

Oakland University
Department of Music, Theatre and Dance
School of Education and Human Services/ Teacher Development and Educational Studies

SED 455: Internship/Music Education

Seminar Meetings: Mondays, 3:15-4:45pm

Room 231, Varner

Internship: one semester, 12 credits

Students are to follow the assigned school's
academic calendar and daily schedule

Instructor: Deborah V. Blair

Phone: 248-370-3022

dvblair@oakland.edu

<http://www.oakland.edu/careerservices>

OU Field Instructor:

Nina Flanigan email:flanigan@oakland.edu

Course Description

Provides a one semester internship in an assigned school under the guidance of a clinical instructor and university instructor. Enrollment for a total of 12 credits is required for completion of the internship.

This course may not be repeated.

Satisfies the university general education requirement in the Integration Area: Capstone Experience.

Prerequisites: completion of coursework and all internship paperwork. Interns must have documented successful completion of the MTTC Basic Skills and Music Education test prior to internship, and have turned these in to the School & Field Services Office. Additionally they are to have submitted proof of adult and child CPR and First Aide Certification. Proof of liability insurance must be submitted to same by October 1.

Academic Conduct Policy:

Cheating on examinations, plagiarism, falsifying reports/records, and unauthorized collaboration, access, or modifying of computer programs are considered serious breaches of academic conduct. The Oakland University policy on academic conduct will be strictly followed with no exceptions. See catalog under Academic Policies and Procedures

Add/Drops:

The University add/drop policy will be explicitly followed. It is the student's responsibility to be aware of the University deadline dates for dropping the course.

Special Considerations:

Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services. Students should also bring their needs to the attention of the instructor as soon as possible.

Substituting: Substituting is permitted according to the policy stipulations described in the last section of your handbook. The appropriate paperwork to authorize this requires the signature of the student teacher, cooperating teacher, university field instructor, principal and district representative.

Supervisors will not sign off until they have observed you in the classroom. The completed materials should be faxed to Sherrill Karpinen at 248-370-4920. The final approval will be faxed back to the district office. **MONTHLY substitute teaching reports** must be submitted to SEHS (faxed).

General Education Learning Outcomes:

Integration Knowledge Areas

Capstone Experience

The student will demonstrate:

- Appropriate uses of a variety of methods of inquiry and a recognition of ethical considerations that arise
- The ability to integrate the knowledge learned in general education and its relevance to the student's life and career

Foundations of Knowledge Area

Formal Reasoning

The student will demonstrate:

- Knowledge of one or more formal reasoning systems such as computer programming, mathematics, statistics, linguistics or logic
- Application of formal reasoning to read, understand, model and solve problems across a variety of applications

Cross-cutting Capacities:

- Effective Communication
- Critical thinking

Course Objective:

This internship is designed to provide practical application of constructivist learning and teaching theory as interns develop ways to implement student-centered musical experiences while working with a mentor in a public school setting. See the performance based rubric evaluation for specific description of expectations.

Required Reading: Internship handbook, additional readings as distributed at seminar or ePortfolio.

Student Performance Goals:

Knowledge Base: Interns will demonstrate understanding of the knowledge gained through study in the liberal arts and in their selected area of content specialization (music). Interns will evidence skill in the use of this knowledge in their teaching.

Performance Excellence: Interns will demonstrate readiness to assume responsibility for classroom teaching and to use appropriate teaching practices including effective communication and classroom/group management skills.

Diversity and Collaboration: Interns will demonstrate respect and value for human diversity and the ability to work with others (e.g. parents, administrators, colleagues, and community professionals) to meet the needs of diverse populations

Technology: Interns will demonstrate the ability to use technology to support student learning.

Continuous Professional Development: Interns will use research, best practices, and assessment to evaluate and improve student learning and personal professional performance.

Conceptual Framework: Candidates will articulate a professional conceptual framework or philosophy based on research, best practices, and reflection when speaking to current educational issues.

Leadership and Outreach: Candidates will evidence a disposition to continue professional growth and to make on-going contributions to their profession.

Ethics and Professional Judgment: Knowledge of and a willingness to comply with the Michigan Code of Ethics for Teachers, including without limitation the ethical obligation of teachers to demonstrate personal and professional integrity, behave in a trustworthy manner, adhere to expected social practices, current state and federal law and state and national student assessment guidelines, and exercise sound professional judgment.

