

Program Approval Protocol for Physical Education

*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.*

***1. Cover Sheet (See Attached)**

***2. Rationale**

- a. Education programs at the University of Arkansas Fayetteville are revising programs to meet the requirements for the yearlong residency required by the Arkansas Department of Elementary and Secondary Education.

***3. Institutional Approval**

- a. Forms must be submitted through the University of Arkansas Program Management System. Following initial approval, the online form and associated documents will be submitted to the next approval level and proceed through the college approval process until the proposal reaches the office of the dean for college or school approval, or all participating deans, if more than one school or college is involved.

Proposals for all teacher education program changes proceed from the University Teacher Education Board (UTEB), to the college, which will forward the proposals to the University Course and Programs Committee for review. For actions to be reviewed by the University Course and Programs Committee in each month, the proposal must be at the University Course and Programs Committee level by the second Friday of that month. Actions involving curricula of undergraduate or professional programs must be reviewed by the University Course and Programs Committee and, for core courses, by the Core Curriculum Committee (CCC) prior to action by the Faculty Senate. Actions involving changes to graduate programs must be reviewed by the University Course and Programs Committee prior to action by the Graduate Council and Faculty Senate.

Certain program changes must be approved by or reported to the Board of Trustees and the Arkansas Higher Education Coordinating Board (see Board Policy 620.1 and the ADHE Criteria document identified on page one for further details). Among them are the initiation of new programs and substantive program changes including offering a program at an additional (off-campus) site. Many other changes must be reported (such as name changes and changes in organizational structure) and may be reviewed for action. All program change proposals are reviewed following campus approval to determine which are to be sent forward. All campus actions requiring action by either board or notification to either board will be handled by the provost, on behalf of the chancellor. Such actions will be reported by letter to the president for inclusion as agenda items for one or both boards. All materials for either board must be submitted to the office of the provost in electronic format. Items will not be submitted to ADHE for review until they have been approved by the Faculty Senate. Given that agenda items must be submitted no later than 120 days prior to the target AHECB meeting, Faculty Senate approval must be received at least four months in advance of that date. For programs requiring no off-campus approval, Faculty Senate approval will be considered notification to the campus that the program change will be implemented

effective with the academic year in which the change is included in the catalog or the proposed effective date, if different, unless other notification is provided by the provost. The Curriculum Approval Process is described in the Academic Policy 1622.20 (<https://provost.uark.edu/policies/162220.php>). The Workflow Steps for Program/Unit Changes are also provided on the registrar's website (<https://registrar.uark.edu/program-unitchanges/index.php>).

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 The current program of study and the proposed program of study can be found in Appendix A.

*ii A curriculum matrix displaying course alignment with the competencies for Teacher of Physical Education/Health, Grades K-12 can be found in Appendix B.

*iii This is not a first-time licensure program so this section is not required.

*iv Our programs use the TESS for Aspiring Teachers ([TESS for aspiring teachers](#)), for our programs of study. The aspiring teacher rubric is used to assess candidate readiness across the four domains of teacher practice: (1) planning and preparation; (2) classroom environment; (3) instruction; (4) professional responsibilities. This assessment takes place at the end of the first and second semesters of residency. Teacher candidates self-assess their readiness. Mentor teachers and university supervisors assess their readiness. This creates three evaluations of the candidates' performance relevant to the aspiring teacher rubric.

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

Syllabi for revised courses (PHED 43206 – revised from PHED 432V and PHED 40709 – revised from PHED 407V) are provided in Appendix C.

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

N/A

*vi There have been no changes to 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. [One-Year Supervised Residency Handbook - DRAFT](#)
2. 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. Our 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. This includes
 - A minimum of 18 hours a week in semester one, and a minimum of 24 hours a week in semester two with a minimum total of 270 hours for semester one and 360 hours for semester two for the yearlong internship.
 - Candidates in our programs will be placed in internship experiences that are in a variety of placements. These experiences will allow candidates to engage with students who may come from a wide range of linguistically, culturally, and academic experiences.
 - Settings adhere to requirements outlined in the current [DESE Rules Governing Educator Licensure](#)
 - ii. All clinical educators responsible for supervising candidates adhere to a high standard. They must hold a Master's degree or higher associated with the content area or licensure area being supported. Clinical educators are trained in coaching and observation and have attended training in using the Aspiring Teacher Rubric for coaching.
 - iii. Verification of training in the system of support, development, and appraisal of teacher performance (e.g., TESS) has taken place each year the clinical educator is supporting candidates. Candidates have also been trained in the **Aspiring Teacher Rubric** and how to reflect on their teaching using the observation tool.
 - iv. Candidates in each program are provided a combination of field experiences and supervised clinical practice across the entire grade level of the license being sought. The Director of Field Placement along with the program faculty ensure that candidates are placed in the settings need to meet their grade band.

