Handbook
2. Include a plan for implementing a one-year supervised residency that details the timeline and proposed 8-semester degree plan and ensures the minimum requirements are met:
 - i. Describe how the program engages candidates in substantial, quality participation in field experiences (such as observations and practicums) and supervised clinical practice (such as student teaching and internships), in the applicable licensure level and content area. Include:
 - The amount of time (e.g., clock hours, weeks, etc.) that candidates are expected to participate in each of the experiences.
 - Settings in which the experiences will be accomplished and the procedures by which candidates are placed in these settings
 - Settings must adhere to requirements outlined in the current [DESE Rules Governing Educator Licensure](#)
 - ii. Description of the qualifications for clinical educators responsible for supervising candidates
 - iii. Verification of training in the system of support, development, and appraisal of teacher performance (e.g., TESS)
 - iv. How candidates will be provided a combination of field experiences and supervised clinical practice across the entire grade level of the license being sought
 - v. Beginning 2024 -2025 all programs must utilize the [Aspiring Teacher Rubric](#) based on TESS for evaluating the effectiveness of the candidate during their supervised clinical practice.

General Requirements for Traditional Programs:

- For a candidate to enter a school setting for their clinical placement, each candidate must have completed all [required background checks](#).
- Candidates must have at least ninety hours of course credit before the start of semester one of the residency. During residency, candidates may have a maximum of 15 credit hours for each semester of residency.
- A one-year supervised residency shall include a yearlong clinical placement for a minimum of 3 days(18 hours) per week in the first semester and 4 days (24 hours) per week in the second semester. Programs may also use a semester equivalent (270 hours in the first semester and 360 hours in the second semester) for licensure areas that do not follow a traditional weekly schedule. The residency must span two consecutive semesters; Fall to Spring or Spring to Fall.
- A one-year supervised residency shall take place in a public-school classroom, including public charter classrooms or an accredited private school classroom.

Requirements of the Traditional Educator Preparation Programs:

- i. Describe the process to assign each candidate a clinical supervisor from the institution. The clinical supervisor should be current with all training including DESE-recognized coaching and Aspiring Teacher Rubric Training. This training can be done within your educator preparation program or attended through a DESE-approved training. The clinical supervisor supports, coaches, and trains the candidates through, but is not limited to the following:
 - a. How will the clinical supervisor conduct observations, performance assessments, and walkthroughs? Include the number and method for these.
 - b. How will the clinical supervisor share information with residents, apprentices, mentors, and school district partners?
- ii. Describe how the program will ensure the district assigns one experienced mentor teacher who is supporting no more than two total pre-service or in-service educators. Experienced mentors exclude practicing administrators and supervisors. Describe the following:
 - a. The written and mutually agreed upon process for mentor selection between the EPP and the district.

b. How mentors are trained to support, evaluate, and coach the candidate.

iii. Describe how EPPs and K-12 districts meet to review program data, discuss the implementation of the candidate's clinical experience, and plan for the future needs of the K-12 district partner. At least two meetings per semester for your top two placement districts.

iv. Include a copy of any Memorandums of Understanding (MOU) between the EPP and the P-12 district where teacher residents are placed. Include the following components within your MOU.

- a. Goals of partnership
- b. Responsibilities of the district
- c. Responsibilities of the EPP
- d. Joint responsibilities
- e. Timelines/Schedules for walk-throughs, meetings, and other communications

- MOUs must be updated and on file with the divisions for all teachers working under an [Aspiring Teacher Permit](#) during their one-year supervised residency

v. In addition to the requirements above, a candidate working as a Teacher of Record during a traditional internship within a requesting school district shall follow the requirements below:

- a. For a candidate to enter a school setting for their clinical placement, each candidate must have completed all [required background checks](#).
- b. Candidates must have an approved Aspiring Teacher Permit on file with DESE have met all first-time licensure requirements as referenced in [3-1.03.1 of the Licensure Rules](#), and received passing scores on all content area assessments required (including the stand-alone reading assessment for elementary education K-6 and special education K-12).
- c. Candidates must have at least ninety hours of course credit before the start of semester one of using the Aspiring Teacher Permit.
- d. The Aspiring teacher permit experience shall take place in a public-school classroom, including public charter classrooms with an experienced mentor teacher assigned by the district.

