



University of Central Florida
MUE 4943 – Internship II
Dr. Kelly A. Miller, Coordinator

Course Syllabus ~ Spring 2017	
Time:	Monday – Friday; regular school day hours of Supervising Teacher
Office Hours:	M/W/F – 10:30-11:30; T/Th – 1:30-2:30; or by appointment
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Office:	PACM 224

Internship Important Dates:

Weekly reflections turned in by Sunday evening, end of each week!!!

Placement officially begins	January 9
First Day From due to University Coordinator	January 16
Midpoint Evaluation due to University Coordinator	March 3
Video and Video Self-Assessment #1 due to University Coordinator	March 3
Teacher Work Sample	March 3
LiveText Electronic Portfolio Completion due to Dr. Miller	April 21
Video and Video Self-Assessment #2 due to University Coordinator	April 21
Placement Ends	April 28
Final Evaluation Form due to University Coordinator	May 1
Summative Reflection due to University Coordinator	May 1

Orientation Meeting:

January 11 UCF Music Department Interns Meeting 5:00 PM; PACM 260

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than January 13th. Failure to do so will result in a delay in the disbursement of your financial aid. The academic activity is attendance and participation at the meeting on Wednesday, January 11th.

Internship II Overview:

Interns are placed in schools and assume the work schedule of a full-time teacher, all day, five days a week, for a full semester. Interns practice to develop knowledge, skills, and dispositions of the teaching profession as described in the UCF Music Teaching Competencies and as measured by the Florida Educator Accomplished Practices (FEAPs). Particular emphasis is placed on planning, in which interns practice long-range, intermediate, and daily planning for student performance based on planned instruction; and using time management and classroom management skills that are essential to student achievement.

Internship Structure:

Internship II is divided into four phases of activities. These are *observing*, *assisting*, *teaming*, and *teaching*. *Observing* provides the intern with opportunities to become familiar with the teaching environment. *Assisting* involves the intern being placed in roles that give support or aid to the Supervising Teacher. The Supervising Teacher maintains full responsibility for the instructional process but plans with the intern. *Teaming* involves a cooperative effort in the teaching process between the Supervising Teacher and the intern. *Teaching* assigns the intern with total responsibility for one or more subjects during the day. The Supervising Teacher will determine when the intern is prepared to move from one phase to the next. The Supervising Teacher may take back the classroom gradually towards the end of the internship, allowing the intern time to visit other music classrooms during the final weeks, including opportunities to observe diverse music classes such as music theory, music appreciation, jazz, class piano/guitar, etc.

General Expectations of Music Interns:

1. Demonstrate regular and punctual attendance at assigned placement location.
2. As much as the schedule permits, attend professional activities in the evenings and on weekends, as well as in-service days with the supervising teacher.
3. Demonstrate professionalism in dress and interactions with others.
4. Demonstrate integrity and responsibility at all times.
5. Maintain effective communication.
 - a. Communicate all anticipated absences to your Supervising Teacher and University Coordinator ASAP in advance.
 - b. Please notify the University Coordinator of any absences or class cancellations.
 - c. Understand what the supervising teacher expects.
 - d. Coordinate site observations with University Coordinator.
6. Submit the First Day Report to University Coordinator by the end of the first week.
7. Complete the LiveText electronic portfolio to Dr. Miller (due 4/21).
8. Submit written reflections to University Coordinator via email at the end of every week (due Sunday evening).
9. Submit two video excerpts of your teaching along with a completed video assessment form to University Coordinator (due 3/3 and 4/21).
10. Submit your Teacher Work Sample to Dr. Miller (due 3/3).

Attendance:

Interns are expected to be in their assigned school each day, and to follow the school calendar. It is the responsibility of the intern to follow daily reporting procedures as outlined by the school, and to notify the Supervising Teacher and the University Coordinator before the start of the day of the anticipated absence. It is not acceptable to leave a message only with the Supervising Teacher; the school administrative office must also be notified. All missed days are to be made up at the end of the internship. Only the following absences do not need to be made up:

- 1) Seminars facilitated by the University Coordinator
- 2) Any days missed due to natural disasters or unforeseen school closures (hurricanes, tornados, etc.).

Please note: Attendance is considered in the overall evaluation of the internship.

Videos:

Prior to the mid-term evaluation and the final evaluation, interns are required to record a video of themselves delivering a 20-minute segment of direct instruction. Interns will then complete a written self-analysis of this video and will submit both the video and self-analysis to the University Coordinator.