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. A clinical supervisor from the institution is assigned candidates based on his or her content area expertise in alignment with experience and degree requirements. The clinical supervisor should be current with all training including DESE-recognized coaching and Aspiring Teacher Rubric Training. This training is completed within the 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. Candidates are formally observed and evaluated three times per semester (six for the year) by the clinical supervisor using the Aspiring Teacher rubric.
 - b. The clinical supervisor will share observation with the candidate at the end of each observation. This information will also be shared with the mentor teacher. A feedback plan will include goals for the next observation.
- ii. The program will ensure the district assigns one experienced mentor teacher who is supporting no more than two total pre-service educators.
 - a. Training: Mentors will be trained to support, evaluate, and coach the candidate. Each mentor will participate in mentor training each year he or she is supporting a teacher candidate.

iii. Our EPP and K-12 districts meet for two formal partnership meetings, one in the fall and one in the spring. These University Partnership meetings include all partners in Northwest Arkansas. Programs meet with school partners to discuss common assessment data. Partnership decisions are made based on data such as survey data from completers and employers as well as licensure pass rates. The University Teacher Education Board, which consists of school partner, faculty and student representatives, meets monthly to discuss program decisions.

iv. A copy of the MOU signed by districts can be find in Appendix D. The MOU includes:

- 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

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.

***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. There have been no changes to entry requirements.

ii Describe any changes to retention procedures. There have been no changes to retention procedures.

iii A candidate is a successful program completer once they have graduated from their program. All candidates must follow a degree plan as well as requirements such as grade point average. The licensure officer will recommend a candidate for Arkansas licensure once the degree has conferred and all licensure requirements are fulfilled (i.e. professional development and licensure testing).

***5. Transition Plan**

The major changes from the current plan of study to the proposed plan of study include 1) replacing PHED 432V Teaching Practicum with PHED 43206 Teaching Internship I during the fall semester of Year 4, 2) replacing PHED 407V Teaching Internship with PHED 40709 Teaching Internship II during the spring semester of Year 4, and 3) reduction of elective hours from 18 to 10. The proposed plan will be provided to academic advisors and shared with students. This will allow time for students to plan accordingly by taking fewer electives early in their academic career, allowing them to stay on track for graduation without taking additional hours unnecessarily.

Appendix A – Current and proposed program of study

Program of Study for Physical Education			
Current Plan of Study			
Course Code/Name	Course Hours		
First Year	Units		
	FALL	SPRING	
<u>ENGL 1013 Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1)</u>	3		
Social Sciences State Minimum Core (except PSYC 2003) (Satisfies General Education Outcome 3.3)1, 2	3		
Science State Minimum Core (Satisfies General Education Outcome 3.4)1	4		
<u>PBHL 1103 Personal Health and Safety</u>	3		
<u>PHED 1003 The Physical Education Profession: An Overview</u>	3		
<u>ENGL 1023 Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1)</u>		3	
<u>MATH 1203 College Algebra (ACTS Equivalency = MATH 1103) (Satisfies General Education Outcome 2.1)</u>		3	
<u>COMM 1313 Public Speaking (ACTS Equivalency = SPCH 1003) (Satisfies General Education Outcomes 1.2 and 5.1)</u>		3	
U.S. History or Government State Minimum Core (Satisfies General Education Outcome 4.2)1		3	
<u>PHED 2023 Sport Skills</u>		3	
Year Total:	16	15	
Second Year	Units		
	FALL	SPRING	
<u>PHED 3223 Motor Development</u>	3		
<u>PSYC 2003 General Psychology (ACTS Equivalency = PSYC 1103) (Satisfies General Education Outcome 3.3)</u>	3		
General Elective	3		
Science State Minimum Core (Satisfies General Education Outcome 3.4)1	4		
Social Sciences State Minimum Core (except PSYC 2003) (Satisfies General Education Outcome 3.3)1, 2		3	
Humanities or Fine Arts State Minimum Core (Satisfies General Education Outcome 3.2 or 3.1)1, 2		3	
General Elective		6	
<u>PHED 2373 Elementary Physical Education</u>		3	
Year Total:	16	15	
Third Year	Units		

