Course Syllabus (2013/2014)
KIN497-001 – Internship in Elementary Physical Education

Department: Kinesiology  Program: Physical Education
Credit Hours: 6  Instructor: Elizabeth A. “Libba” Woodruff
Office: 2006 Moore Hall  Email: ewoodruf@bamaed.ua.edu
Phone: (205) 348-7452 Office  (205) 799-2837 Cell

Catalog Course Description
This internship involves full-time supervised teaching experience in an elementary school and includes a weekly one-hour seminar.

Conceptual Framework
The College of Education prepares practitioners who understand the purposes of education and have the ability to engage in the ongoing processes of reflection and dialogue that lie at the heart of socially-responsible, theoretically-informed, and research-based effective practice.

Knowledge Base
The knowledge base for this course is drawn from research on effective instruction, effective management, styles of teaching, content development and pedagogical content knowledge, and literature and research on physical education curricula and models of instruction.

Course Objectives and Student Outcomes
As a result of taking this course students will be able to demonstrate:
1. The ability to group students appropriately and safely for activity and work effectively with large groups of students [PE(1)(b)1].
2. The ability to relate effectively to a variety of age groups and ability levels simultaneously [PE(1)(b)2].
3. The ability to teach a wide variety of skills and activities and modify activities in order to maximize student participation [PE(1)(b)3].
4. The ability to identify and avoid potentially dangerous activities, exercises, equipment, and facilities; implement emergency procedures; and avoid negligence in providing physical education instruction and utilizing facilities, equipment, and supplies [PE(1)(b)6].
5. The ability to establish good rapport with students and set an example for appropriate attire, hard work, healthful living habits, and physical fitness [PE(1)(b)7].
6. The ability to identify student assumptions and preconceptions about the content of a subject area and to adjust instruction in consideration of these prior understandings [QTS(1)(c)1.(iv)].
7. The ability to teach explicit cognitive, metacognitive, and other learning strategies to support students in becoming more successful learners [QTS(2)(c)1.(v)].
8. The ability to use knowledge about human learning and development in the design of a learning environment and learning experiences that will optimize each student’s achievement [QTS(2)(c)1.(vi)].
9. The knowledge of conflict resolution strategies, school emergency response procedures, and juvenile law [QTS(2)(c)2.(iv)].
10. The ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning [QTS(2)(c)2.(v)].
11. The ability to plan teaching and learning experiences that are congruent with the Alabama courses of study and appropriate for diverse learners [QTS(2)(c)2.(vi)].
12. The ability to collect and use data to plan, monitor, and improve instruction [QTS(2)(c)2.(vii)].
13. The ability to organize, allocate, and manage the resources of time, space, and activities to support the learning of every student [QTS(2)(c)2.(viii)].
14. The ability to communicate with parents and/or families to support students’ understanding of appropriate behavior [QTS(2)(c)3.(iv)].
15. The ability to create learning environments that increase intrinsic motivation and optimize student engagement and learning [QTS(2)(c)3.(v)].
16. The ability to use individual behavioral support plans to proactively respond to the needs of all students [QTS(2)(c)3.(vi)].
17. The ability to encourage students to assume increasing responsibility for themselves and to support one another’s learning [QTS(2)(c)3.(viii)].
18. The ability to select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design [QTS(2)(c)4.(v)].
19. The ability to make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional objectives [QTS(2)(c)4.(vi)].
20. The ability to adjust instruction in response to information gathered from ongoing monitoring of performance via formative assessment [QTS(2)(c)4.(viii)].
21. The ability to use strategies that promote the independence, self-control, personal responsibility, and self-advocacy of all students [QTS(2)(c)4.(x)].
22. The ability to design and use a variety of approaches to formal and informal assessment to plan instruction, monitor student understanding and progress toward learning, modify teaching and learning strategies, and measure and report student progress related to learning objectives [QTS(2)(c)5.(v)].
23. The ability to collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction [QTS(2)(c)5.(vi)].
24. The ability to develop rubrics and to teach students how to use them to assess their own performance [QTS(2)(c)5.(ix)].
25. The ability to develop and select appropriate performance assessments [QTS(2)(c)5.(x)].
26. The ability to engage all students in assessing and understanding their own learning and behavior [QTS(2)(c)5.(xi)].
27. The ability to interpret and use reports from state assessments and results of other assessments to design both group and individual learning experiences [QTS(2)(c)5.(xii)].
28. The ability to model appropriate oral and written communications [QTS(3)(c)1.(iv)].
29. The ability to communicate with others about mathematical concepts, processes, and symbols [QTS(3)(c)3.(vi)].
30. The ability to integrate technology into the teaching of all content areas [QTS(3)(c)4.(iii)].
31. The ability to use technology to assess student progress and manage records [QTS(3)(c)4.(v)].
32. The ability to evaluate students’ technology proficiency and students’ technology-based products within content areas [QTS(3)(c)4.(vi)].
33. The ability to communicate in ways that demonstrate sensitivity to diversity such as appropriate use of eye contact, interpretation of body language and verbal statements, and acknowledgement of and responsiveness to different modes of communication and participation [QTS(4)(c)1.(v)].
34. The ability to differentiate between learner difficulties that are related to cognitive or skill development and those that are related to language learning [QTS(4)(c)2.(ii)].
35. The ability to help students assess their own learning styles and to build upon identifies strengths [QTS(4)(c)4.(iii)].
36. The ability to involve parents and/or families as active partners in planning and supporting student learning [QTS(5)(c)1.(iv)].
41. The ability to communicate and collaborate effectively with colleagues, students, parents, guardians and significant agency personnel who are included and valued equally as partners [QTS(5)(c)1.(ix)].

