

UNIVERSITY OF ARKANSAS
Department of Music

SYLLABUS AND MANUAL
FOR THE
MUSIC INTERNSHIP



**Expectations and Guidelines for
Interns, Cooperating Teachers, and
University Supervisors**

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THE INTERN AND THE INTERNSHIP

Purpose

A sixteen-week period has been designated as the internship in which music interns spend approximately ten weeks at the level of concentration and approximately six weeks at the minor area of concentration (elementary or secondary-level placements). The internship is the culmination of the practicum and field experiences participated in during the undergraduate preparation period. It represents the first step into the profession with the guidance of a mentor teacher and university supervisor. The intern is encouraged to develop some personal growth goals during this experience. This is the appropriate time to observe concepts and theories in the instructional style and methodology of the cooperating teacher. Observing the impact of their presence upon the classroom learning environment, and applying these theories and other strategies, is expected during the internship. The following list, while not exhaustive, is suggested:

- Human growth and development theories
- Principles of learning
- Learning modalities
- Long-and short-range planning
- Formal and informal assessment
- Cognitive, affective and psychomotor teaching strategies
- Classroom management models
- Current research on music cognition
- Diverse music methodologies
- Communication and interaction

Professional Knowledge and Skills Expectations

Certain basic knowledge and skills present in the intern prior to the internship make for a faster transition to "active participant" in the classroom of the cooperating teacher. Should the intern not possess all or some of the following skills or knowledge bases upon initiating the internship, every opportunity should be given for such acquisition and growth:

- Professional demeanor and dress
- Knowledge base of the child/adolescent (vocal and instrumental)
- Development of lesson plan formats
- Assessment instruments
- Knowledge base of classroom management techniques
- Knowledge base of developmentally appropriate practice
- Knowledge base of grading practices
- Modeling behaviors (vocal and instrumental)
- Proficiency on keyboard as appropriate

Positive interaction within the school professional culture will involve the following:

- Participation in professional development activities at school and related sites.
- Participation in music-related field trips established by the school.
- Commitment to the amount of time necessary to the work assignments.
- Budgeting personal time appropriately.
- Knowledgeable of and compliance with the school/faculty handbook.
- Becoming acquainted with the administration, faculty and staff.
- Getting to know the children in the classroom.
- Attending and participating in school functions.

Prior to arrival at your school assignment, the following activities are suggested as a way to establish a good rapport:

Before the internship begins, communicate with the cooperating teacher – possibly visit the site and introduce yourself to the administrator and his or her office staff. If permissible, take an informal tour of the building and introduce yourself to any other staff or faculty present.

Organization of Experiences

Theoretically the 16-week internship experience progresses from “less to more” responsibility, culminating in full-time teaching responsibilities at both elementary and secondary sites. However, certain circumstances may influence the rate of immersion into the full teaching role:

- Previous experience
- Readiness
- Personal comfort level of the intern and cooperating teacher

Becoming involved with the learning environment is crucial from day one. Thus, the music internship experience is divided into 1) Observation and assisted teaching, 2) Team-teaching with the cooperating teacher, and 3) Full teaching and briefings.

Phase One: Observation and Assisted Teaching. Observation of the new classroom environment is essential in the early stages of the internship. While observing, you may be asked to carry out basic clerical and/or musical tasks that the cooperating teacher assigns. Discuss with the cooperating teacher ways in which you can assist him or her in their classroom. When deemed appropriate by the cooperating teacher, the intern will participate in teaching sessions. Mini-teaching experiences that the intern plans and implements with the Cooperating Teacher's assistance are the most common first experiences. During this phase, it is also important for the intern and the cooperating teacher to identify objectives and goal setting activities for the internship.

Phase Two: Team-Teaching With the Cooperating Teacher. During phase two, the intern continues with increasing frequency of mini-teaching sessions and progresses to planning and teaching longer lessons with the cooperating teacher. Gradually the intern assumes more responsibility for planning and implementation. Several classes may be

assigned to the intern. Observation of the cooperating teacher is still required at this stage as it is a critical formative period. Adjustments in strategies and teaching behaviors should be based upon feedback given by cooperating teacher and university supervisor.

Phase Three: Full Teaching and feedback briefings. At this point in the internship, the intern has taken full responsibility for planning and implementation of daily lessons with most of the music classes. In addition, many of the clerical and managerial tasks of the cooperating teacher have been assumed by the intern. The cooperating teacher functions as an observer and monitors intern progress. Unless absolutely necessary, he or she typically will not intervene during lessons conducted by the intern. During the final week of instruction at the 10-week site, the intern is gradually replaced by the cooperating teacher. Time is given to reflect upon the experience and to transition the pupils back to their original instructor. Observation of other teachers at the same level in other buildings is appropriate during this final week.

The following is an *approximation* of the length of time that each phase will require. There may also be some overlapping of phases at times.