	FALL	SPRING
PHED 3003 Outdoor Education	3	
CIED 3033 Classroom Learning Theory	3	
PHED 3203 Principles and Problems of Coaching	3	
PHED 3903 Physical Education for Special Populations	3	
PHED 3163 Applied Kinesiology	3	
PHED 3043 Teaching Fitness		3
PHED 3623 Sport Sociology (Satisfies General Education Outcome 4.1)		3
General elective		9
<hr/>		
Fourth Year		Units
	FALL	SPRING
PHED 3573 The School Health Program	3	
PHED 432V Teaching Practicum	1	
PHED 4703 Assessment in Physical Education	3	
PHED 4743 Secondary Physical Education	3	
PHED 4023 Class Management		3
PHED 407V Physical Education Teaching Internship		6
PHED 4733 Senior Seminar (Satisfies General Education Outcome 6.1)		3
Year Total:	16	12
<hr/>		
Total Units in Sequence:		120

Program of Study for Physical Education

PROPOSED Plan of Study

Course Code/Name	Course Hours	
	Fall	Spring
	First Year	
ENGL 10103 Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1)	3	
Social Sciences State Minimum Core (except PSYC 2003) (Satisfies General Education Outcome 3.3)1, 2	3	
Science State Minimum Core (Satisfies General Education Outcome 3.4)1	4	
Fine Arts or Humanities State Minimum Core (Satisfies General Education Outcome 3.1 or 3.2)1, 2	3	
CIED 10103 Introduction to Education	3	
ENGL 10203 Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1)		3
MATH 12003 College Algebra (ACTS Equivalency = MATH 1103) (Satisfies General Education Outcome 2.1)		3
COMM 13103 Public Speaking (ACTS Equivalency = SPCH 1003) (Satisfies General Education Outcomes 1.2 and 5.1)		3
U.S. History or Government State Minimum Core (Satisfies General Education Outcome 4.2)1		3
Social Sciences State Minimum Core (except PSYC 2003) (Satisfies General Education Outcome 3.3)1, 2		3
Year Total:	16	15

		Units	
		Fall	Spring
Second Year			
PHED 20203 Sport Skills		3	
PSYC 20003 General Psychology (ACTS Equivalency = PSYC 1103) (Satisfies General Education Outcome 3.3)		3	
PBHL 11003 Personal Health and Safety		3	
General Elective		3	
Science State Minimum Core (Satisfies General Education Outcome 3.4)1		4	
PHED 32203 Motor Development			3
Humanities or Fine Arts State Minimum Core (Satisfies General Education Outcome 3.2 or 3.1)1, 2			3
General Electives			4
PHED 23703 Elementary Physical Education			3
Year Total:		16	13
Third Year			
		Units	
		Fall	Spring
PHED 30003 Outdoor Education		3	
CIED 30303 Classroom Learning Theory		3	
PHED 32003 Principles and Problems of Coaching		3	
PHED 39003 Adapted Physical Education		3	
PHED 31603 Applied Kinesiology		3	
PHED 30403 Teaching Fitness			3
PHED 36203 Sport Sociology (Satisfies General Education Outcome 4.1)			3
General electives			6
CNED 30503 The Helping Relationship			3
Year Total		15	15
Fourth Year			
		Units	
		Fall	Spring
PHED 35703 The School Health Program		3	
PHED 43206 Physical Education Teaching Internship I		6	
PHED 47003 Assessment in Physical Education		3	
PHED 47403 Secondary Physical Education		3	
PHED 40203 Class Management			3
PHED 40709 Physical Education Teaching Internship II			9
PHED 47303 Senior Seminar (Satisfies General Education Outcome 6.1)			3
Year Total:		15	15
Total Units in Sequence:			120

