

OAKLAND UNIVERSITY
SCHOOL OF EDUCATION AND HUMAN SERVICES
Department of Music, School of Music, Theatre and Dance

COURSE SYLLABUS: INTERNSHIP IN K-12 Music Education

1. **COURSE:** SED 4952: Internship in K-12 Music Education; 12 credit hours; Full days, for 15 weeks, in a student teaching placement classroom. The school district's calendar, rather than the university calendar, is used for dates this course is in session. The last day in your placement classroom is December 8th unless absences or other circumstances, such as weather closings, create an additional time requirement.

In addition to the daily student teaching responsibilities, candidates are expected to attend 2-3 small group seminars with the university supervisor and participate in the following seminars hosted by the Office of School and Field Services:

SEHS Orientation:	Thursday, August 24, 2017	9:00 am – 12:00 pm	OC/ Gold ABC
Music seminar:	Monday, Sept 11	3:30 pm – 4:45 pm	231 Varner
SEHS Seminar 2:	Wednesday, September 20, 2017	1:30 pm – 4:30 pm	OC/ Banquet Room A
Music Seminar:	Monday, September 25	3:30 pm – 4:45 pm	231 Varner
SEHS optional Seminar / Substitute Training Sept 29	2:00 pm– 5:00 pm? PESG in room 204 Pawley Hall ~ ~ EduStaff in room 208 Pawley Hall		
Music Seminar:	Monday, October 2	3:30 pm – 4:45 pm	231 Varner
SEHS Seminar 3:	Tuesday, October 10, 2017	1:30 pm – 4:30 pm	OC/ Banquet Room B
Music Seminar:	Monday, October 16	3:30 pm – 4:45 pm	231 Varner
Music Seminar:	Monday, October 23	3:30 pm – 4:45 pm	231 Varner
SEHS Seminar 4:	Wednesday, November 2, 2017	1:30 pm – 4:30 pm	OC/ Banquet Room A
Music Seminar:	Monday, November 6	3:30 pm – 4:45 pm	231 Varner
Music Seminar:	Monday, November 13	3:30 pm – 4:45 pm	231 Varner
Music Seminar:	Monday, November 20	3:30 pm – 4:45 pm	231 Varner
Music Seminar:	Monday, November 27	3:30 pm – 4:45 pm	231 Varner
Music Seminar:	Monday, December 4	3:30 pm – 4:45 pm	231 Varner
SEHS Seminar 5:	Thursday, December 13, 2017	1:30 pm – 4:30 pm	OC/ Gold ABC

2. **CATALOGUE DESCRIPTION:**

Provides teaching and other appropriate activities in an area classroom with guidance by a university supervisor and a cooperating teacher. General and specific instructional concerns of interns are explored in five or more concurrent seminars. Completion of a program evaluation survey is required before a grade is reported to the registrar. **May not be repeated.** *Satisfies the university general education requirement for the capstone experience.*

3. **IMPORTANT DATE INFORMATION:**

Follow the university deadline for [applying to graduate](http://oakland.edu/registrar/important-dates/) found at <http://oakland.edu/registrar/important-dates/>. For this semester you must apply by (last Friday of September or January) for commencement. **You must apply by this deadline in order to graduate as planned. This is not the same as applying for certification.** Double check deadline online.

The last day to drop this class with 100% tuition refund, as well as other important academic dates, can be found on the Office of the Registrar "[Important Dates](#)" site.

4. **AUTHORIZED INSTRUCTORS:**

Nina Flanigan flanigan@oakland.edu
Diane Raymond dianeraymond@oakland.edu

5. COURSE EVALUATIONS:

Unlike most university courses, this capstone course to the K-12 music education program requires a series of different types of evaluations as required by the State of Michigan, accrediting bodies, and for the purpose of program improvement. These evaluation forms can be found within the [Certification tab](#) on the School and Field Services web site under Exit Requirements. They include:

State of Michigan Survey
Program Survey (Elementary)
Placement Evaluation
Supervisor Evaluation
Cooperating Teacher's Supervisor Evaluation (completed by the Cooperating Teacher upon your request)

Note that the traditional course evaluation survey will also be emailed to you and you may complete this as an option to provide direct feedback to the instructor.

