



UNIVERSITY OF
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ELSE 4318
Elementary Internship I
Practicum Handbook

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Department of Elementary, Literacy, and Special Education (ELSE)
College of Education
University of Central Arkansas
201 Donaghey Avenue, Conway, AR 72035

TABLE OF CONTENTS

Content	Page(s)
Supervisor Faculty Contact Information and Responsibilities	3
Teacher Candidate Role and Responsibilities	3
Lesson Observation Evaluation Form (Mentor Teacher's Version)	6
All Internship I Course Assignment Descriptions	8
Field Assignment Checklist	12
Practicum Evaluation Description	13
Parent Letter Example	16
Professional and Ethical Conduct Policy, Teaching Resources, Professional Contract	17

The ELSE Internship I syllabus is linked below.
[Internship I Syllabus](#)

INTERNSHIP I SUPERVISOR RESPONSIBILITIES

- Become familiar with interns' role/responsibilities.
- Conduct regular drop-in visits beginning the first week.
- Schedule initial meetings (through the principals) with the mentor teachers.
- Assist in orienting interns to the ELSE Lesson Plan and Reflection templates.
- Formally observe each intern in one lesson delivery. (Chalk and Wire submission)
- Address any concerns or major challenges with individual intern's performance as they may occur.
- Assign the final grade for each assigned intern.
- Schedule and conduct individual Internship I professional exit meetings during the week of finals.
- Provide feedback and formal recommendation to the elementary program coordinator for Gate 3 approval. (Required for entering Internship II)

K-6 TEACHER CANDIDATES ROLE AND RESPONSIBILITIES

- Teacher candidates are to report and sign in at the school's main office every time they enter the building.
- Punctuality and attendance are of utmost importance. Teacher candidates are expected to arrive promptly in the classroom assigned for practicum and remain on duty for the full time designated during each session of the semester. **If a teacher candidate accrues more than one tardy, one letter grade will be deducted for each additional tardy. More than 3 tardies will result in failing Internship I Practicum.**
- In the event that a teacher candidate must be absent, he/she should notify the mentor teacher AND supervisor as early as possible. All absences are to be made up before finals week and make up days must be arranged in advance with the assigned mentor teacher. Absences must be made up in order to complete Internship I Practicum. **Unexcused absences will result in one letter grade reduction for each absence.** Any absence must be documented using the COE Field Absent Form.

Link to: [Absence Form](#)

- Teacher candidates should park their vehicles in the appropriate area. Many schools have specifically designated places for visitor parking. Check with the school's office concerning this matter.

- Teacher candidates should dress modestly and professionally and should be neatly groomed at all times. Teacher candidates are also required to wear designated identification when on public school campuses. Additionally, have your driver's license available when initially reporting to your school site for public school documentation.
- Teacher candidates should abide by all UCA and school personnel policies and rules while visiting the school. Personal business (telephone calls, personal visits, texting, etc.) may not be conducted during practicum hours. Mobile phones may not be used and should be turned off and put away at all times. On your two full days for practicum, teacher candidates are not allowed to leave the school campus during lunch. Additionally, tobacco, controlled substances, firearms, knives or weapons of any design are not permitted on public school campuses.
- Internship I teacher candidates are expected to complete all field assignments given by Internship I instructors and supervisors. Teacher candidates will provide the mentor teacher a copy of the practicum packet upon your first visit. (mentor version copy) As field assignments are clarified by UCA instructors and supervisors, teacher candidates will communicate these requirements to the mentor teacher as early as possible for scheduling and implementation.
- Teacher candidates must submit to the supervisor any lesson documents or plans for candidate-directed activities a week in advance. Lessons and activities may be implemented only when they have been approved and/or modified by the mentor teacher 48 hours in advance for the lesson plan and 3 days for the annotated lesson plan checklist for mentor observation (HQIM). **Thorough preparation, including securing materials required for lessons and activities should be completed at least one week in advance. You are required to have your annotated lesson plan checklist for mentor observation (HQIM) formally observed by your mentor teacher. Additionally, your practicum supervisor will formally observe one lesson that is NOT a course-assigned lesson. This plan should be submitted to your supervisor one week before teaching and your mentor 48 hours before teaching.**
- The first responsibility for the mentor teacher is the well being of the students in his/her classroom. UCA teacher candidates should be aware of the many demands made on the classroom teacher and should collaborate and coordinate with the teacher's schedule.
- Candidates must maintain the Internship I Practicum attendance form that is to be initialed/signed by the mentor teacher or designated personnel at the end of **each** class visit. Your supervisor will periodically check attendance forms, so have them readily available when requested.
- Observations made and/or information gained about any public school event/person are to be reflected with anonymity and professionalism. Ethical and legal considerations preclude revealing an individual's name and/or behaviors and activities observed. (Additionally, you are required to know and adhere to professionalism policies for the College of Education, including policies for social media) When video-recording and/or

