



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

<b>Course Syllabus ~ Fall 2020</b>	
<b>Time:</b>	Monday – Friday; regular school day hours of Clinical Educator
<b>Office Hours:</b>	M/W/F – 9:30-10:30; T/Th – 1:30-2:30; or by appointment
<b>E-Mail:</b>	Kelly.Miller@ucf.edu
<b>Phone:</b>	407.823.4545
<b>Office:</b>	PACM 224

**Internship Important Dates: *Fall 2020***

Weekly reflections turned in by Sunday evening, end of each week	
Placement officially begins	8/24
First Day From due to University Supervisor	8/31
Resume and Letter of Intent due to University Supervisor	8/31
Midpoint Evaluation due to University Supervisor & Dr. Miller	10/16
Video and Video Self-Assessment #1 due to University Supervisor	10/16
Teacher Work Sample completed (can be flexible)	11/6
Via Electronic Portfolio completion due to Dr. Miller	11/30
Video and Video Self-Assessment #2 due to University Supervisor	11/30
Placement Ends	12/4
Final Evaluation Form due to University Supervisor and Dr. Miller	12/4
Summative Reflection due to University Supervisor and Dr. Miller	12/4

**Orientation Meeting:**

August 21 UCF Music Department Interns Meeting 1:00pm, virtually via Zoom!

**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. 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 Friday, August 21<sup>st</sup> or whatever your University Supervisor requests.**

**Internship II Overview:**

Interns are to be present in schools through their virtual platform 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. We believe the virtual intern can achieve this through synthesis and your feedback.

### **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 Clinical Educator. The Clinical Educator maintains full responsibility for the instructional process but plans with the intern. *Teaming* involves a cooperative effort in the teaching process between the Clinical Educator and the intern. *Teaching* assigns the intern with total responsibility for one or more classes/rehearsals during the day. Examples for *teaching*: 1) a secondary ensemble intern could teach the online students in the virtual setting, while the Clinical Educator may be having a rehearsal outside. Following this class, the Clinical Educator can watch the lesson together with the intern, providing feedback on the lesson (and have the opportunity to know exactly what happened when they were teaching in a different location). 2) a general elementary intern could teach the online students virtually, while the Clinical Educator is teaching the F2F students. The Supervising Teacher will determine when the intern is prepared to move from one phase to the next. The Clinical Educator 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 Clinical Educator.
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 Clinical Educator and University Supervisor ASAP in advance.
  - b. Please notify the University Supervisor of any absences or class cancellations.
  - c. Understand what the Clinical Educator expects.
  - d. Coordinate site observations with University Supervisor.
6. Submit the First Day Report to University Supervisor by the end of the first week.
7. Submit your Teacher Work Sample to Dr. Miller.
8. Submit written reflections to University Supervisor 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 your University Supervisor.
10. Complete the VIA electronic portfolio to Dr. Miller.

### **Attendance:**

Interns are expected to be in their assigned school each day (virtually), 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 Clinical Educator and the University Supervisor before the start of the day of the anticipated absence. It is not acceptable to leave a message only

with the Clinical Educator; 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 Supervisor.

### **Observations by University Supervisors:**

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 Supervisor 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 Supervisor based on the following:

1. Midterm evaluation report from the Clinical Educator
2. Final evaluation report from the Clinical Educator
3. Observations & Evaluations from the University Supervisor
4. Timely submission of weekly reflections
5. Timely submission and satisfactory completion of all assignments including videos, reflections, teacher work sample, and Via/LiveText ePortfolio.

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

<p><b>Accommodations for the differently-abled (alternate testing opportunities, support for signers, etc.)</b></p>	<p>The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) &lt;<a href="http://sas.sdes.ucf.edu/">http://sas.sdes.ucf.edu/</a>&gt; (Ferrell Commons 185, <a href="mailto:sas@ucf.edu">sas@ucf.edu</a>, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.</p>
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<p><b>Academic integrity</b></p>	<p>Students should familiarize themselves with UCF’s Rules of Conduct at &lt;<a href="https://scai.sdes.ucf.edu/student-rules-of-conduct/">https://scai.sdes.ucf.edu/student-rules-of-conduct/</a>&gt;. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in</p> <ol style="list-style-type: none"> <li>1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.</li> <li>2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.</li> <li>3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.</li> <li>4. Falsifying or misrepresenting the student’s own academic work.</li> <li>5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.</li> <li>6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.</li> <li>7. Helping another violate academic behavior standards.</li> <li>8. Soliciting assistance with academic coursework and/or degree requirements.</li> </ol> <p><b>Responses to Academic Dishonesty, Plagiarism, or Cheating</b></p> <p>Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, <i>The Golden Rule</i>&lt;<a href="https://goldenrule.sdes.ucf.edu/">https://goldenrule.sdes.ucf.edu/</a>&gt;. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an “F” letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.</p> <p>Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.</p>
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	<p>Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.</p>
<p><b>Campus Safety</b></p>	<p>Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.</p> <ul style="list-style-type: none"> <li>• In case of an emergency, dial 911 for assistance.</li> <li>• Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <a href="http://emergency.ucf.edu/emergency_guide.html">http://emergency.ucf.edu/emergency_guide.html</a>.</li> <li>• Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.</li> <li>• If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <a href="https://ehs.ucf.edu/automated-external-defibrillator-aed-locations">https://ehs.ucf.edu/automated-external-defibrillator-aed-locations</a>.</li> <li>• To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <a href="https://my.ucf.edu">https://my.ucf.edu</a> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."</li> <li>• Students with special needs related to emergency situations should speak with their instructors outside of class.</li> <li>• To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<a href="https://youtu.be/NIKYajEx4pk">https://youtu.be/NIKYajEx4pk</a>).</li> </ul> <p><b>Campus Safety Statement for Students in Online-Only Courses</b></p> <p>Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.</p> <ul style="list-style-type: none"> <li>• To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <a href="https://my.ucf.edu">https://my.ucf.edu</a> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."</li> <li>• Students with special needs related to emergency situations should speak with their instructors outside of class.</li> </ul>