6. **PREREQUISITES:** Prerequisite(s): Completion of all required program course work, passing scores on MTTC basic skills test (Professional Readiness Exam or ACT/SAT equivalencies, and the Music MTTC, and all final forms as described on the [Applying for Student Internship](#) site under "STEP 4: Submit Final Forms" including First Aid & CPR and membership in SMEA for the required liability insurance.

7. REQUIRED TEXTBOOKS OR READINGS:

Detailed information on the student teaching semester including expectations, course assignments, and guidance and support can be found within the *Oakland University Teacher Education Internship Handbook*. Candidates are expected to read this, know the expectations or seek assistance as necessary, and complete all assignments with the highest degree of professionalism.

In addition to the handbook, students are expected to be familiar with the internship requirements, overview, seminar dates, and forms as posted on the Music Internship site of the Office of School and Field Services website.

"This course requires a LiveText license. LiveText allows you to create and submit course assessments online and allows for long-term storage of projects, documents, and your teaching portfolio. Only one LiveText license is needed for the length of your program. Therefore, if you already have purchased LiveText for another course, you need not purchase an additional license for this course. LiveText is a requirement for students in SEHS Education programs. You can find more information at <https://www.oakland.edu/sehs/student-resources/livetext/> and you can purchase your five year LiveText Student Membership: Field Experience Edition license from <https://www.livetext.com/purchase-register-membership/>."

Note that OU students will purchase the **LiveText Student Membership: Field Experience Edition**.

The Council of Chief State School Officers (CCSSO). (2013), *Interstate Assessment and Support Consortium (InTASC) model core teaching standards and learning progressions for teachers*. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Danielson, C. (2013). *The Framework for Teaching Evaluation Instrument*. Princeton, N.J.: The Danielson Group. [Individual use of *The Framework for Teaching Evaluation* permitted via a pdf download according to copyright guidelines at <http://www.danielsongroup.org/framework/>].

Michigan Department of Education. (2003). *Michigan Professional Educator's Code of Ethics*. Retrieved from http://www.michigan.gov/documents/Code_of_Ethics_Layout_128009_7.pdf December 12, 2016.

Michigan Department of Education. (2008). *Certification standards for elementary teachers*. Retrieved from https://www.michigan.gov/documents/mde/Elementary_Standards_JAN2008_231066_7.pdf April 4, 2016.

University of Michigan (2016). TeachingWorks: High-leverage practices. Retrieved from <http://www.teachingworks.org/work-of-teaching/high-leverage-practices> April 4, 2016.

8. LEARNING GOALS AND OUTCOMES:

Observations provide specific objectives that target the following goals and outcomes outlined for this course below. This should be read prior to beginning your placement.

1. This course is identified as a general education capstone course and as such, you will demonstrate: (1) appropriate uses of a variety of methods of inquiry and a recognition of the ethical considerations that arise; (2) the ability to integrate the knowledge learned in general education and its relevance to your life and career. (2017-2018 [Oakland University Undergraduate Catalog, General Education Requirements](#)).
2. Candidates will demonstrate a knowledge of and teaching practice aligned with the *Michigan Professional Educator's Code of Ethics*. These include: service toward the common good; mutual respect; equity; diversity, and; truth and honesty.
3. Candidates will possess the depth of knowledge necessary to teach and assess all content in a differentiated manner to all students in self-contained classrooms.
4. Candidates know, understand, and use data from formative and summative assessments in addition to formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each student.
5. 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.
6. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. PROFESSIONAL EXPECTATIONS:

1. Comply with all standards outlined in the [Michigan Professional Educator's Code of Ethics](#).
2. **Communication:** Clear, timely, and professional communication with your cooperating teacher, university supervisor, and the Office of School and Field Services is critical to your success. In addition to daily and weekly conferencing, formalized observations, and seminars, there are additional times when you need to effectively communicate with others (e.g., unexpected scheduling changes; issues you are confronting). Review, and comply with, emergency absence and emergency closing procedures as described on Moodle (if used by your supervisor) and the handbook.
3. **Preparation and Timeliness:** It is expected that you will be thoroughly prepared for your assigned teaching responsibilities and devote the time necessary, often outside of your daily schedule, to ensure success in the classroom. Assignments are to be submitted as established by the supervisor by the due date and time. Review "When the University Supervisor Comes to Observe" in the handbook.