General Requirements for Alternative Licensure Programs:

- For a candidate to enter a school setting for their clinical placement, each candidate must have completed all required background checks.
 - Candidates must have a bachelor's degree or higher and be eligible for a provisional license before starting the first semester of the one-year supervised residency if working as a teacher of record.
 - An alternative preparation with a culminating internship shall include a yearlong clinical placement for a minimum of 3 days (18 hours) per week in the first semester and 4 days (24 hours) per week in the second semester. Programs may also use a semester equivalent (270 hours in the first semester and 360 hours in the second semester) for licensure areas that do not follow a traditional weekly schedule. The residency must span two consecutive semesters; Fall to Spring or Spring to Fall.
 - A one-year supervised residency shall take place in a public-school classroom, including public charter classrooms or an accredited private school classroom.
- Requirements of the Alternative Educator Preparation Program:

Requirements of the Alternative Educator Preparation Programs:

- i. Describe the process to assign each candidate a clinical supervisor from the institution. The clinical supervisor should be up to date with all pieces of training related to coaching, candidate evaluation, and candidate clinical experience. This training can be done within your educator preparation program or attended through a DESE-approved training. The clinical supervisor supports, coaches, and trains the candidates through, but is not limited to the following:
 - a. How will the clinical supervisor conduct observations, performance assessments, and walkthroughs? Include the number and method for these.
 - b. How will the clinical supervisor share information with residents, mentors, and school district partners?
- ii. Describe how the program will ensure the district assigns one experienced mentor teacher who is supporting no more than two total pre-service or in-service educators. The experienced mentor teacher must be assigned once the candidate is working under a provisional license. Experienced mentors exclude practicing administrators and supervisors. Detail the following:
 - a. The written and mutually agreed upon process for mentor selection between the EPP and the district.

b. How mentors are trained to support, evaluate, and coach the candidate.

iii. Describe how EPPs and K-12 districts meet to review program data, discuss the implementation of the candidate's clinical experience, and plan for the future needs of the K-12 district partner. At least two meetings per semester for your top two placement districts.

iv. Include a copy of any Memorandums of Understanding (MOU) between the EPP and the K-12 district where teacher residents are placed. Include the following components within your MOU

- a. Goals of partnership
- b. Responsibilities of the district
- c. Responsibilities of the EPP
- d. Joint responsibilities
- e. Timelines/Schedules for walk-throughs, meetings, and other communications

***c. Transition to DLT Format**

i Submit a rationale for the transition.

ii Submit a current program of study identifying the courses in the program that will be delivered totally or partially via distance learning technology.

iii Describe the methods for instructor-to-student and student-to-student interaction in the distance learning courses/modules, including synchronous (e.g., videoconferencing and chat) and asynchronous (e.g., email and discussion boards) methods.

iv. Describe the assessment processes used in the courses to determine students' achievement of intended outcomes

v. Submit syllabi for DLT courses that reflect the revised methods for interaction and assessment processes.

Note: HLC policy requires an institution to seek HLC's prior approval if the institution plans to initiate or expand its distance education offerings. When initiation or expansion is anticipated beyond the terms of its current HLC stipulation, an institution must submit a substantive change request to HLC.

***d. Changes to Policies Overseeing Candidate Quality**

i Describe any changes to entry requirements, including the process and/or when students are officially considered a candidate in the educator preparation program.

ii Describe any changes to retention procedures, such as mid-program benchmarks or transition points.

iii Describe any changes to exit requirements, including the definitions of the following: ● When a candidate is considered enrolled in the program ● When a candidate is considered a program completer ● When a candidate is eligible for graduation ● When a licensure officer will recommend a candidate for Arkansas licensure

***5. Transition Plan**

If the revision creates new or additional requirements for current program candidates, indicate how they will be accommodated in the revised program.