Placement	Phase One	Phase Two	Phase Three
10 Weeks	1-2 Weeks	5-6 Weeks	3-4 Weeks
6 Weeks	1 Week	3-4 Weeks	1-2 Weeks

Regular scheduled conferencing with the cooperating teacher is beneficial throughout the internship. This interaction will ensure that progress is being made by the intern toward established goals and objectives.

Additional Graduate College Expectations and Guidelines

No outside activities or work are to interfere with school responsibilities. Interns are expected to match the school day of their cooperating teachers. The commitment to teaching extends beyond the school day and includes preparation time, as well as all rehearsals/performances during the evenings and on weekends.

- **Interns are not substitute teachers.** If the cooperating teacher is absent from the teaching assignment or is engaged in some other professional activity, the intern may conduct the class activities but a **district approved and paid substitute teacher must be present (liability)**. If an emergency occurs, an intern may be requested to cover until the administrator has had time to arrange proper supervision.
- **Credit and grade for the internship experience will be determined by the cooperating teacher and university supervisor.** Evaluation will be both formative and summative in the form of oral and written feedback. Evaluation forms should be completed by both the cooperating teacher and university supervisor. In the case of concerns on the part of the intern, appropriate grievance and appeal procedures should be followed through the office of the Associate Dean of the College of Education.

- **Lesson plans by interns are required at all levels.** Copies of lesson plans should be available at all times for the cooperating teacher and the university supervisor.
- **Follow the school district calendar while assigned to the district, NOT the University calendar.** The first day of the internship is set by the university. Thereafter, the school calendar will be followed.
- **Know and follow the rules and regulations of the assigned school.**
- **Proper dress and grooming are required of all interns.** Check with your cooperating teacher if in doubt about what this means for your building.
- **Promptness and regular attendance are requirements of the intern.** Unexcused absences and persistent tardiness will result in a failure of the internship. Advance approval by the Associate Dean is required for any absence other than illness or emergency. In the event of illness or excused absence, it is the intern's responsibility to notify the cooperating teacher or at least the school office, BEFORE school starts.
- **Confidential matters** - school matters of a personal nature (student behaviors problems, test scores, etc) are not to be discussed with persons outside the professional experience.

ABSENCES

- When sick, interns are **required** to contact the cooperating teacher before the start of the daily schedule. Other contact should be made per the expectations of the school and cooperating teachers standing policies. Interns should alert the University Supervisor in cases where absence exceeds one day, and when observations have been tentatively scheduled.

** NOTE: Absences are neither expected nor accommodated in excess during the internship. Student interns are engaged in a professional environment. Excessive or unexcused absence for any reason can result in termination of the internship. Students will receive official notification from the University Supervisor of "probationary" status, should it be necessary. Upon subsequent absence issues, student internships may be terminated.

Only students who have experienced serious health problems will be encouraged to attempt the internship a second time.

THE COOPERATING TEACHER

Purpose

The cooperating teacher is the person with whom the intern works most closely. The primary function of the cooperating teacher is to gradually engage the intern in the activities that are unique to the classroom. The cooperating teacher carefully sequences the growth of interns by designing activities that strengthen instructional and management skills. Although the cooperating teacher must gradually "let go" of his/her classes to allow for a full teaching experience by the intern, he or she is always ultimately responsible for the classroom and all activities. The intern has much to gain from the years of experience the cooperating teacher has acquired, while the intern brings new perspective and ideas to the classroom. Ideally, the mentor relationship is beneficial to both the intern and the cooperating teacher.

The cooperating teacher is involved in both formative and summative evaluation of the intern. Throughout the internship, the cooperating teacher supervises with the knowledge that they will likely function as a reference for employment; thus, the role of supervision is one that the cooperating teacher takes seriously.

Teacher/Mentor Expectations

- The cooperating teacher prepares the students for the intern's arrival and designates a work area for the intern.
- During any initial site visits by the university supervisor, the cooperating teacher reviews the supervision packet and clarifies expectations and visitation schedules.
- During the first week, the cooperating teacher confers with the intern to establish goals and objectives. He or she reviews the section of the supervision manual on the three phases of the internship. The cooperating teacher clarifies his/her method of determining when the intern is ready to move from one phase to the other and what indicators will inform them accordingly.
- The cooperating teacher shares as much information as he/she deems appropriate with the intern, providing guidance in choosing appropriate instructional strategies.
- **Daily feedback on intern progress is essential.** Formative assessment needs to be completed regularly by the cooperating teacher and reviewed with the intern. A copy of any forms should be forwarded to, or maintained for, the university supervisor. Copies of recommended assessment forms are available on the university web site. **At least two per internship are expected.**
- The cooperating teacher engages in dialogue with the intern concerning rationale for instructional methods modeled and to share other relevant information.

Intern Supervision

The immersion process for the intern into the role of "teacher" begins with enabling the intern to systematically observe and become familiar with the classroom environment and the students. The intern should be familiar with the total school environment as well. This includes in-class policies as well as expectations of the entire faculty as set forth by the administration. Modeling of good practice is necessary so that the intern can emulate good teaching as it occurs in its natural setting. The intern should be encouraged to think and plan critically for instruction in a method that encourages student achievement.