photographing of lessons is required, candidates are responsible for obtaining signatures on proper release documents. (This is to be part of your introduction letter to parents which is also to be submitted to your supervisor by the assigned due date.)

- Candidates should be cognizant of the fact that they are representatives of the University of Central Arkansas. A teacher candidate's behavior and attitude should be positive and highly professional at all times.
- Candidates may be removed from a practicum if it is determined that he/she is adversely affecting the public school setting in any way and/or unable to demonstrate/perform the requirements for Internship I. The removal may be at the request of the school or initiated by university personnel. (i.e. unprofessional/unethical conduct, lack of accountability for field assignments and classroom/student responsibilities, excessive tardies and/or absences, etc.)
- If appropriate, candidates are encouraged to incorporate high-quality instructional materials (HQIM) into their lesson and unit planning based on grade, content, and school placement. Using these resources will align your planning with the instructional materials and ensure consistent content delivery and student learning outcomes. Be sure to collaborate with your mentor teacher to understand how HQIM is being implemented in the classroom.

Mentor Teacher Evaluation Form
Intern teaches from mentor's annotated plans

Candidate: _____ Level of Candidate: Intern 1 Subject: _____
 Grade Level: _____ Date: _____ Mentor: _____

Key: U = Unsatisfactory P = Progressing E = Effective NA = Not Applicable to this Lesson

U 1	P 2	E 3	N / A	Lesson Observation Evaluation Aligned With AR Teacher Excellence and Support System (TESS)	Mentor Feedback
				Domain 1: Planning and Preparation	
				1a Demonstrating Knowledge of Content and Pedagogy ___ Content Knowledge ___ Prerequisite relationships ___ Content pedagogy <div style="text-align: right;">LP</div>	
				1b Demonstrating Knowledge of Students ___ Child development ___ Learning process ___ Special needs ___ Student skills, knowledge, and proficiency ___ Interests and cultural heritage <div style="text-align: right;">CP, LP</div>	
				1c Setting Instructional Outcomes ___ Value, sequence, and alignment ___ Clarity ___ Balance ___ Suitability for diverse learners LP	
				1d Demonstrating Knowledge of Resources ___ For classroom ___ To extend content knowledge ___ For students <div style="text-align: right;">LP</div>	
				1e Designing Coherent Instruction ___ Learning activities ___ Instructional materials and resources ___ Instructional groups ___ Lesson and unit structure <div style="text-align: right;">LP</div>	
				1f Designing Student Assessments ___ Congruence with outcomes ___ Criteria and standards ___ Formative assessments ___ Use for planning <div style="text-align: right;">LP</div>	
				Domain 2: The Classroom Environment	
				2a Creating an Environment of Respect and Rapport ___ Teacher interaction with students ___ Student interaction with students <div style="text-align: right;">LO</div>	
				2b Establishing a Culture for Learning ___ Importance of content ___ Expectations for learning and achievement ___ Student pride in work <div style="text-align: right;">LO</div>	
				2c Managing Classroom Procedures ___ Instructional groups ___ Transitions ___ Materials and supplies ___ Non-instructional duties ___ Supervision of volunteers and paraprofessionals <div style="text-align: right;">LO</div>	

					2d Managing Student Behavior ___Expectations ___Monitoring behavior ___Response to misbehavior LO	
					2e Organizing Physical Space ___Safety and accessibility ___Arrangement of furniture and resources LO	

					Domain 3: Instruction	
					3a Communicating With Students ___Expectations for learning ___Directions and procedures ___Explanations of content ___Use of oral and written language LO	
					3b Using Questioning and Discussion Techniques ___Quality of questions ___Discussion techniques ___Student participation LO	
					3c Engaging Students in Learning ___Activities and assignments ___Student groups ___Instructional materials and resources ___Structure and pacing LO	
					3d Using Assessment in Instruction ___Assessment criteria ___Monitoring of student learning ___Feedback to students ___Student self-assessment and monitoring LO	
					3e Demonstrating Flexibility and Responsiveness ___Lesson adjustment ___Response to students LO	
					Domain 4: Professional Responsibilities	
					4e Growing and Developing Professionally ___Receptivity to feedback from colleagues LO	