Physical Education/Health, Grades K-12	Course Alignment with ADE Content Competencies															
	PHED 20203	PHED 23703	PHED 30003	PHED 30403	PHED 31603	PHED 32003	PHED 32203	PHED 35703	PHED 36203	PHED 39003	PHED 40709	PHED 43206	PHED 40203	PHED 47003	PHED 47303	
1. Content and Foundational Knowledge																
1.1	x	x	x	x							x	x				
1.2					x											
1.3							x		x							
1.4					x		x									
1.5						x		x	x	x						
1.6								x								
1.7		x					x	x								
1.8		x						x		x						
1.9								x								
2. Skillfulness																
2.1	x	x	x	x												
2.2		x								x						
3. Planning and Implementation																
3.1		x														
3.2		x								x						
3.3			x	x							x	x				
3.4										x						
3.5				x												
3.6																
4. Instructional Delivery and Management																
4.1		x		x		x					x	x				
4.2			x	x							x	x				
4.3											x	x	x			
4.4			x	x							x	x	x			
4.5											x	x		x		
4.6											x	x				
5. Assessment of Student Learning																
5.1											x			x		
5.2														x		

I. Program Affiliation: Physical Education

Course Number/Title: PHED 43206/Physical Education Teaching Internship I

Catalog Description: **K-12 physical education major serves as an intern teacher with a school health or physical education program. This course should be taken the semester before PHED 40709 Physical Education Internship II.**

Professor: Dr. Jack Kern jkern@uark.edu 575-4098

II. Relationship to knowledge base: Specialty Studies

This course is a pedagogical studies course. The pedagogical physical education component includes the systematic study of teaching and learning theory with appropriate clinical experience.

III. Goals: This internship is designed to provide students with a field-based teaching experience under the supervision of a mentor teacher.

IV. Competencies: Upon completion of this course, the student will be able to:

1. Identify key attributes of an effective physical education environment.
2. Reflect on their own teaching practices and compare them to accepted practices in the field.
3. Demonstrate the ability to team teach and work collaboratively with a public school mentor teacher.
4. Demonstrate the ability to teach/manage a physical education class, under the tutelage of a mentor teacher.
5. Prepare lesson plans for activities that they are teaching.
6. Analyze fundamental and sport skill performance and provide meaningful feedback to students.
7. Design teaching materials such as handouts, signs, posters, bulletin boards, tasks sheets, etc.
8. Assess their own teaching in written narratives of strengths, weaknesses, and areas which need improvement.

Alignment with Arkansas Teacher Standards:

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistics, social, emotional, and physical areas, and designs and implements

developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. 2

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their growth, monitor learner progress, and guide the teacher's and learner's decision-making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession

Alignment with Arkansas Competencies for Teachers of Physical Education and Health, Grades K-12:

1.1 Describes and applies content knowledge for teaching K-12 physical education and health education.

3.3 Plans for and manage resources to provide active, fair and equitable learning experiences.

4.1 Demonstrates verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences

4.2 Implements demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives

4.3 Evaluates the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress

4.4 Implements transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment

4.5 Analyzes motor skills and performance concepts in order to provide specific, congruent feedback to enhance student learning

4.6 Applies use of the reflective cycle to facilitate change in teacher performance, student learning, and instructional goals and decision

V. Content (suggested guidelines):

The student will be assigned to work with a health or physical education teacher for

one semester. Minimum requirements are 18 hours per week for 15 weeks (total of 270 hours).

Week 1: The student may observe the mentor teacher to learn the basic routine.

Weeks 2-8: The student will assist the mentor teacher to help with small groups, individual students, get to know student names, etc.

Weeks 9-15: The student may teach all or parts of a lesson at the discretion of the mentor teacher.

VI. Evaluation:

20% Online Assignments:

- Journal entries and other assignments will be submitted online. Details will be provided for you.

20% Mentor Teacher evaluation

- The student's performance will be assessed by the mentor teacher at the midterm and upon completion of the semester.

20% Professor evaluation

- Dr. Kern will visit or check-in periodically during the semester and get feedback from the mentor teacher regularly.

40% Professional Dispositions

- Following protocol, appropriate appearance, timely submission of all assignments, proper communication, etc.

VII. Student Responsibilities at their school:

1. Check in at the office, introduce yourself to school officials, and follow all school rules/procedures.

2. Maintain a professional appearance at all times. No ball hats, ragged shirts, baggy pants, etc.

3. Be punctual. If you are scheduled to start at 8:00, be at the classroom before 8:00, not in the parking lot at 8:00. Tardiness will not be tolerated.

