

CTMU 4923: MUSIC EDUCATION INTERNSHIP
COURSE SYLLABUS
FALL 2014



Credit Hours: 10 semester hours
Prerequisites: Admission to Internship
Co-requisites: CTSE 4200 (if Fall semester, this course may have been completed)
Date Syllabus Prepared: Updated August 2014
Supervisor Info: *Interns are expected to stay in touch with their supervisor. Keep the information below handy!*

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TEXTS OR MAJOR RESOURCES

Assigned readings from professional journals and other publications (including electronic and on-line sources) may be recommended by the supervising university faculty member, with input from the cooperating public school teacher as needed.

COURSE DESCRIPTION

Supervised on-the-job experience in a school, college or other appropriate setting. Regularly scheduled discussions with supervising faculty provide evaluation and analysis of the intern experience.

COURSE OBJECTIVES

Course objectives include a subset of key indicators from the Alabama Quality Teaching Standards and program-specific indicators.

The objective of internship is to facilitate professional growth and development through a comprehensive, field-based experience. Ability to:

- Play a piano or other appropriate keyboard instrument with sufficient skill for demonstration and accompaniment, including transposition and improvisation. AL 290-3-3-.32 (1)(b) 2. CP1
- Play pitched and non-pitched classroom instruments. AL 290-3-3-.32(1)(b)3. CP1
- Utilize score reading, stylistic analysis, rehearsal management, performance practice, and conducting techniques while conducting music ensembles. AL 290-3-3-.32(1)(b)4. CP1
- Interpret representative works of the past and present and evaluate the quality of musical works and performances. AL 290-3-3-.32 (1)(b)6. CP1
- Coordinate the efforts of a large group of students with diverse backgrounds and abilities so as to accomplish desired musical objectives. AL 290-3-3-.32(1)(b)7. CP6
- Teach students to play both rhythmic and melodic classroom instruments. AL 290-3-3-.32(1)(b)8. CP5
- Play woodwind, brass, percussion, and string instruments with sufficient skill to teach; perform as a soloist; use the singing voice as a teaching tool; conduct choral as well as instrumental ensembles; and teach instrumental music to individual students and groups. AL 290-3-3-.32(1)(c)2. CP5
- Use the voice effectively in demonstrations; perform as a soloist; use woodwind, brass, percussion, and string instruments as teaching tools; and conduct ensembles. AL 290-3-3-.32(1)(d)2. CP5

COURSE CONTENT AND SCHEDULE

Weeks 1-15 Directed professional teaching experience at the placement sites. (Note: Elementary and secondary placements are required for N-12 certification).

In order to prepare students for N-12 certification, the internship is divided between an elementary and a secondary school. The exact schedule of activities during the internship assignments is contingent upon school schedules and calendars and will be determined collaboratively for each intern by the university supervisor, the cooperating public school teachers (elementary and secondary placements), and the intern.

COURSE REQUIREMENTS/EVALUATION

Students will complete all of the internship requirements specified by the College of Education, any additional requirements as specified in the internship orientation meetings, and unique requirements required by the cooperating schools (elementary and secondary placement required for N-12 certification in Music Education).

Interns evaluate their own performances each week, through their daily journal entries, weekly log sheets, and the Professional Work Samples. Interns will also be evaluated by the university supervisor (who will observe the intern a minimum of four times) and the cooperating teacher. All abilities cited in objectives must be demonstrated in order to pass.

Each intern will complete the following assignments during the internship experience:

DUE EACH WEEK ON SUNDAY EVENING (SEE CANVAS):

1. Lesson Plans – Each week write a few sentences describing what you will be doing in the upcoming week. When requested, you will provide your supervisor with a full lesson plan. Most likely this will be when you are formally observed. *NOTE: You should submit full lesson plans every time you teach, regardless of whether your teacher has them or not.*
2. Journals – Each week write (at least) a couple of paragraphs for EACH DAY in the classroom describing what occurred during the previous week. Some students choose to sit for a few minutes each evening and write about the day's events. On a normal 5-day week, you will have a minimum of 5 entries, one for each day. If there is a holiday or bad weather day, indicate that in your journal.
3. TEACHER/INTERN CONFERENCE FORM— Each week conference with your cooperating teacher about your strengths and areas that need improvement and record onto the SAMPLE TEACHER/INTERN CONFERENCE FORM (page 37). Scan each week and upload onto CANVAS. This will guide your supervisor to observe specific areas during your observations.
4. VIDEO JOURNAL: You may do this in video format on canvas. Make sure you record teaching vignettes and make notes each day during the school week so that you can submit ONE video (approximately 30 - 45 minutes) that reflects your teaching experiences over the entire week.