Overall Comments:

ELSE 4319 Guidance & Behavior Management -Dr. Renee Calhoon

(SEL exploration and application activities):

1. Candidates will develop and implement a formal Social Emotional Behavioral Lesson designed to promote appropriate thoughts and behaviors and/or demote inappropriate thoughts and behaviors.
2. Candidates will develop and implement extensions designed to generalize learning beyond the formal lesson.
3. Candidates will assess the impact of the lesson.
4. Candidates will apply reflections about the strengths and weaknesses of the formal lesson and extensions.

ELSE 4320 Elementary Reading Methods-Ms. Lisa Herrington

1. Literacy Lesson Video-Teacher candidates will teach a literacy lesson (this can not be the same as the Mentor or Supervisor lesson) after collaborating with their mentor teacher about possible skills and strategies that need to be taught. This must fall in the comprehension, vocabulary, or fluency category.
2. Read Alouds-Teacher candidates will read at least 4 texts, fiction or nonfiction, during their field placement.
3. Professional Resources Scavenger Hunt-Teacher candidates will use the form provided to initiate conversations about how their mentor teacher, and others, use professional texts to make researched-based decisions about classroom instruction.
4. Seesaw -Teacher candidates will upload pictures, videos, etc. as they see fit. Candidates will also share 2 of their favorite things during the semester.

ELSE 4331 Data Driven Instructional Planning– Mrs. Scarlot Belonie

Students in Internship I will create a data-driven instructional plan. This assignment is designed to prepare candidates for the Impact on Student Learning (IoSL) project and the Unit Plan assignment during their Internship II semester. The objectives for this assignment are to 1) increase candidates' knowledge and skills in administering assessments, 2) Develop an assessment plan that aligns with the objectives for an integrated unit of study, and 3) Analyze data provided by the instructor of classroom assessments and demographic and background data, and organize the data into a report.

ELSE 4305-Literacy Assessment and Intervention-Ms Ashley Wilson

Literacy Intervention Implementation Project and Final Report - Model Assessment #6

Assignment Description: Each candidate will work collaboratively with another candidate at Anne Watson Elementary School in Bigelow with an at-risk student to perform pre/post literacy assessments, implement Tier III intensive literacy intervention, and communicate with the

intervention student's family. The intervention student may have exceptionalities, disabilities, or English as their second language. Each candidate will be mindful of the impact of the interventions on all developmental areas of the intervention student. Candidates will collaborate with the course instructor, the classroom teacher, and their intervention partner to determine the intervention student's academic and behavioral strengths and weaknesses. At the conclusion of the intervention implementation, each candidate will individually write a Final Report, submitting Part II to *Anthology Portfolio (Chalk and Wire)* as Model Assessment #6. All field related assignments for this course will take place at Anne Watson Elementary School in Bigelow on Wednesday and Friday from 8:30-11:10. Your instructor will provide a current schedule and dates.

ELSE 4316 Instructional Strategies for Math/Science– Dr. Allison Freed

Students in Internship I will write a TESS math lesson plan incorporating the 5E model math lesson components and teach the lesson in their field placement. Interns will watch their own lessons via recorded video in order to be able to reflect on the lesson. Interns will solicit and gather any and all feedback from their mentor and professor of the course on that lesson once it has been scored. Interns will reflect on their own teaching as well as compare and include all feedback in the reflection. Students will provide clear descriptions of each component and a rational response from their entire experience. This assignment is designed to prepare candidates for the Impact on Student Learning (IoSL) project and the Unit Plan assignment during their Internship II semester. This assignment is also aligned with the Assessment Planning project implemented for ELSE 4331-Data Driven Instructional Planning.

ELSE 4318 Practicum-Supervisor

The supervisor will conduct regular drop-in visits beginning the first week. The supervisor will also schedule initial meetings (through the principals) with the mentor teachers. Supervisors will assist in orienting interns to the ELSE Lesson Plan and Reflection templates. Students will submit a welcome letter and the mentor's daily schedule. After the mentor has observed the intern, the supervisor will formally observe each intern in one lesson delivery. (Chalk and Wire submission)

Field Participation Documentation Form

This form will be filled out each field day of your Internship I. You will have your mentor sign/initial each time and you will present it to your supervisor during each visit for her comments and signature/initials. At the end of the semester, you will submit this form to Blackboard.

