AUBURN UNIVERSITY
COURSE SYLLABUS

Course Number: CTMU 4920
Course Title: Internship
Credit Hours: 10 semester hours
Prerequisites: Admission to Internship
Co-requisites: CTSE 4200 (if Fall semester, it may have already been taken)
Date Syllabus Prepared: Updated January 2011

Supervisor Info: Dr. Jane M. Kuehne   Cell Phone: (334) 332-7228
                              E-mail: kuehnjm@auburn.edu   Office Phone: (334) 844-6852
                              Please use AU Access Blackboard for course correspondence.

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, accompanied by 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. Indicators assigned to CTMU 4920 are highlighted on the performance assessment templates included in the attachments. [Or noted below.]

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 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:

1. <u>Lesson Plans</u> – Each week write a few sentences describing what you will be doing over the upcoming week. You will submit FULL lesson plans for certain lessons (see below) and for lessons that your supervisor and/or cooperating teacher formally observe (when the forms are completed for assessment).

2. <u>Journals</u> – Each week write couple of paragraphs (or more) for each day describing what occurred during the previous week. 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.

DUE OVER THE SEMESTER (SEE BLACKBOARD):

3. <u>First Philosophy</u> – Look at one of your previous philosophies that you wrote and refine it, or rewrite it. Post to blackboard during the first full week of internship.
4. <u>Résumé</u> – complete your résumé before the Education Interview Day and submit. If you want your supervisor to review it before the interview day, please do early enough to allow revision.
5. <u>Elementary Placement Unit</u> – 3-5 interrelated full lesson plans for lessons you taught during your elementary placement.
6. <u>Secondary Placement Unit or Comprehensive Musicianship Rehearsal Plan</u> – If for general music, 3-5 interrelated lesson plans for lessons you taught. If for rehearsal, 3-5 day rehearsal plan and comprehensive musicianship "analysis" for one of the pieces you are rehearsing.
7. <u>Professional Work Sample 1</u> – Choose ONE of the elementary lessons you taught and follow the instructions in the internship handbook to complete a PWS. Talk with your teacher and supervisor about the plan, the implementation, and reflection.
8. <u>Professional Work Sample 2</u> – Choose ONE of the secondary lessons you taught and follow the instructions in the internship handbook to complete a PWS. Talk with your teacher and supervisor about the plan, the implementation, and reflection.
9. <u>Worksheet/Test</u> – submit a file that you created for students to use in class to provide information to you so you can evaluate them.
10. <u>Concert Program</u> – even if you are not there for a concert, create a program for the music you and your cooperating teacher are rehearsing (can be elementary or secondary).
11. <u>Technology File</u> – PowerPoint or other electronic file you used to teach one of your lessons. This is <u>not</u> a musical recording, but something like a PowerPoint or SmartBoard file that you used in a lesson.
12. <u>Ensemble Handbook</u> – fine tune the handbook you created in secondary methods and resubmit.
13. <u>Final Philosophy and Analysis of Changes</u> – consider the philosophy you completed at the beginning of the semester. Rewrite if necessary, then describe why it changed or did not change.
14. <u>Electronic Copy</u> – combine ALL of your files, *including scans of your completed forms*. Burn to a CD and turn in to your supervisor at the end of your internship.

<u>Evaluation:</u>

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 used during internship to assess these standards are (1) the Professional Work Sample, (2) PEPE, (3) the Inventory of Candidate Proficiencies, and (4) Music

Education Abilities Evaluation Form. These assessments are conducted at *each* placement (elementary and secondary). Information regarding the following is provided in the attachments:

- Directions and rubrics for key assessments – Internship Handbook
- Alignment of state standards with the College's 15 candidate proficiencies – performance assessment templates
- Alignment of candidate proficiencies with the key assessments

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

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.

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

Policy for Professionalism in Music Education for Internship:
To help ensure each student's professional success, the following polices have been implemented for Internship. In addition, students are expected to follow the College of Education Professionalism Policy. Any student who does not adhere to the following policies will be in danger of removal from internship which will result in a grade of "U" (failing) and may result in removal from the music education program. See consequences below for more detail.

Attendance and Professional Behavior
Students must attend all required days of internship. Any 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 not, a grade of "U" (failing) will be assigned.

Students must arrive at their internship placements by the time designated by the teacher, school personnel, and/or university supervisor. *For internship, this time must be prior to the beginning of the school day*. For practicum, if the placement occurs at the beginning of the school day, arrival time must be before the beginning of the school day. Any tardiness may result in removal from practicum or 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.

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

The Family Rights and Privacy Act (Public Law 93-380) 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.