DUE OVER THE SEMESTER (SEE CANVAS):

1. Philosophy of Music Teaching – This should be a SERIOUS attempt, not “fluff.” Consider what you may be asked during job interview(s) and what you might say. Also, be sure you are separating philosophical values (what you believe) and advocacy values (what sounds good for political reasons).
2. Résumé – complete your résumé before the Education Interview Day and submit to your supervisor. You may want to ask your supervising teacher(s) to review it also. If you want your supervisor to review it before the interview day, please do early enough to allow revision.
3. Elementary Placement Unit and Professional Work Sample (PWS) – include several interrelated full lesson plans for lessons you taught during your elementary placement. Your university supervisor may ask for additional materials. Complete a PWS for ONE of your lessons in the unit. See specific instructions at the end of this syllabus and in the internship handbook.
4. Secondary Placement General Music Unit or Rehearsal Plan and Professional Work Sample – If for general music, 3-5 interrelated lesson plans for lessons you taught. If for rehearsal, 3-5 day rehearsal plan and comprehensive “analysis” for one of the pieces you are rehearsing. Submit both your score (scan it!) and your rehearsal plans. Your university supervisor may ask for additional materials. Complete a PWS for ONE of your lessons in the unit. See specific instructions at the end of this syllabus and in the internship handbook.
5. Technology and Teaching Files – PowerPoint or other electronic file you used to teach one of your lessons. This is not a musical recording, but something like a PowerPoint or SmartBoard (or Promethean) file that you used in a lesson. This is something YOU created. You will need one for each placement – at least ONE needs to be technology related. See Canvas for more information.

6. Updated Philosophy and Analysis of Changes – After you have taught for a full semester in two different settings, we anticipate that you will have different views about teaching and that your philosophy will need updating. Update the philosophy that you submitted early in the semester and then add a separate file that tells what changed in your philosophy and why you think it changed.

Internship Handbook. You may get a copy of the internship handbook on the College of Education website, specifically at the following website: http://www.education.auburn.edu/files/students_pes/Internship_Handbook.pdf
(College of Education Website > Students > Forms and Handbooks > Internship Handbook)

EVALUATION:

The Alabama State Board of Education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards and program-specific standards. Assessments that are completed during each placement to assess these standards are:

- Professional Work Sample
- Educate Alabama Internship Assessment Form
- Music Education Abilities Evaluation Form
- Classroom Observation Instrument
- There may be other forms required – your supervisor will inform you

The final internship grade (S, U) is determined by the university supervisor with the cooperating teachers' input based on the key assessments that include a holistic evaluation of the student's performance throughout the semester.

For assignments turned in on Canvas, the following system will be used:

Each assignment will be graded on a scale of 0 to 4:

A = 4 B = 3 C = 2 D = 1 F = 0

You must have at least a C on every assignment and an average of 2.5 or higher to pass.

There will be no unannounced quizzes.

CLASS POLICY STATEMENTS FOR INTERNSHIP

Participation: Students are expected to participate in ALL internship activities, discussions, and complete all assignments by the due dates set forth by their university supervisor(s). It is the student's responsibility to contact his/her supervisor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Assignments: Assignments are to be submitted **ON TIME**. Your supervisor's Canvas site will provide the due dates and times for each assignment. If you are late on these, you will be subject to the consequences listed below under "Consequences for Unprofessional Behavior."

Disability Accommodations: Students who need accommodations in class, as provided by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes- or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

College of Education Professionalism Policy: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity

- Model and nurture intellectual vitality

Policies for Professionalism in Music Education for Internship.

Interns must attend all required days of internship. ANY/ALL missed days must be either approved by the supervisor and teacher ahead of time or must be because of documented illness, AND must be made up at the end of the placement at the discretion of the teacher. If missed days are not made up, a grade of “U” (failing) will be assigned.