Performance Assessment:

Interns will be assessed on their ability to:

1. Plan and implement student centered lessons/rehearsals
2. Demonstrate musicianship in all facets of student teaching
3. Maintain a positive and supportive learning environment (classroom management)
4. Develop a collaborative working relationship with the cooperating teacher
5. Work to foster a mentee/mentor relationship with the cooperating and supervising teachers
6. Work to become a reflective practitioner, as evidenced through journals and discussions with the cooperating and supervising teachers. Work to remain open to evaluative comments: respect and/or implement suggestions made by the mentors in your internship.
7. Interact positively and professionally with students, staff, administrators
8. Arrive promptly (early), well-prepared for each school day
(as defined on the Performance-Based Assessment Form rubric)

Other requirements of the internship:

9. **Attend and participate** fully in weekly seminar meetings (excused absences for internship-related school activities only). **100% successful and prompt completion of assigned readings and journals.**
10. Submit weekly journals via ePortfolio. **Write one post / comment on another post.**
11. Submit lesson plans to your cooperating teacher for every lesson/rehearsal you are responsible for teaching
12. Have paper copies of the day's lesson plans for each observation
13. Maintain a notebook of all lesson plans and journals for your own use, and for the supervising teacher to review at each observation.
14. Absences: must be called in (prior) to cooperating teacher and emailed to Deb Blair
15. Appropriate use of responsible/professional judgment in choice of music, subject matter, etc.
16. Be available to arrive early/stay late at your assigned school. Attend all school meetings, concerts, conferences, booster meetings, etc. NEVER be late for school.
17. Promptly submit required paperwork
18. Submit all exit materials to the School & Field Services Office **on or before the last day of the academic term.** These include:
 - Program Evaluation,
 - Felony/Misdemeanor
 - Placement Evaluation
 - Supervisor Evaluation
 - Gender Equity
 - Performance-Based Assessment Form
 - Final Narrative
 - Application for Certification
 - documentation of completion of the required state on-line survey.

These are also identified on the website schedule with the specific link for the on-line survey.

Grading The grade is based on performance that reflects Oakland University's Music Education Program and performance that exceeds, meets, or falls short of expectations of students who have been prepared in this program.

- 3.6 – 4.0 Very good to excellent performance in above areas.
Goes beyond normal expectations for performance, planning educational experiences for students, and taking responsibilities.
Self-motivated and involved.
Strongly concerned with professional development.
Very responsive to ideas and suggestions.
Creative, effective, prepared.
Highly reflective.
Relates well with students and colleagues.
Demonstrates potential for teaching excellence.
Full and appropriate attendance and participation in weekly seminars
Quality and timeliness of journals on Moodle.
- 3.0 – 3.5 Meets expectations for a new teacher in above areas.
Shows concern for professional development, is responsive to new ideas and concerns of students and colleagues. Reflective. Communicates well with students and generally achieves objectives of instruction. Generally prepared and demonstrates the potential for good teaching.
- 2.8-2.9 Falls short of expectations in some areas but generally has promise of developing into a capable teacher.
Generally not as responsive to ideas and suggestions of others.
Tends to rely on preplanned materials and may need continued support.
Takes responsibility for the classroom but does not participate much in other professional activities.
- 2.7 and below Falls short of expectations. Will not be recommended for certification.

When a student does not meet expectations or acts irresponsibly/unprofessionally in the internship setting, a concerns form will be completed by Deborah Blair and the student. In addition, a professional development plan will be constructed to clearly document the areas of concern and implement a course of action. This is done to not only safeguard all parties involved, but more importantly, to enable the intern to set goals, to identify weaknesses, and to work specifically on those areas which are in need of attention. Standards that are to be met will be delineated and consequences will be clearly stated. It is not the policy of Oakland University to allow students to repeat the student teaching internship.

Retention in the SEHS Professional Education Programs (includes Music Education):

Retention in the SEHS professional education programs is based on the expectation that students will demonstrate the characteristics of, and conduct themselves as members of, the profession as described in the Expected Competencies. Students may be removed from a program, removed from a field placement or may not be recommended for certification: (i) if they fail to fulfill any such expectations to Oakland University's satisfaction, including without limitation the expectation that they demonstrate adequate and appropriate communication ability and character and develop, maintain and fulfill their professional relationships, responsibilities and competencies; (ii) academic misconduct; (iii) violations of the Michigan Code of Ethics for Teachers; (iv) failure to fulfill any Oakland University academic or conduct requirements; or (v) violations of any other program or Oakland University's policies, rules, regulations or ordinances.

Students may also be removed from field placements: (i) upon request of a building administrator; (ii) for a failure to comply with the requirements of this Competency and Retention Statement; (iii) if Oakland University determines that removal is in the best interests of the student, Oakland University, the professional education programs or the schools where the student is placed; (iv) inadequate planning, classroom management, and/or discipline; (v) lack of content knowledge; (vi) deficiency in oral or written communication skills; (vii) inappropriate personal or professional behavior; (viii) ethical impropriety; (ix) violation(s) of community standards or policies; or (x) failure to exercise appropriate, professional judgments.