Professional Ethics In this course you will be observing music teachers and describing their teaching. All discussion of teachers 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 ages18 and19 (or older in some cases). Both men and women must wear dress shoes. No flip-flops. No tennis shoes. All clothing should fit appropriately. Shirts, pants and/or should be neither too tight nor too loose and they should be modest in nature. No blue jeans should be worn. Men should wear dress pants and either a button-up or 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 at or below the knee in length. Check 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 to give 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. These consequences may be carried from previous semesters/years and into subsequent semesters and/or year(s), depending on situation. Furthermore, in certain situations, the consequence may be immediate removal from class or practicum and/or music education program.

1. First – Meeting with music education faculty members. During this meeting it will be determined what the student must do to remain the course sequence and a contract/agreement will be written. In addition, at this time, discussion of whether the student may continue in the music education program will occur which may result in removal. Contract/Agreement and/or Memorandum of meeting placed in student's file. Program Coordinator reports to Department Head.

2. Second – Depending on terms of previous contract/agreement, removal from practicum/internship. If not removal, subsequent consequences will be defined at this time.

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.

PROFESSIONAL WORK SAMPLE BASIC GUIDELINES (*FROM INTERNSHIP HANDBOOK*)

PLANNING

Complete your lesson plan. Then respond to the following questions. Attach your lesson plan to your responses.
1. What are your learning outcomes and why did you choose them?
2. How will you determine if all students made progress toward achieving the learning outcome(s)?
3. Why did you choose the instructional materials and/or procedures?
4. How do your lesson plan and/or the learning environment promote student engagement and encourage supportive interactions?
5. How does your lesson plan acknowledge and value the diversity of your students?

IMPLEMENTATION

Arrange for your internship supervisor and/or your cooperating teacher to observe your lesson. Conduct a brief pre-conference with the observer(s) and share an overview of the lesson including the learning outcome(s). Ask your observer(s) to take notes on the following:
1. Examples of student insights and/or high levels of engagement
2. Examples of student confusion and/or lack of engagement
3. More and less effective parts of the lesson including notes on how characteristics of effective teaching explain differences in the effectiveness of these parts (e.g., characteristics listed on the PEPE-based instrument or identified in effective teacher research)

REFLECTION

After the lesson, facilitate a discussion with your observer(s) that focuses on the following questions. Respond to the questions yourself before asking your observer(s) for their insights.
1. Did all students make progress toward achieving the learning outcomes? What evidence did you observe during the lesson?
2. How did student insights and/or confusion influence the implementation of the lesson? to support your response?
3. What parts of the lesson were more effective? What characteristics of effective teaching explain the effectiveness of these parts?
4. What parts of the lesson were less effective? What characteristics of effective teaching are relevant when considering how to improve these parts of the lesson?

After the discussion, write a one paragraph summary for each of the four items above to recap the discussion. Also, write a one paragraph response to each of the following two items:
1. What insights did you gain from the discussion? How might you make use of these insights to improve future lessons?
2. In what ways was technology useful as you planned, implemented, or reflected on the lesson or how could technology have been useful in planning, implementing, or reflecting on this lesson?

ANALYSIS OF STUDENT LEARNING

Carefully analyze post-assessment data and, if appropriate, pre-assessment data. Post-assessment data could address learning outcomes for a single lesson or outcomes that span multiple lessons. Write a one paragraph response to each of the following questions:
1. What did the assessment data reveal about the learning of all students? Attach the data and supporting artifacts such as samples of the assessment, rubrics, and student work samples.
2. What additional insights do you have about student learning that are not captured by the data?
3. How did you use data to inform subsequent instruction or how will you use data to inform future instruction?

PROFESSIONAL WORK SAMPLE EVALUATION RUBRIC (*FROM INTERNSHIP HANDBOOK*)

