Music Education Teacher Education

20 SP EDMU Willis

## William L. Spadoni College of Education Coastal Carolina University

**Course Syllabus**

**EDMU 479: Internship in Music Education**

**9 credits**

**Instructor of Record:** Dr. Jesse Willis

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**Office Location:** Sands 127B **Office Hours:** TBA

Also by Appointment

**Office Phone:** 843-349-6478

**Meeting Dates and Times:** M-F (Interns should follow the school schedule as provided by your cooperating teacher)

**Meeting Location:** Determined for each Intern by the Office of Clinical Experiences

**Intended Audience:** Teacher Education Candidates in Music Education K-12

**Prerequisite:** Successful completion of all professional education courses. Admission to the Internship.

**Co-requisite:** EDMU 496: Music Education Internship Seminar

**Catalogue Description:** EDMU 479: Internship In Music Education (9 credits) (Successful completion of all professional education courses. Admission to the Internship) (Coreq: EDMU 496) This culminating experience in the Spadoni College of Education Teacher Education Program is comprised of a supervised teaching experience in Music Education at either the elementary, middle or secondary level. The internship's purpose is to transfer theory of the teacher preparation program into experiences in a real classroom and school environment. Candidates apply content and pedagogical knowledge and skills in the classroom setting under the close supervision of an experienced cooperating teacher and university supervisor. A critical component of the internship is the internship seminar for candidates seeking initial teacher certification at the undergraduate level. During seminars, candidates meet with program faculty and other candidates to establish links between theory and practice, to discuss issues of concern, and to receive information essential for transitioning from teacher candidate to teacher. (S).

**Course Information:** All internship experiences are comprised of supervised teaching experiences in either the appropriate grade level or subject-matter area related to the student's area of emphasis. Interns are assigned to field placements for a period of no fewer than 60 instructional days. Satisfactory (S) or Unsatisfactory (U) credit.

## Text/Other Required Resources:

Materials available in Moodle on Internship Site:

Spadoni College of Education Internship Handbook

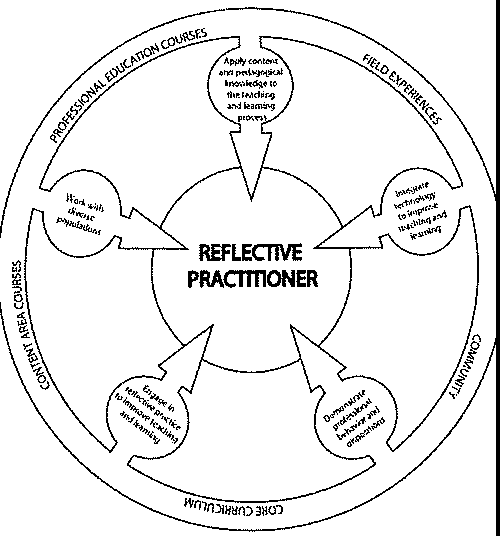
* SC ADEPT Guidelines:

[http://www.scteachers.org/ADEPT/evalpdf/adept guidelines.pdf](http://www.scteachers.org/ADEPT/evalpdf/adeptguidelines.pdf) (80 pages)

* Teacher Work Sample (TWS) assignment & scoring rubric

## Conceptual Framework:

The overarching theme of the Conceptual Framework for all educator preparation programs is ***"The Educator as Reflective Practitioner."*** The initial and advanced teacher education programs and the advanced program in educational leadership focus on the development of knowledge, skills, and professional dispositions to ensure that all candidates are well prepared and meet all institutional, state, and professional standards at the completion of their program. The Conceptual Framework describes the shared vision of teaching, learning, and the preparation of teachers and school leaders. It outlines our philosophy and commitment to the education profession; guides programmatic decisions; and ensures coherence among curricula, field experiences, clinical practice, and the unit's assessment system. The Conceptual Framework reflects our commitment to integrate technology, demonstrate professional behavior and dispositions, engage in reflective practice, work with diverse populations, and apply content and pedagogical knowledge to the teaching and learning process.



As depicted above ***The Reflective Practitioner*** works with diverse populations, applies content and pedagogical knowledge to the teaching and learning process, integrates technology to improve teaching and learning, demonstrates professional behaviors and dispositions, and engages in reflective practice to improve teaching and learning. These attributes and dispositions are developed through the core curriculum, content area courses, teacher education courses, field experiences, and community activities.