***Any assignment grade may be adjusted by the supervisor because of the following issues: lateness, grammar, spelling, sentence structure, lack of communication, other professionalism concerns, etc.**

***Consistently late assignments will result in a disposition alert and warrant a meeting with your supervisor, professor, or mentor AND may result in a lowered final grade.**

***Grade will be lowered by one letter grade.**

College of Education Position on Artificial Intelligence (AI) for Teacher Candidates

Programs outside of the College of Education may have their own policies or expectations that differ from this statement. Candidates should follow the policies and expectations of their program department when they differ.

The UCA College of Education recognizes that artificial intelligence (AI) tools are increasingly available and can potentially assist with various tasks related to teaching and planning. Teacher candidates are permitted to explore and utilize AI tools during their internship, provided they adhere to the following guidelines:

1. **Prior Approval:** Before using any AI tool for internship-related work, teacher candidates should discuss their intentions and proposed use with their university supervisor. This discussion should include:
 - a. The specific AI tool(s) they plan to use
 - b. How they intend to use the AI tool(s)
 - c. The purpose and expected benefit of using AI for the task
2. **Transparency and Citation:** If AI is used in the creation or completion of any internship assignment or teaching material, teacher candidates must:
 - a. Clearly disclose that AI was used
 - b. Specify which AI tool(s) were employed
 - c. Explain how the AI was used (e.g., for brainstorming, drafting, editing, etc.)
 - d. Cite the AI tool as a resource, following appropriate citation guidelines
3. **Critical Evaluation:** Teacher candidates are expected to critically evaluate any AI-generated content and ensure it aligns with educational standards, is appropriate for their students, and accurately reflects their intentions as an educator.
4. **Original Thought:** While AI can be a helpful tool, the majority of a teacher candidate's work should reflect their own original thinking, analysis, and decision-making. AI should be used to enhance, not replace, the candidate's own professional judgment and creativity.
5. **Ethical Use:** Teacher candidates must use AI tools in an ethical manner, respecting copyright laws, student privacy, and professional standards of the teaching profession.
6. **Continual Learning:** As AI technologies evolve, teacher candidates are encouraged to stay informed about best practices for AI use in education and to engage in ongoing discussions with their supervisors about appropriate AI integration.

Field Assignment Checklist/Summary

DUE DATE <i>Write in your due dates below</i>	DATE COMPLETED	FIELD ASSIGNMENT	COURSE
COURSE-SPECIFIC ASSIGNMENTS			
10/24/25 12/4/25		Science Teacher Interview TESS Model Math Lesson Plan	ELSE 4316 –Freed or McGhee
12/12/25		Data-Driven Instruction Project	ELSE 4331 -Belonie
To be determined		Literacy Intervention Report	ELSE 4305 -Wilson
11/14/25		Literacy Lesson Video Using VideoAnt	ELSE 4320 – Herrington
12/4		Read Alouds (at least 4)	
9/26/25		Professional Resources Scavenger Hunt	
10/31		Seesaw Journal	
10/26		Social Emotional Behavioral Lesson and Extensions	ELSE 4319 – Calhoun
PRACTICUM-SPECIFIC SUBMISSIONS			
9/5 To be determined by supervisor		Professionalism Agreement, Mentor Teacher Class Schedule,Field Participation Documentation Form (Scan/ upload to Blackboard where designated)	ELSE 4318 – TBD
10/6 To be determined by supervisor		Annotated Lesson Plan Checklist for Mentor Observation – -By Mentor (Scan/upload Mentor Observation Evaluation Form to Blackboard where designated.	
<i>TBS: This will be scheduled at the initial supervisor/mentor meeting. (additional lesson)</i>		Formal Lesson Observation – by Supervisor (Submissions for class profile/lesson and post reflection will be on Blackboard where designated using the Chalk and Wire Pass-thru)	
o be determined by supervisor		Parent Letter (To be uploaded to Blackboard after sharing it with the mentor teacher)	

Evaluation for Internship I Practicum (ELSE 4318)

Final Grade for ELSE 4318

The Internship I Summative Performance Report will indicate your overall performance in the assigned Internship I placement. Performances assessed, but not limited to, include the following:

Formal Lesson Observations

[Annotated Lesson Plan Checklist for Mentor Observation \(HQIM\)](#)

[ELSE Lesson Plan Template](#)

[ELSE Guided Lesson Plan Template](#)

[ELSE Class Profile Template](#)

1-One lesson will be formally observed by the assigned mentor teacher. This will be the Annotated Lesson Plan Checklist for Mentor Observation (HQIM). The mentor teacher will use the Mentor Observation Form (HQIM) to record observations. Once the mentor teacher provides you feedback, he/she will give you the form to scan and submit to your supervisor on Blackboard.