Rating → Indicator ↓	Poor *Performance is far below expectations.*	Approaching Competence *Performance sometimes meets expectations but is inconsistent.*	Competent *Performance meets and sometimes exceeds expectations.*	Exemplary *Performance far exceeds expectations; consistency is evident.*
Planning	Candidate provides insufficient details about learning outcomes, materials/procedures, and assessment. Important features of the learning environment and the students are omitted from the response. Decisions lack insight and/or are not based on best practices. Response lacks examples and relies on generalizations. Response is unclear and/or contains several grammatical and usage errors.	Candidate provides some details about learning outcomes, materials/procedures, and assessment, but fails to explain their relationships. Some features of the learning environment and the students are shared. Some decisions lack insight and/or are not based on best practices. Response is supported by some examples but seems contrived. Parts of the response lack clarity and contain some grammatical and usage errors.	Candidate provides details about learning outcomes, materials/procedures, and assessment and also explains their relationships. Features of the learning environment and the students are discussed. Decisions are based on best practices. Response is supported by examples. Response is clear, organized and free of major grammatical and usage errors.	Candidate provides substantial details about learning outcomes, materials/procedures, assessment and also effectively describes their relationships. Important features of the learning environment and the students are carefully considered and addressed. Decisions reflect insightfulness and are based on sound professional judgment and best practices. Response is supported by many relevant, original examples. Response shows an exceptional command of written language.
Implementation	Candidate has difficulty communicating content and relevant connections. Many activities, materials and/or strategies are inappropriate for content and students. Candidate fails to convey a passion for learning and students are not engaged in much of the lesson. Candidate often fails to monitor learning, respond to students' insights/confusions, and/or make adaptations for diverse learners.	Candidate has some difficulty clearly communicating content and/or relevant connections. Not all activities, materials, and/or strategies are appropriate for content and/or students. Candidate fails to convey a passion for learning, and/or students are not engaged in parts of the lesson. Candidate periodically monitors learning, responds to students' insights/confusions, and/or makes appropriate adaptations for diverse learners.	Candidate communicates content and relevant connections. Activities, materials, and/or strategies are appropriate for content and students. Candidate conveys a passion for learning, and students are engaged in the lesson. Candidate monitors learning, responds to students' insights/confusions, and makes adaptations for diverse learners.	Candidate clearly and effectively communicates content and relevant connections. Activities, materials, and/or strategies are exceptionally well-suited for content and students. Candidate conveys a passion for learning, and students are highly engaged in the lesson. Candidate consistently monitors learning, thoughtfully responds to students' insights/confusions, and makes appropriate adaptations for diverse learners.

Rating → Indicator ↓	Poor *Performance is far below expectations.*	Approaching Competence *Performance sometimes meets expectations but is inconsistent.*	Competent *Performance meets and sometimes exceeds expectations.*	Exemplary *Performance far exceeds expectations; consistency is evident.*
Reflection	Candidate has difficulty facilitating a discussion about learning and teaching. Candidate's observations and insights are inconsistent with others' perspectives. Candidate fails to provide examples to support reflections. Candidate fails to convey a commitment to meeting the learning needs of students and does not draw upon an understanding of teaching/learning theory to support comments or to suggest changes in future teaching. Candidate fails to share appropriate ways that technology might be used. Candidate does not communicate ideas clearly.	Candidate has some difficulty facilitating a discussion about learning and teaching. Candidate's observations and insights are not generally consistent with others' perspectives. Candidate provides few examples to support reflections. Candidate conveys some commitment to meeting the learning needs of students but fails to draw upon an understanding of teaching/learning theory to support comments or to suggest changes in future teaching. Candidate shares basic ways that technology might be used. Some of the candidate's ideas are not communicated clearly.	Candidate facilitates a discussion about learning and teaching. Candidate's observations and insights are generally consistent with others' perspectives. Candidate provides examples to support reflections. Candidate conveys a commitment to meeting the learning needs of students and draws on an understanding of teaching/learning theory to support comments and to suggest changes in future teaching. Candidate shares appropriate ways that technology might be used. Candidate clearly communicates ideas.	Candidate successfully facilitates a productive discussion about learning and teaching. Candidate's observations and insights are consistent with others' perspectives. Candidate provides specific, relevant examples to support reflections. Candidate conveys a deep commitment to meeting the learning needs of all students and draws on a broad understanding of teaching/learning theory to support comments and to suggest changes in future teaching. Candidate shares specific and logical ways that technology might be used. Candidate clearly and effectively communicates ideas.
Analysis of Student Work	Candidate provides a poorly organized and/or incomplete summary of data. Data sources, analysis, and/or interpretations are questionable. Conclusions are not supported by data and other sources of information. No mention is made of how data are used to understand learner differences. Candidate's account of how data are used to inform instruction lacks examples and/or detail.	Portions of the data summary are incomplete or unclear. Data are presented but not analyzed or interpreted accurately. Some conclusions seem invalid and/or are not supported by data or other sources of information. Little attention is given to how data are used to understand learner differences. Candidate's account of how data are used to inform instruction seems contrived or scripted.	Candidate provides a clear, complete summary of data. Data are presented, analyzed, and interpreted appropriately. Conclusions seem valid and are supported by data and other sources of information. Candidate explains how data are used to understand learner differences. Candidate includes a complete account of how data are used to inform instruction.	Candidate provides a well-organized, comprehensive, and seemingly accurate summary of data. Important data are presented clearly, analyzed carefully, and interpreted in a meaningful way. Conclusions are insightful and are supported by relevant data and other pertinent information. Candidate clearly articulates how data are used to understand learners' differences. Candidate includes a detailed, vivid account of how relevant data are used to inform instruction.