**Unit Assessments required of this course:** Internship Evaluations & Professional Behaviors and Dispositions Ratings; Teacher Work Sample, Praxis II, Principles of Learning and Teaching.

**Course Objectives:** This course is designed to:

1. Facilitate reflective practice and continued professional growth and collaboration

among teachers.

1. Provide opportunities for candidates to communicate managerial and instructional

information effectively.

1. Acquire and implement strategies to enhance communication among students.
2. Identify strategies to become an advocate in the school and community to promote variety of music activity opportunities.
3. Establish productive relationships with parents/guardians and school colleagues to support student growth and well-being.

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| **Student Learning Outcomes:** | **Standard Alignment Information**  CF= Conceptual Framework & Candidate  Proficiencies (20I0)  SPA= National Association Schools of Music  (NASM 2019)  CAEP = Council for the Accreditation of Educator  Preparation (CAEP 2013) InTASC= Interstate Teacher Assessment and  Sunnort Consortium |
| Students who successfully complete this course/internship will be able to: |
| 1. Apply content and pedagogical knowledge to the teaching and learning process. | CF *(1.1-1.5)*  SPA NASM *(3.4.a-f)*  CAEP *(1.1-1.5)* |
|  | InTASC *(4)* |
| 2. Use technology to improve teaching and learning. | CF *(2.1, 2.2)*  SPA NASM *(3.1.b)*  CAEP *(1.5)* |
|  | InTASC *(5 & 7)* |
| 3. Work with diverse populations. | CF (3.1, 3.2)  SPA NASM *(4.a)*  CAEP *(2.2-2.3)*  lnTASC *(2)* |
| 4. Demonstrate professional behavior and  dispositions. | *CF ( 4.1-4.3)*  SPA NASM *(3.e-f)*  CAEP *(3.3)* |
|  | InTASC *(10)* |
| 5. Engage in reflective practice to improve teaching and learning. | CF *( 5. I &5.2)*  SPA NASM *(3.a, 2.5-6)*  CAEP *(1.1-1.5)* |
|  | InTASC *(10)* |
| 6. Compile a professional portfolio. | CF *(4.3)*  SPA NASM *(3.e)* CAEP (*1.3-1.5)* lnTASC *(10)* |

**Administrative Policy:** See Internship handbook located on Moodle

## LiveText:

*The Spadoni College of Education adopted LiveText as a candidate assessment management tool in all programs (undergraduate and graduate) in 2006. Each program has identified required key assessments at the course level which are entered by the student into LiveText.*

*The Spadoni College of Education requires all degree seeking* ***and/or licensure-only seeking students*** *have a LiveText account. The purchase of LiveText is handled differently within each program and course. Details regarding the purchase of LiveText can be found at* [*http://www. coastal.eduleducation/livetext.html.*](http://www.coastal.eduleducation/livetext.html)

# Please note: Failure to submit a required assignment or assessment into Live Text may result in delayed processing of your final course grade (i.e., Incomplete) until this requirement is met.

* **Diversity Form Submission:** In order to receive a grade for the course, you must submit your diversity form in Live Text and have a hard copy in your portfolio.
* Students are expected to be in attendance ***everv dav*** and to be punctual in arriving every morning.
* In the event you cannot be at school due to illness, you are required to call your cooperating teacher as soon as you make the decision to stay home (must be prior to 7:00AM in order for alternate arrangements to be made if you are scheduled to teach the class). Immediately after this phone call the university supervisor must be notified.
* Please schedule all appointments after school hours. If you already have appointments that absolutely cannot be changed, work with your cooperating teacher to plan your absence in advance and decide when you will make up the time, if required.
* ALWAYS demonstrate professional behavior and dispositions in the classroom and any other setting in the school, district, or community where interactions with colleagues, students, and parents take place.
* Written work (i.e., lesson plans, TWS, etc.) must be of the caliber expected of a future teacher. All work shall be typed as a Word document. Excessive spelling, grammar, or punctuation errors are not acceptable.
* All work shall be kept in an **organized notebook** and readily available for the university supervisor during observations and during seminar classes. NO excuses will be accepted for lack of meeting this requirement.
* Based on your progress, performance, and behaviors and dispositions, the university supervisor and cooperating teacher will meet with you to determine if you need a written improvement plan at the time of the formative evaluation. Please be sure that you are following all procedures including submitting your lesson plans in advance (generally requested by schools to be submitted each Friday preceding the week you will be teaching.
* A passing score on PLT is required for SC licensure.
* Internship seminar dates will be determined and supplied by your University Supervisor. You are expected to attend all seminar meetings.
* You are expected to abide by all policies and follow all procedures outlined for you in the SCOE internship manual. Special attention should be given to dress code requirements and vulnerability to information garnered from electronic and other sources (i.e., Facebook and community social networking).
* *Deadlines for submitting each section of your TWS will be supplied by your University Supervisor within your seminar course. Your first draft of each section shall be submitted to the university supervisor for feedback; however, your second draft will be the one that is submitted for a grade. Your first draft should be written as if it is the only one you are going to write! "Notes" or a bulleted list will NOT be accepted in lieu of a thoroughly completed section. Due to time constraints and the needs of your students, it is not feasible to revise your TWS several times.* ***READ*** *your TWS prompts, follow directions carefully, and complete each step in sequence.* ***DO NOT*** *begin teaching your TWS until you have completed the first three sections of the TWS and have received approval for a well-planned design for instruction by your university supervisor.*