The cooperating teacher advises the intern in lesson planning so that essential elements such as clear and relevant objectives, sequenced and appropriate activities, and appropriate evaluation procedures are always present. As the intern begins to instruct the students, the cooperating teacher gives feedback on strengths as well as weaknesses, recognizing that the internship is a time of growth. When the intern reaches the point where he or she takes on the full teaching responsibility, the cooperating teacher's presence in the room is still essential and required. This is perhaps the most critical time of the experience (and perhaps the most productive time for cooperating teacher feedback) because the intern is revealing the level of competency at which they will likely operate in their first teaching position.

In addition to feedback, the intern should draw on resources in the professional library of the cooperating teacher that will aid in strengthening areas of concern. Although the supervisory responsibilities are shared between the cooperating teacher and the university supervisor, the cooperating teacher knows first-hand the growth that occurs within the intern throughout the internship; thus the information that the cooperating teacher brings to the final evaluation is significant and consequentially impacts the outcome.

Additional University Guidelines

- **At all times the cooperating teacher is the instructional leader.** The intern is **NOT** a certified instructor nor a substitute teacher. The presence of the cooperating teacher and in the event of absence, that of a recognized substitute teacher of the district is mandatory for intern growth, as well as legal considerations.
- **Frequent contact with the university supervisor allows for joint support of intern growth.** The cooperating teacher is encouraged to use electronic mail regarding any concerns that may arise during the internship outside of university supervisor visits to the site.
- **Final evaluation forms should be discussed with the intern and signatures applied in a timely manner.** Any outstanding final evaluation forms must be returned to the Department of Music as soon as the internship experience has concluded so that the necessary forms may be filed, and licensure application can be pursued.

THE UNIVERSITY SUPERVISOR

Purpose

The university supervisor is the liaison between the university and the public schools during the internship period. It is the supervisor's responsibility to clarify mentoring expectations for the cooperating teacher and to provide him/her with the necessary information, materials and support for that mentorship. The supervisor also assists in the mentoring process by helping the intern make connections between the theory at the university and practice in the classroom. Additionally, the supervisor takes advantage of opportunities to assess the impact of the university curriculum upon intern growth. Note that in many cases, more than one university representative may function in the role(s) of observer/supervisor.

Supervisor/Educator Expectations

- The university supervisor orients the intern to the significance of the internship at **both** elementary and secondary sites and reviews expectations for professional behaviors. The Pre-Internship Seminar serves as a final interview and assessment gate prior to final placement.
- The university supervisor establishes and maintains open lines of communication between the university and the school sites.
- The university supervisor organizes the internship schedule/visitations and informs the participating partners about their roles and responsibilities in a timely and professional manner.
- The university supervisor times his/her visitations so as to give the greatest feedback at the most appropriate times during the internship that allow for growth.
- The university supervisor makes every effort to assist in compatible placements and in strengthening the intern/cooperating teacher/supervisor professional relationship.
- The university supervisor seeks feedback from the intern and the cooperating teacher on the effectiveness and efficiency of the internship process.
- The university supervisor maintains written records of visitations including copies of lesson plans and feedback based upon cooperating teacher evaluations and final evaluations for each intern supervised.
- The university supervisor provides informative sessions for the intern in the professional seminar experience drawing upon the resources within the university community and the music education profession.

Internship Coordination

The university supervisor encourages early intern identification of desired teaching sites during the semester prior to the internship. Prior to the intern's arrival, the supervisor contacts the cooperating teacher and discusses any questions or concerns they may have at that time.

During the first weeks of the internship, the supervisor makes an initial visit to the teaching; during this initial visit, any remaining questions regarding criteria for evaluation of the internship should be addressed. Subsequent visits for the purpose of observation will be scheduled at appropriate intervals to allow for formative assessment. A typical schedule for visits is two observations for six-week placements and three or four for ten-week placements. The supervisor monitors intern progress via cooperating teacher evaluation forms and individual site visitations, and may adjust the observation schedule as necessary. The supervisor brings closure to the experience and makes sure that the necessary forms are completed and filed.

Supervisor responsibilities do not officially extend to the employment phase. Queries concerning professional placements after the internship experience are most appropriately referred to university career placement services. It is the interns' responsibility to initiate a placement file for employment purposes and to provide potential employers with contact information.

THE PROFESSIONAL SEMINAR

The professional seminar (at the beginning of the semester, and continuing on one or more scheduled late afternoon meetings throughout the internship) provides a forum for professional orientation, sharing experiences, and problem solving in a positive and collegial atmosphere. Concerns of the interns do influence content, and input by cooperating teachers is also encouraged. In addition, pertinent information regarding licensure and employment is reviewed. Attendance is mandatory and excused only for internship site related obligations that occur at the same time.

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APPENDICES

Cooperating Teacher Evaluation Form(s) available on line
INTASC Portfolio Checklists available on line

<http://fulbright.uark.edu/departments/music/undergraduate/student-forms.php>