4. Contact the mentor teacher and university supervisor in the case of an absence. Find out from the mentor teacher how they would like for you to contact them [e.g. email, text message]. Dr. Kern should be contacted at jkern@uark.edu or 479-263-0010. Failure to follow this policy will reduce your grade by one letter grade. Repeat offenders will not earn a passing grade. Missed days must be made up.

5. Inform your mentor teacher/Dr. Kern of any problems or concerns with your assignment.

VIII. Attendance Policy:

Students must work during their approved time each week, unless otherwise authorized. Absences in excess of 18 total hours will need to be made up before the end of the semester. Students must contact their mentor teacher and Dr. Kern in advance in the event of an absence. If emergency situations arise, they will be handled individually.

IX. Admission to Teacher Education

Students must be admitted to Teacher Education and cleared by the Office of Teacher Education. Here is a link to the application: <https://forms.coehp.uark.edu/>

**UNIVERSITY OF ARKANSAS
COLLEGE OF EDUCATION & HEALTH PROFESSIONS
DEPARTMENT OF HEALTH, HUMAN PERFORMANCE, AND RECREATION**

I. Program Affiliation: Physical Education

Course Number and Title: PHED 40709 – Physical Education Teaching Internship II

Catalog Description: This internship involves supervised teaching experiences in K-12 settings. Students will be placed under the guidance of a mentor teacher at specific school sites within NW Arkansas or other approved settings.

Prerequisite: PHED 43206

Co-requisites: PHED 47303 & PHED 40203

Professors: Dr. Jack Kern

II. Relationship to Knowledge Base: Initial Teacher Preparation

III. Goals:

This course is required for Physical Education K-12 teaching majors. It is designed as a culminating experience to provide a transition from professional preparation to full time teaching. Interns will have the opportunity to be mentored by experienced physical education or health teachers. Analysis and reflection of teaching practices will be ongoing as the intern teacher gradually assumes wider responsibility for class instruction.

IV. Competencies/Objectives:

Upon completion of this course, the student will:

- A. Plan and implement appropriate units of instruction and daily lessons, utilizing the *Frameworks for Teaching* model and subsequent forms/materials.
- B. Develop and implement appropriate class management strategies.
- C. Design and use developmentally appropriate methods, materials, and strategies for teaching students K-12.
- D. Think reflectively during the planning and teaching of their teaching.
- E. Generate appropriate evaluation strategies and use them to guide student growth.
- F. Effectively communicate with children, adolescents, and adults.
- G. Effectively cooperate with public school and university personnel.
- H. Establish good rapport with students and set an example for appropriate attire, hard work, healthful living habits, and physical fitness.

- I. Create learning environments that encourage engagement, self motivation, academic and social learning.
- J. Make developmentally appropriate choices in selecting teaching strategies to meet the needs of diverse learners.
- K. Use appropriate technology to enhance student learning.

Alignment with Arkansas Teacher Standards:

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistics, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. 2

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their growth, monitor learner progress, and guide the teacher's and learner's decision-making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession

Alignment with Arkansas Competencies for Teachers of Physical Education and Health, Grades K-12:

- 1.2 Describes and applies content knowledge for teaching K-12 physical education and health education.
- 3.3 Plans for and manage resources to provide active, fair and equitable learning experiences.
- 4.1 Demonstrates verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences

- 4.2 Implements demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives
- 4.3 Evaluates the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress
- 4.4 Implements transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment
- 4.5 Analyzes motor skills and performance concepts in order to provide specific, congruent feedback to enhance student learning
- 4.6 Applies use of the reflective cycle to facilitate change in teacher performance, student learning, and instructional goals and decision
- 5.1 Selects or creates authentic, formal assessments that measure student attainment of short and long-term objectives.

V. Required Text:

No textbook required.

VI. Evaluation:

1. **Professional dispositions** **30%**
Students will be expected to reflect a professional demeanor at all times. This includes, but is not limited to, reporting to their school in a timely manner, following all university and public school policies and procedures, cooperative behavior, on-time completion of assignments, and appropriate dress/appearance/actions at their assigned school.
2. **Journal Entries/Lesson Reflections** **20%**
Periodic journal entries will be assigned. Late submissions are not accepted.
3. **Mentor teacher evaluation** **25%**
The mentor teacher will complete an evaluation at the completion of the intern’s assignment.
4. **University supervisor evaluation** **25%**
The university supervisor will complete multiple visits to gather evidence.