<b>Deployed Active Duty Military Students</b>	Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
<b>Make-Up Assignments for Authorized University Events or co-curricular Activities</b>	Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <a href="https://policies.ucf.edu/documents/4-401.pdf">https://policies.ucf.edu/documents/4-401.pdf</a>
<b>Religious Observances</b>	Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <a href="http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf">http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf</a> .
<b>COVID-19</b>	<p><b>University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes</b></p> <p>To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<a href="https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf">https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf</a>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the <a href="#">Golden Rule</a> for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.</p> <p><b>Notifications in Case of Changes to Course Modality</b></p> <p>Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in <a href="mailto:Webcourses@UCF">Webcourses@UCF</a> or Knights email about changes specific to this course.</p> <p><b>COVID-19 and Illness Notification</b></p> <p>Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.</p> <p>Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<a href="https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html">https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html</a>)</p> <p>Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.</p>

	<p><b>In Case of Faculty Illness</b></p> <p>If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in <a href="mailto:Webcourses@UCF">Webcourses@UCF</a> or Knights email for any alterations to this course.</p> <p><b>Course Accessibility and Disability COVID-19 Supplemental Statement</b></p> <p>Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact <a href="mailto:sas@ucf.edu">sas@ucf.edu</a> to discuss specific accommodations for this or other courses.</p>
<p><b>F2F to Remote Instruction</b></p>	<p>Should this course shift to remote-only instruction, the university has provided several resources to assist students with learning: <a href="https://digitallearning.ucf.edu/newsroom/keeplearning/">https://digitallearning.ucf.edu/newsroom/keeplearning/</a></p> <p><b>Live and Recorded Lectures (optional if applicable):</b> This course will include synchronous (“real time”) sessions that will also be available as a recorded session for later review in <a href="mailto:Webcourses@UCF">Webcourses@UCF</a>. Students who are unable to attend on-campus sessions, are expected to review these available sessions. Students who are unable to actively participate in on-campus or remote learning, should contact their instructor to explore options. Any synchronous meeting times will be announced via <a href="mailto:Webcourses@UCF">Webcourses@UCF</a> and should appear on the <a href="mailto:Webcourses@UCF">Webcourses@UCF</a> calendar should remote instruction be activated.</p> <p>Such recordings/streaming will only be available to students registered for this class. These recordings are the intellectual property of the faculty and they may not be shared or reproduced without the explicit, written consent of the faculty member. Further, students may not share these sessions with those not in the class or upload them to any other online environment. Doing so would be a breach of the Code of Student Conduct, and, in some cases, a violation of the Federal Education Rights and Privacy Act (FERPA).</p> <p><b>Technology Access</b> – Depending upon modality, this course might need to shift to remote or fully online instruction based on medical guidance. This course also could be fully online and thus This could require access to additional technology. If students do not have proper access to technology, including a computer and reliable Wi-Fi, please let the instructor know as soon as possible. Information about technology lending can be found at <a href="https://it.ucf.edu/techcommons/">https://it.ucf.edu/techcommons/</a> and <a href="https://library.ucf.edu/libtech">https://library.ucf.edu/libtech</a></p> <p>Resources:</p> <p><a href="https://www.ucf.edu/coronavirus/">https://www.ucf.edu/coronavirus/</a></p>
<p><b>Children in Virtual Sessions</b></p>	<p><i>The following statement about children in virtual classes was provided to us as an additional resource by faculty member Elizabeth Horn and was adapted from <a href="#">language at Oregon State University</a>. It is not an officially required or optional statement from the university. However, we think it’s one great way of acknowledging one of the myriad of challenges our students face at this time.</i></p>

	<p><b>Statement</b></p> <p>Parents deserve access to education. At all times, I strive to be inclusive to parents, and now, in our virtual learning space, with many children learning from home or schools facing sudden closures, we can expect children to be present in class from time to time.</p> <ol style="list-style-type: none"> <li>1. All breastfeeding babies are welcome in our synchronous sessions as often as is necessary to support the breastfeeding relationship. I never want students to feel like they have to choose between feeding their baby or continuing their education.</li> <li>2. Children may be visible onscreen during class sessions, either in your lap or playing in the background. Alternatively, you may turn your camera off if more privacy is required.</li> <li>3. Parents or caregivers who anticipate having a child(ren) with them during class sessions are encouraged to wear a headset to help minimize background noise. You may mute your microphone and communicate through the “chat” feature at any point necessary.</li> <li>4. Stepping away momentarily for childcare reasons is completely understandable and expected. Simply mute and/or turn off your camera as necessary, and rejoin us when you are able.</li> <li>5. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.</li> <li>6. I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.</li> </ol>
<b>Ethics</b>	<p>As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University’s Rules of Conduct (see <a href="https://scai.sdes.ucf.edu/student-rules-of-conduct/">https://scai.sdes.ucf.edu/student-rules-of-conduct/</a>).</p>
<p><b>The UCF Creed</b></p> <p>Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.</p> <p><b>Integrity</b> I will practice and defend academic and personal honesty.  <b>Scholarship</b> I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.  <b>Community</b> I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.  <b>Creativity</b> I will use my talents to enrich the human experience.  <b>Excellence</b> I will strive toward the highest standards of performance in any endeavor I undertake.</p>	