Interns must arrive at their internship placements by the time designated by the teacher, school personnel, and/or university supervisor. Typically this is 7:00 a.m. – 7:30 a.m., but it may be earlier due to morning teacher duties or zero period classes. Any tardiness may result in removal from internship and result in a grade of “U” (failing) for the course, depending on situation. Cooperating teachers will be asked to report any absences, tardies, or other unprofessional behavior.

Interns must stay at the internship placement each day as long as the cooperating teacher is on duty, or until the teacher dismisses them. The ONLY exception is Classroom Management class. Interns must leave their placements in time to attend Classroom Management classes.

Occasionally an intern will be asked to redo or revise work that has been submitted. This must be done in a timely fashion as specified by the intern’s supervisor, typically no later than one week.

Professional Ethics. In this course you will be working with music teachers and describing their teaching, and students. All discussion of teachers, their students, and their programs are to be *CONFIDENTIAL*, confined to our classroom and the instructor’s office. Although there is no law except those of slander and libel, professional ethical behavior includes refraining from critical or derogatory statements of teachers and music programs outside of our classroom. You should not discuss teachers or programs in a negative light with other professors, friends, or students. Violation of these ethics creates a poor reputation for your integrity and the integrity of Auburn University and can damage teacher’s careers (and your own).

Dress Code for Field Experiences Students must dress professionally and appropriately and be aware they will be working with students from ages 4 or 5 through ages 18 or 19 (or older in some cases). Both men and women must wear dress shoes. No flip-flops. No tennis shoes, except in the case of marching band. All clothing should fit appropriately. Shirts, pants and/or skirts should be neither too tight nor too loose and they should be *MODEST IN NATURE*. No blue jeans should be worn except for special occasions (casual day at school, ask your cooperating teacher). If there is a “jeans” day, all above policies still apply.

Men should wear dress pants and either button-up or nice polo-style shirt (or suit if preferred). A tie may be required. Women should wear dress pants or skirt and a blouse/shirt that reaches at least to the waist and is not cut too low in front or back. Skirts should be modest and NOT TOO SHORT. Check with your teacher and/or school personnel *BEFORE* wearing cropped/Capri-type pants. They may not be acceptable.

Your best bet to go conservative and dressed for a good impression each day. You never know when a person is considering you for a job or considering giving a positive (or negative) reference.

Consequences for Unprofessional Behavior

Failure to adhere to any of the above policies will result in the following actions being taken. The teacher and the supervisor will be in contact with each other regarding your performance during each placement. They will work together to inform you in a professional way about any deficiencies.

1. First – Meeting with music education faculty member(s). During this meeting it will be determined what the student must do to continue in internship. A contract/agreement will be written to help correct the behavior(s). In addition, at this time, discussion of whether the student may continue in the music education program will occur which may result in removal from the music education program. The intern’s supervisor will report the information about the meeting and contract in a memo to the student, copying both the program coordinator and the department head. This memo will be placed in the intern’s formal file.
2. Second – Meeting with music education faculty and department head. Depending on the situation, the student may be removed from the internship at this time.

3. Third – Depending on terms of previous contract/agreement, removal from internship. If not removal, subsequent consequences will be defined at this time, though if an intern reaches three consequences, removal from the internship and program is likely.

The Family Rights and Privacy Act (Public Law 93-380). This Act assures parents that all information concerning their child will be kept confidential. The only person who may access records or information are those who are directly involved with the student's educational program. Educational records cannot be released without the written consent of the parents. In compliance with this federal law, the following guidelines must be followed for students taking this course:

1. All discussion about a student should be conducted with the teacher or university supervisor only.
2. Discussion should be conducted in the privacy of the classroom or the teacher/supervisor's office. (Be aware of listeners in all settings.)
3. You should not discuss students with other parents, agencies, or other students.
4. Limit discussion to those involved with your assignment.
5. When providing reports, class observations, lesson plans for university classes, identify the student by a pseudonym or his/her first name only.
6. Do not violate any of the above guidelines in electronic communications such as e-mail, discussion boards, or stored documents such as word processor files stored in your computer.

Contingency Statement If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials. See Dr. Kuehne if you have questions about this addendum.

Other: Students must satisfy all course objectives in order to pass this course.