The student will be assigned to work with a health or physical education teacher for one semester. Minimum requirements are 24 hours per week for 15 weeks (total of 360 hours).

VII. Grading Scale:

90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
< 60%	F

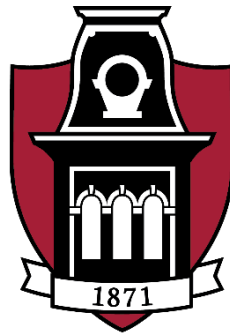
VIII. Academic Honesty:

The application of the University of Arkansas Academic Honesty Policy, as stated in the Undergraduate Studies Catalog will be fully adhered to in this course. Grades and degrees earned by dishonest means will devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Honesty Policy. Academic dishonesty involves acts which may subvert or compromise the integrity of the educational process.

IX. Course Resources:

University library
Departmental resource room
Professional journals - JOPERD, STRATEGIES, JTPE, JTEPE, Research Quarterly
Public school teachers

Appendix D



UNIVERSITY OF
ARKANSAS

Agreement

**for Educator Preparation Programs' Observation, Practicum, and Full-
Time Internship Placements between the**

University of Arkansas

And School District Name

Effective October 2023

AGREEMENT

Board of Trustees of the University of Arkansas, acting for and on behalf of the University of Arkansas, Fayetteville -- Educator Preparation Programs (“University”), and Springdale Public Schools (“District”) agree to a collaboration in field experience for pre-service teacher candidates. Placements in this district may include student teacher candidates of all grade levels and subject areas, full-time internship experiences, practicum assignments with varying degrees of student interaction, and general course observations.

Term of Agreement

This agreement shall be in effect for a period of one year, beginning July 1 of the calendar year executed through June 30 of the following year. The parties shall discuss any desired changes to the Agreement that UA or District may propose. This Agreement shall automatically renew unless one party notifies the other of the intent not to renew by April 30. Further, either party may terminate this Agreement at any time, provided that the parties will use their best efforts to allow any students to complete existing placements, subject to all other terms and conditions of this Agreement.

Full-Time Internship Placements

1. The University will:

- a. Provide district with the following information no less than ten (10) days before the internship begins:
 - i. Name and contact information of the student(s)
 - ii. Dates and hours of the assignment(s)
 - iii. Each student’s academic class designation
 - iv. Philosophy, purpose, and learning objectives
- b. Ensure all interns have completed any and all background checks required by District prior to beginning the internship.
- c. Prepare and make available to interns and placements sites a handbook which includes all policies and procedures of the internship program(s).
- d. Name a contact person who is responsible for carrying out the requirements of this agreement [with respect to interns from each degree program].
- e. Maintain communication with district, administration, and mentor teachers as appropriate, including providing a primary contact for any concerns or issues regarding placements.
- f. Provide training to mentor teachers prior to the beginning of the school year.
- g. Provide each intern a set number of observations by a University-appointed supervisor as agreed upon by the University and District.
- h. Ensure written feedback is provided to the intern by the University-appointed supervisor after any and all observations.

2. District will:

- a. Provide a list of potential mentor teachers to the University when requested.
- b. Provide each intern with an orientation to the school and its policies and procedures upon arrival.
- c. Provide classroom space, staffing, materials and necessary access to facilities for the completion of the intern’s educational experiences.

- d. Provide each intern with a mentor teacher who holds appropriate credentials and has accepted the responsibility of serving as a mentor.
- e. Name a contact person who is responsible for carrying out the requirements of this agreement.
- f. Return this MOU to the Director of Field Placement, Peabody 109, University of Arkansas, Fayetteville, AR 72701.

3. Shared Expectations of UA and District Regarding Full-Time Internships:

- a. Mentor teachers will provide continuing verbal and written feedback to interns.
- b. Mentor teachers will allow a minimum of one student-designed unit to be implemented during the rotation.

Practicum and Observation Placements

1. The University will:

- a. Contact the designated placement coordinator prior to the beginning of each semester to request practicum/observation placements in their district or at their school. .
- b. Require all students to successfully complete a background check through the Arkansas Department of Education prior to beginning Practicums.
- c. Require students to request placements through the Office of Teacher Education instead of contacting schools individually.