4. **Truth and Honesty:** All assignments are expected to be the individual student's original work and writing or reference appropriately (e.g., lessons from school or cooperating teacher not presented as your own work). Students are strongly encouraged to complete the online [Plagiarism Tutorial](#) found on the [KresgeLibrary](#) website. All allegations of academic misconduct will be reported to the Dean of Students and, thereafter, to the Academic Conduct Committee for adjudication. Anyone found guilty of cheating in this course may receive a course grade of 0.0, in addition to any penalty assigned by the Academic Conduct Committee. Please refer to the 2017-2018 Oakland University Undergraduate Catalog to read the full *Academic Conduct Policy* listed under *Other Academic Policies* online at http://catalog.oakland.edu/content.php?catoid=29&navoid=2996#Other_Academic_Policies
5. **Professionalism and Adherence to School and District Policies, Rules, Regulations and State Laws:** You are responsible for knowing, learning about and enacting laws, rules, regulations, and policies involved with your teaching placement. When you have questions, it is your responsibility to seek information from your cooperating teacher, building administrators, the university supervisor, or others who can assist.
6. **Professionalism and Digital Applications:** A special note is needed about the use of photos, videos or other media that may be collected during your student-teaching experience. You must tread carefully and it is your responsibility to understand the policies related to this area. It is your responsibility to seek permission to take photographs or to video your teaching. Speak directly with the teacher regarding policies and make sure that you are able to articulate the purpose, the use and limitations of use, and the protections you will enact. In most cases, the teacher will have already sought permission from parents according to school district policy and will be able to indicate who is not allowed to be photographed or video-recorded. Also be sure that you are familiar with, and able to use, technology applications that can be used to blur faces or otherwise de-identify individuals within photographs or video recordings. Professional staff members in the Educational Resources Laboratory can provide support with this technology. Photographs or video are for your assignments or teaching portfolio and are not allowed to be posted online or published in any way (e.g., web, newsletter) for this course. All digital portfolios must be password protected.
7. **Substitute Teaching:** You may not serve as a substitute teacher during your internship until you have completed all requirements and forms as outlined on the [Internship Requirements](#) tab and received written notification of approval from the Office of School and Field Services.
8. **Retention in the Program:** Be sure you understand programmatic and professional expectations and adhere to them. Students may be removed from the program, removed from a field placement, or may not be recommended for certification as described in the [Official Competency and Retention Statement](#).

10. ASSIGNMENTS

Details regarding these assignments will be provided to you by your supervisor as noted below.

1. **Evidence of Growth and Professionalism (50 pts.):** We expect you to grow in knowledge, teaching practices, and dispositions during this student teaching semester. Evidence will be provided through:
 - a. Attendance and full, positive engagement in student teaching experiences.
 - b. Attendance and full, positive engagement in University whole group and small group seminars.
 - c. Ensuring your cooperating teacher has the tools needed to engage in assessments (e.g., handbook information, feedback form, and due dates) in order to complete assessments during the semester.
 - d. Preparation for a minimum of five formal observations to assess your progress as outlined in the document "When the University Supervisor Comes to Observe" (in handbook).
 - e. Timely completion of assignments.
 - f. Timely submission of all required assessment forms and materials prior to final seminar.

2. **4 Observations with Reflections (25 pts.)**
3. **Video-Recorded Teaching Assignments (Credit/noCredit):** Three video-recorded teaching episodes and written reports as described in the assignment directions. These include a focus on: (1) Learning Environment and Classroom Management; (2) Content and Content Application; (3) Professional Responsibility and Ethical Practice. *These will be shared in seminar.*
4. **Final Observation (5th one) and Final Evaluation (25 pts.)**

11. COURSE REQUIREMENTS AND GRADING:

50%	Evidence of Growth and Professionalism
25%	4 Observations and Reflection Assignments
25%	Final Evaluation (Danielson Framework)

2 percentage points (or 2 assignment points) represents 0.1 on a 4.0 scale. (Examples: 90% or 90 points earned equals a grade of 3.5; 80% or 80 points earned equals a grade of 3.0)

GRADING SCALE

A:	3.8 - 4.0
A-:	3.1 – 3.7
B:	2.8 – 3.0

Grades of 2.7 or lower do not qualify for recommendation for certification.