2-One lesson will be formally observed by the assigned practicum supervisor that will be pre-scheduled in collaboration with your mentor teacher. The lesson observed is one that is developed/created and implemented in coordination with the mentor teacher's preference. (Uploaded to Chalk and Wire via Blackboard Pass-thru)

This supervised observed lesson is **in addition to** field lessons assigned by other block courses. The supervised observed lesson **cannot** be one of the course-assigned field lessons. You will also complete a class profile in conjunction with the observed lesson. This is part of the lesson plan documents template.

Each class profile and demographics must reflect the class of students that is being taught during the given lesson observation.

ELSE Interns must use the ELSE TESS-Aligned Lesson Plan and Reflection templates found on the assigned supervisor's UCA Blackboard.

NOTE:

Advancing from Junior Block Practicum to Internship I or from Internship I to Internship II requires the completion of all assignments from both the classroom and the field.

Faculty may choose not to give credit for late work as detailed in their syllabus.

Regardless, the assignment(s) must still be submitted even if no grade is recorded to show the proficiency needed for you to be approved to move to the next field experience.

	Practicum Performance Criteria	Level of Performance Scoring
1	Formal Lesson Observations (150 pts.)	<input type="text"/> / 50 pts. (Mentor Teacher's Lesson Observation) <input type="text"/> / 50pts. (Supervisor's Lesson Observation) <input type="text"/> / 50pts. (Annotated Lesson Plan Checklist for Mentor Observation (HQIM))
2	Parent Letter (20 pts.)	<input type="text"/> Unsatisfactory (1-10) <input type="text"/> Basic - continued growth needed (11-15) <input type="text"/> Performance as expected for this stage (16-20)
3	Field Participation Documentation Form (50 pts.) Professionalism Agreement (5pts.) Information Form (10pts.) Mentor Teacher Class Schedule (5pts.)	<input type="text"/> /50 pts. <input type="text"/> /5 pts. <input type="text"/> /10 pts. <input type="text"/> /5 pts.
<i>*Scoring for #4 through #8 are calculated at the end of the semester based on the intern's overall performance. *Additional evidence regarding the intern's performance will be accessed and evaluated based on mentor teacher feedback. (i.e. conferencing, drop-ins, and monthly UCA- surveys)</i>		
4	Field Assignment Implementation and Completion (20 pts.)	<input type="text"/> Unsatisfactory (1-10) <input type="text"/> Basic - continued growth needed (11-15) <input type="text"/> Performance as expected for this stage (16-20)

5	Classroom Responsibilities As Determined by Mentor Teacher (20 pts.)	<input type="checkbox"/> Unsatisfactory (1-10) <input type="checkbox"/> Basic - continued growth needed (11-15) <input type="checkbox"/> Performance as expected for this stage (16-20)
6	Student Rapport Building -Individual and Whole Group (20 pts.)	<input type="checkbox"/> Unsatisfactory (1-10) <input type="checkbox"/> Basic - continued growth needed (11-15) <input type="checkbox"/> Performance as expected for this stage (16-20)
7	Professional Demeanor and Accountability- Attendance and Punctuality, Taking Initiative to Assist, Professional Rapport and Respectful Behavior with All School Personnel, etc. (20 pts.)	<input type="checkbox"/> Unsatisfactory (1-10) <input type="checkbox"/> Basic - continued growth needed (11-15) <input type="checkbox"/> Performance as expected for this stage (16-20)
8	Daily Communication Skills – Oral and Written Communication (20 pts.)	<input type="checkbox"/> Unsatisfactory (1-10) <input type="checkbox"/> Basic - continued growth needed (11-15) <input type="checkbox"/> Performance as expected for this stage (16-20)

Ten points will be deducted for each day of any late assignment or submission (i.e. parent letter, observed lesson plan, lesson reflection, etc.)