2. District will:

- a. Permit pre-service teacher candidates to conduct observations/practicums in their schools.
- b. Provide a list of potential host teachers for observations/practicums when contacted.

3. Shared Expectations of UA and District Regarding Practicums and Observations:

- a. Host teachers are willing to have pre-service teacher candidates observe their classroom.
- b. Host teachers will provide verbal and/or written feedback when requested.
- c. Pre-service teacher candidates can complete observations required for specific course assignments as long as they do not disturb the educational environment in the classroom or school.

Shared Expectations for All Student Placements

- 1. UA and District agree to work together to make changes, when possible, when the initial match is not satisfactory to the mentor or the intern, however, such modifications are intended to be limited.
- 2. UA and District shall notify each other and discuss concerns with any placement that may arise; when possible, they will seek to develop mutually acceptable solutions that will allow participating students to continue and complete placements. However, both UA and District reserve the right to terminate a placement at any time if deemed necessary in the best interest of UA, District or the participating student, including, but not limited to, where the student's achievement, competence, progress, or adjustment, does not warrant continuation in the placement, or the student's behavior fails to conform with the applicable policies of UA or District.

3. Students in placements are not employees of either party and are not entitled to workers compensation coverage.

Aspiring Teacher Permit Applicants

1. The University will:

- a. Provide a University instructional supervisor who will serve as the official liaison to the designated building and ensure that the requirements of the internship are met for graduation.

2. The University instructional supervisor will:

- a. Clarify the internship procedures and expectations to the intern and the mentor teacher.
- b. Establish and maintain correspondence and regular visits with designated building.
- c. Visit the designated building at least twice.
- d. Time the visits to designated building to provide the greatest feedback.
- e. Solicit regular feedback from the mentor teacher and the intern regarding the success of the internship.
- f. Keep records of weekly and final evaluations and lesson plans for the internship.
- g. Be responsible for filing paperwork with the University upon completion of the internship.

3. Springdale Public Schools will:

- a. Provide a mentor teacher/lead teacher who meets the mentorship and training qualifications for the Aspiring Teacher Permit.
- b. Recommend Aspiring Teacher Permit Applicant for employment as the teacher of record in the appropriate licensure area.
- c. Provide regular support and mentorship to the Aspiring Teacher Permit Applicant.
- d. Provide the Aspiring Teacher Permit Applicant the opportunity to observe teaching practices and teach at both the 6th – 8th and 9th – 12th grade levels.
- e. Provide the Aspiring Teacher Permit Applicant the opportunity to co-teach with the mentor teacher/lead teacher.
- f. Communicate regularly with the University instructional supervisor regarding the progress and success of the Aspiring Teacher Permit Applicant.
- g. Allow the University instructional supervisor to complete the required number of observations required by the University.
- h. Immediately communicate with the University instructional supervisor of any issues that arise.
- i. Recognize that the Aspiring Teacher Candidate Applicant is being hired as the teacher of record in the designated building and is not an employee of the University, and all obligations of employment including employment supervision, compensation, tax compliance, and liability related to employment shall the sole responsibility of Springdale Public Schools.

4. The mentor teacher/lead teacher will:

- a. Complete all training required to serve in the lead teacher role as outlined by the requirements of the Aspiring Teacher Permit.
- b. Review the internship manual and other paperwork from the University.
- c. Create a regular meeting schedule with the Aspiring Teacher Permit Applicant and the University instructional supervisor.
- d. Share knowledge about the classroom environment to assist the Aspiring Teacher Permit Applicant in preparing the appropriate teaching strategies.
- e. Communicate daily progress and suggestions for improvement to the Aspiring Teacher Permit Applicant.
- f. Complete weekly performance ratings and forward them to the University instructional supervisor.
- g. Explain teaching methods and why they are used.
- h. Immediately communicate any problems or concerns to the University instructional supervisor.
- i. Complete final formative and summative evaluation of the Aspiring Teacher Permit Applicant and discuss the evaluations prior to sending them to the University instructional supervisor.
- j. Forward the formative and summative evaluations to the University instructional supervisor immediately following the final day of the internship.