Observations by University Coordinators:

Interns are observed 3-4 times during the placement. The observations are scheduled with the interns and supervising teachers via phone or e-mail. On the day of an observation, time is needed for a brief pre-observation conference and a post-observation conference. Lesson plans, copies of handouts and music being rehearsed should be available for the University Coordinator during an observation. Lesson plans should include a conceptual objective, behavioral objectives, lesson procedure, materials needed, strategies/activities, accommodations for students with exceptionalities, and assessment methods. They should also indicate Next Generation Sunshine State Standards that are to be addressed. Each lesson observed should consist of 20 to 30 minutes of direct instruction.

All formal observations will be recorded on the University of Central Florida observation form. All observations will be evaluated using a rubric as outlined below. Specific feedback will also be provided to interns.

The Internship Evaluation Rubric is designed to be used on a continuum and is based on the Florida Educator Accomplished Practices (FEAPs). The levels of performance are Exemplary (3), Proficient (2), Developing (1), and Unacceptable (0). The indicators of performance for each FEAP are in two categories: (a) Knowledge and Performance, and (b) Dispositions. It is possible for an intern to be at a Proficient level in Knowledge and Performance, but not at the same level in Dispositions. It would be expected that by the end of the semester, the intern would be at a balanced performance level in all areas.

Definitions of Levels of Performance

Exemplary (3) – The intern has demonstrated required knowledge and skills that exceed standards according to pre-professional level benchmarks and indicators.

Proficient (2) - The intern has demonstrated required knowledge and skills that meet standards according to pre-professional level benchmarks and indicators.

Developing (1) - The intern has begun to develop the required knowledge and skills according to pre-professional level benchmarks and indicators.

Unacceptable (0) – The intern has not demonstrated the required knowledge and skills at pre-professional level benchmarks and indicators.

Substitute Teaching:

According to Florida Statutes, Chapter 1012.39, “It is the intent of the Legislature that school personnel certified in this state possess the credentials ... to provide high-quality education in the public schools.” An intern is in the process of gaining experience as a teacher under the supervision and guidance of a certified supervising teacher and University personnel. If the supervising teacher is absent from school, a certified substitute should be appointed as temporary supervising teacher. This must be done even though the student teacher is directing and teaching the classes. A student teacher cannot be paid as a regular substitute teacher during his/her student teaching even though he/she may hold a Florida Substitute Teaching Certificate. During the time that the student teacher takes over the classroom and is totally responsible for it, the supervising teacher may leave the classroom for one or two hours with the permission of the principal. At this time a substitute teacher is not required, provided someone in the building has been designated to supervise the student teacher. If a teacher is out of the building or away from the classroom for an extended absence (more than ½ a day), a substitute teacher must be hired.

Evaluation:

The final grade (S or U) will be assigned by the University Coordinator based on the following:

1. Midterm evaluation report from supervising teacher
2. Final evaluation report from supervising teacher*
3. Observations & Evaluations from the University Coordinator
4. Timely submission of weekly reflections
5. Timely submission and satisfactory completion of all assignments including videos, reflections, teacher work sample, and portfolios

****Interns with one or more ratings lower than a “2” on the final evaluation may not pass the Internship.***

<p>Accommodations for the differently-abled (alternate testing opportunities, support for signers, etc.)</p>	<p>The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.</p>
<p>Academic integrity</p>	<p>UCF is committed to promoting a culture of academic integrity where faculty and students work together to meet our personal, professional, and social responsibilities. A degree from UCF is only valuable to the extent it reflects valid assessments of student learning. Misrepresenting your learning on tests, projects, reports, or papers invalidates your grades and tarnishes the credibility of UCF. While collaboration is encouraged in the learning and studying process, you should assume that all tests, quizzes, etc. require your individual effort unless explicitly directed otherwise. Unauthorized collaboration, whether voluntary or not, is cheating. Unauthorized use of materials during a text, quiz, or other assessment is cheating. Regarding papers and projects, one of the core fluencies that students need to demonstrate is the ability to discern information that is common to the</p>

	<p>public from the intellectual property of individuals. Use of protected ideas, processes, or language without attribution or proper citation is plagiarism. Cheating, dishonesty, or plagiarism is grounds for grade reduction or failure in this course. Please review the behavior standards at: http://www.goldenrule.sdes.ucf.edu/11_behavior.html</p>
<p style="text-align: center;">The UCF Creed</p> <p style="text-align: center;">Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.</p> <p>Integrity I will practice and defend academic and personal honesty.</p> <p>Scholarship I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.</p> <p>Community I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.</p> <p>Creativity I will use my talents to enrich the human experience.</p> <p>Excellence I will strive toward the highest standards of performance in any endeavor I undertake.</p>	