Additional evidence regarding the intern's performance will be accessed and evaluated based on mentor teacher feedback. (e.g. conferencing, drop-ins, and monthly UCA- surveys)

Departmental Grading Scale: 94 - 100 = A, 84 - 93 = B, 74 - 83 = C 64 - 73 = D
 (A teacher candidate must earn a 74% or higher in order to pass)

Internship I – Score Conversion Scale for:

- Supervised Lesson Observation (Domain 1)**
- Supervised Lesson Observation (Domain 2/3/4)**

A	B	C	D
2.6 = 94	2.0 = 84	1.5 = 74	1.0 = 64
2.7 = 96	2.1 = 86	1.6 = 76	1.1 = 66
2.8 = 98	2.2 = 88	1.7 = 78	1.2 = 68
2.9 = 99	2.3 = 90	1.8 = 80	1.3 = 70
3.0 = 100	2.4 = 92	1.9 = 83	1.4 = 73
	2.5 = 93		

Dear Parents/Guardians:

Parent Letter Example

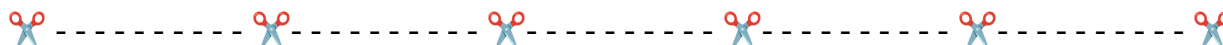
My name is Ms. Efurd, and I'm an Elementary Education student from UCA. I will be working in your child's classroom with Ms. Roberts this semester as part of my journey to become an educator. My goals are to learn how to help students succeed this semester and to be able to take this knowledge into my future classroom.

I run track at UCA where I especially enjoy distance running. When I'm not in classes or running, I like to travel and experience new things. Wherever I am, I love to have a book with me to read. One of my favorite authors is Beverly Cleary whose books have given me a better understanding of the childhood experiences of other people.



This semester is going to be great, and we will learn so much together! I can't wait to learn more about your child.

Ms. Efurd



Detach the bottom half of this letter and return to Ms. Roberts by February 1.

I am required to video-record myself as I teach a lesson, watch the video, and evaluate my teaching performance and the effectiveness of the lesson. I will also be taking photos of classroom or school activities for my final internship presentation at UCA.

By signing, dating, and returning the form below, you give your permission for your child to be included in the video and /or photographs.

Student's Printed Name: _____

Parent/Guardian Signature: _____ **Date:** _____

Professional and Ethical Conduct Policy: Because the standards of the education profession exceed those addressed in other university or college policies, the COE Professional Education Unit has adopted a Professional and Ethical Conduct Policy to address those professional and ethical behaviors. In essence, this policy states that students must adhere to the prescribed professional and ethical standards of the profession for which they are preparing. The policy document provides a definition of professional and ethical misconduct, guidelines for reporting misconduct, and an appeal process.

<https://uca.edu/education/studentresources/>

Additional Teaching Resources

Education World

[Education World | Connecting educators to what works](#)

The New Teacher Project – support for new teachers

[TNTP: Home Page](#)

Common Core – the main site for the movement

[Common Core](#)

Arkansas Academic Standards

[Arkansas Academic Standards](#)

Elementary Education – creating lesson plans, managing classroom behavior, and discovering new teaching methods

[Elementary Education](#)



University of Central Arkansas

**College of Education
Department of Elementary, Literacy, and Special Education**

**Teacher Candidate Contractual Agreement for Professional and Ethical Conduct
K-6 Internship I**

By my signature below, I certify I have read and understood the Professional and Ethical Conduct Policy for the College of Education. I agree to abide by these policies/requirements and will do my part to maintain positive relationships with all involved parties (university and public school faculty, staff, administration, K-6 students and parents, UCA colleagues) through my professional conduct and work habits and behaviors.

I also understand I am accountable for knowing and complying with all Internship I course syllabi, related requirements, class attendance and classroom etiquette policies for successful completion of respective courses. In addition to on-campus course syllabi, I understand the conditions for successful completion of Internship I practicum as outlined in the Internship I Practicum packet. I understand what is required for successful completion of Internship I as part of my K-6 program of study.

I agree to keep open channels of communication with everyone involved in my internship experience. I will ask clarification questions or other questions that arise to the correct individual. I understand my professional success as a K-6 intern is The University of Central Arkansas' priority and is largely dependent upon my personal effort and positive attitude.

Teacher Candidate's Name (Print)

Teacher Candidate's Signature

Date