42. The ability to exhibit the professional dispositions delineated in professional, state, and institutional Standards while working with students, colleagues, families, and communities [QTS(5)(c)1.(x)].

43. The ability to use best practices, professional literature, and collegial assistance to improve as a teacher and a learner [QTS(5)(c)2.(v)].

44. The ability to integrate statewide programs and initiatives into the curriculum and instructional processes [QTS(5)(c)3.(iii)].

45. The ability to communicate with students, parents, and the public about Alabama’s assessment system and major state educational improvement initiatives [QTS(5)(c)3.(iv)].

46. The ability to use and maintain confidential student information in an ethical and professional manner [QTS(5)(c)5.(iii)].

47. The ability to practice safe, responsible, legal and ethical use of technology and comply with school and district acceptable-use policies including fair-use and copyright guidelines and Internet-user protection policies [QTS(5)(c)5.(iv)].

48. The ability to access school, community, state, and other resources and referral services [QTS(5)(c)6.(ii)].

All standards must be met to obtain a passing grade for this class.

**Course Methods:** Full internship in an elementary school setting and seminars.

**Course Policies**

1. **Late work:** All assignments are to be turned in on time.
2. **Assignment copies:** Students should make and keep one copy of each assignment they hand in for grading.

**UNIVERSITIES POLICIES**

**Academic misconduct:** Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help another student commit an act of academic dishonesty. The Academic Misconduct Disciplinary policy will be followed in the event of academic misconduct. Please refer to [http://registrar.ua.edu/policies/](http://registrar.ua.edu/policies/) for the revised Codes of Conduct.

**Equal treatment:** The instructors and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

**Disability Services:** To request accommodations for this course, please notify the instructor for this course and contact the Office of Disability Services. ODS is located at 133B Martha Parham East. ODS can be reached at (205) 348-4285 (Voice) or (205) 348-3081 (TTY). Documentation can be faxed to ODS at (205) 348-0804. ODS is open Monday through Friday (except University holidays), from 8:00 a.m. to 12:00 p.m. and 1:00 p.m. to 4:45 p.m.