Mentor Teacher Compensation

1. The University will:

- a. When applicable to a given program, collect a fee from UA student interns with the express purpose of the district using the fee money to provide stipends to mentor teachers mentoring those interns, and for the district to cover costs directly associated with the internship program (administrative overhead, tax withholdings, intern name tags, intern professional development, supplies, etc.)
- b. Send a list of mentor teachers detailing the amount owed to them based on mentoring activities conducted during the academic year, as well as the amount to be used for purposes directly related to the internship program. This will be sent to the district office by June 1 at the conclusion of each school year.
- c. Send a check accompanying the list of mentor teachers to cover the cost of directly compensating mentor teachers, as well as costs directly related to the internship program.

2. District will:

- a. Deposit the check and disburse to mentor teachers in the amounts indicated on the provided list, less any required tax withholdings.
- b. Use the remaining amounts for purposes directly related to the internship program (see examples above).
- c. Account for and remit any tax withholdings as required by law.

Substitute Teaching

1. A teacher candidate shall only be used as a substitute teacher if that candidate has demonstrated the ability to successfully assume full teaching responsibilities, as determined by both the mentor and the university faculty liaison/supervisor.

2. A teacher candidate shall be authorized to substitute only for his/her currently assigned mentor teacher. Any exception to this must be pre-approved by the University Office of Teacher Education and the District.
3. The teacher candidate shall not serve as a long-term substitute during the internship period, unless pre-approved by the student's academic program and the University Office of Teacher Education.
4. While substituting, the teacher candidate is not serving in an internship capacity. Hours spent substitute teaching do not count toward the state-required 420 internship hours. The school district, and/or the district's contractor, shall assume full responsibility for directing the work of the teacher candidate(s), consistent with district policies and arrangements concerning substitute teachers.
5. When employed as a substitute teacher, the teacher candidate shall be paid at the appropriate substitute teacher rate.

Sexual Harassment

District agrees to promptly address any reports of sexual harassment, sexual assault, domestic violence, dating violence or stalking committed by or against Students or University Faculty. District shall promptly notify University of any such reports and shall cooperate with any review of such matters conducted by the University.

Additional obligations of District:

District shall provide or obtain emergency treatment in the event of accident or illness to students while at a placement site participating in a placement under this Agreement, such care to be provided at students' expense.

General Provisions

1. The parties acknowledge that student educational records are protected by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232, 34 CFR Part 99, and that generally student permission must be obtained before releasing student-specific data to anyone other than the University.
2. This Agreement shall be executed by authorized representatives of UA and District. This Agreement may be executed in one or more counterparts, each of which shall be an original. This Agreement may be executed by facsimile or e-mail attachment.
3. The relationship of UA and District is that of independent contractors, and nothing in this Agreement should be construed to create any agency, joint venture, or partnership relationship between them.
4. In the event of litigation against either party connection with a student placement, the parties agree to cooperate in the investigation of such claims and provide such information as required in the defense of any claims.
5. University and District agree that District is not responsible for any Workers' Compensation

or disability claim filed by a student or by a University faculty member. Students are not employees of University or District and are not covered by Workers' Compensation. Supervising faculty from the University are employees of UA and are covered accordingly under Workers' Compensation.

6. The parties agree to comply with all applicable federal, state, local, and university laws, ordinances and rules, and specifically agree not to unlawfully discriminate against any individual on the basis of race, color, religion, sex, age, disability, sexual orientation, gender identity, veteran's status, national origin or any other basis protected under Federal or state law.
7. This Agreement is solely between UA and District and shall not create any rights in any third party.
8. This Agreement shall be governed by the laws of the State of Arkansas.

IN WITNESS WHEREOF, this Agreement is hereby agreed to as the date last signed by authorized representatives of District and University.

UNIVERSITY:

DISTRICT:

Acknowledged by:

Approved and Accepted by:

BOARD OF TRUSTEES OF THE
UNIVERSITY OF ARKANSAS ACTING
FOR AND ON BEHALF OF THE
UNIVERSITY OF ARKANSAS,
FAYETTEVILLE

by _____
(Signature)

by _____
(Signature)

JL Jennings

(Printed Name)

(Printed Name)

Director of Field Placement

(Title)

(Title)

(Date)

(Date)

by _____
Associate Dean for Administration
College of Education and Health Professions
University of Arkansas

(Date)

Approved by:

by _____
Provost and Executive Vice Chancellor for
Academic Affairs
University of Arkansas

(Date)

Please name the contact person responsible for carrying out this agreement for the District: Name: _____

_____ Position: _____ Phone: _____

_____ Email: _____