**Attire**

Off Campus Professional Dress Code (to be used for internships and/or any time a student is representing Coastal Carolina Music Education).

* + Button down shirt/pull over shirt (no t-shirts)
  + Neat tailored long pants (wrinkle free or ironed)/skirts below the knees
  + Appropriate shoes/socks (no athletic shoes or flip flops).

**Academic Responsibilities:**

Infractions of academic discipline include, but are not limited to, the following:

**I. Cheating.** This refers to conduct during quizzes and examinations which shall include utilizing written or recorded information, or information obtained by any other means of communication, not specifically permitted by other than the instructor, and giving written or oral information, or information conveyed by any other means of communication, to another student. It also includes stealing, buying, selling, or unauthorized collaboration on any test, homework, assignment or project. A student who knowingly participates in another's cheating also commits cheating.

1. **Plagiarism.** This refers to submitting, as a student's own work, material obtained from another source without indicating the source from which it was obtained. It includes letting another person compose or rewrite a student's written assignment. Plagiarism includes submission of previously submitted term papers, computer programs not authored by the student, or material copied without attribution from published sources. It also includes a student's allowing another person to take all or part of a course or examination in his or her place. A student who knowingly participates in another's plagiarism also commits plagiarism.
2. **Disruption of Normal Instructional Activity.** No one may interfere with or disrupt the normal instructional activity and operations of students, faculty or staff of this institution. Examples of disruptive behavior can include, but are not limited to, arriving late to class or leaving class early, eating, arguing, complaining, asking off-track questions, or talking to others when the instructor is talking.
3. **Misuse of University Documents.** Forgery, alteration or misuse of any University document or record is prohibited.
4. **Fraud or Lying.** Lying or fraudulent misrepresentation in, or with regard to, any transaction with the University, whether oral or written, is prohibited.
5. **University Policies and Procedures.** A student who assists in any infraction mentioned previously shall be considered equally as guilty as the student who commits the infraction.

**Community Expectations and Student Code of Conduct:**

*Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. Members of this community are accountable for their actions and reporting the inappropriate action of others and are committed to creating an atmosphere of mutual respect and trust.*

The revised *Code of Conduct* that is available on the web at:

([http://www.coastal.edu/conduct/documents/codeofconduct.pdt).](http://www.coastal.edu/conduct/documents/codeofconduct.pdt))

***On my honor,*** *I* ***pledge:***

* ***That*** *I* ***will take responsibility for my personal behavior; and***
* ***That*** *I* ***will actively oppose every instance of academic dishonesty as defined in the Code of Student Conduct. From this day forward, my signature on any University document, including tests, papers and other work submitted for a grade is a confirmation of this honor pledge.***

**Course Assessments:**

* 1. Attendance and Participation

1. SCOE Formative Assessment
2. SCOE Summative Assessment
3. SCOE Formal Internship Classroom Observations (minimum of four each from cooperating teacher and university supervisor) ADEPT evaluations and Three narrative observations from CT and US
4. ADEPT Evaluation
5. SCOE Professional Dispositions
6. SCOE Forms for Field Experience Office

**Grading Procedures:** See Internship handbook located on Moodle.

## Evaluation of Students:

(S) Satisfactory or (U) Unsatisfactory

## All aspects of both the internship and the seminar must be completed satisfactorily to pass internship.

**The grade for the TWS must be at least 80% for SCOE. FOR the program you must reach the rating of "Proficient for all elements" on your unit plan rubric and on your EDME summative evaluation.**