**Plagiarism:** Plagiarism is the act of representing words, data, works, ideas, computer programs or output, or other material not generated by the student as his or her own. Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor to the Assistant Dean of the College of Education. Plagiarism
is a serious act of academic misconduct and may result in a student receiving an “F” in the course and being suspended from the University. For more information, refer to http://registrar.ua.edu/policies/.

The University of Alabama is committed to helping students uphold the ethical standards of academic integrity in all areas of study. Students agree that their enrollment in this course allows the instructor the right to use electronic devices to help prevent plagiarism. All course materials are subject to submission to Turnitin.com for the purpose of detecting textual similarities. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Turnitin.com will be used as a source document to help students avoid plagiarism in written documents. If you have any questions or comments about Turnitin.com, please contact either Dr. Marilyn Staffo (348-3993, mstaffo@frc.ua.edu) or Dr. Julia Hartman (348-1328, jhartman@as.ua.edu).

REQUIRED DRESS

Students are required to dress appropriately (i.e., sport attire and athletic shoes). No clogs, flip-slops, deck shoes or boots. All shirts are to be tucked in; no coaching or cheer shorts; no tee-shirts with logos depicting bars, alcohol, sorority or fraternity functions, or any other print deemed inappropriate for public school settings. **No gum, no food or drinks.** No cell phones on the premises during teaching. All pants/shorts are to be worn at the waist, with a belt if necessary, so that no underclothing is visible. In addition, long pants must be the appropriate length; hem them, if necessary, so that you do not step on them. **Student interns must abide by the rules of the Tuscaloosa County/City Boards of Education for appropriate attire.**

REQUIRED TEXT


LIVETEXT

All student interns are required to post electronic portfolio on LiveText in addition to a complete Scheme of Work as assigned. Complete instructions will be discussed during Seminar (dates TBA).

Evaluation/Assignments:

- University supervisor’s evaluations 40%
- Classroom teacher’s evaluations 40%
- Competency Score Total from PE Performance Checklist 8%
- Score percentage from CE104- (Mid-Placement Grade) 2%
- Professionalism 5% (Co-op Teacher & Univ. Supervisor)
- Professionalism 5% (Office of Clinical Experiences)

100%

The University Supervisor’s evaluations will include systematic observations of teaching based on effective teaching behaviors, range of teaching styles, and behavior management strategies as well as the following:
**Portfolio:** Interns will hand in all schemes of work, lesson plans, and lesson plan modification forms during the final week of their placement.

**Professional qualities:** Evaluation of professional qualities will be ongoing during the internship.

**Student evaluation:** Interns will hand in all process, product, cognitive, game play and any other types of evaluation carried out during their internship.

**Demonstration of effective teaching behaviors:** Interns will be evaluated based on their ability to use effective teaching behaviors throughout the course of the internship.

**Seminar participation:** Interns will be expected to participate in seminar discussions, to code video recordings of their teaching, and to write a reflection paper on their strengths and weaknesses as a teacher. (Assignments are subject to change, but all become part of intern’s portfolio grade.)

**Grading Policy**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>93-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>*D+</td>
<td>68-69</td>
</tr>
<tr>
<td>*D</td>
<td>63-67</td>
</tr>
<tr>
<td>*D-</td>
<td>60-62</td>
</tr>
</tbody>
</table>

[*Interns who are assigned a grade of D will not be recommended for certification.]*

**Course Outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Task</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Attend College of Education Intern Workshop</td>
<td>Complete all paperwork as necessary</td>
</tr>
<tr>
<td>1</td>
<td>Observe and assist the Cooperating Teacher, obtain teaching schedule, write schemes of work, write initial lesson plans, list other responsibilities</td>
<td>Hand in schemes of work to supervisor, cooperating teacher, and coordinator</td>
</tr>
<tr>
<td>2</td>
<td>Teach [All standards]</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teach</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teach</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Teach</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Teach</td>
<td>Hand in teaching portfolio</td>
</tr>
<tr>
<td>7</td>
<td>Teach</td>
<td>Final Grade Meeting</td>
</tr>
</tbody>
</table>