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<b>Office:</b>	<b>MU 359</b>	<b>Room:</b>	<b>Field site</b>
<b>Meeting Times:</b>	<b>Field hours, varied</b>		

	Field Supervisors:	
Instrumental, Elementary	Trevor Marcho	t.marcho@csuohio.edu
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### Course Description

Prerequisites: Must be a declared music education major or be enrolled as a post-baccalaureate student; must have a minimum cumulative GPA of 2.50, a 2.75 in all professional education courses, and have completed all prerequisite work.

In general clinical settings, students are able to practice appropriate examination, evaluation, and intervention, technical, and communicative skills. Safe, ethical, and legal educational practice occurs under the supervision of clinical instructor(s). The Internship prepares the interns for the practice of teaching, by stressing practical applications of theory and research to the planning, delivery, and evaluation of instruction. In Internship I, interns explore the various roles of the teacher and begin formulating a personal philosophy for teaching while working school classroom under the direction of a mentor teacher and a faculty instructor or a university supervisor. These courses provide structure to the application of academic content to relevant clinical practice situations. Students will spend 180 hours in the field (School and non-school settings) in Internship I. All students enrolled in this class must have a valid and unexpired Clearance Report from the Bureau of Criminal Identification and Investigation (BCI) and the Federal Bureau of Investigation (FBI) on file with the college advising office.

### Course Rationale

This is the required student teaching course for a multiage music licensure.

### Texts

There is no required text for this course.

### Course Goals and Objectives

Students will be able to:

1. Students will demonstrate the ability to design, implement and evaluate their instructional experiences.
2. Students will demonstrate the ability to integrate and assess relevant learning activities that motivate and instruct.
3. Students will demonstrate the ability to implement effective behavior management skills for diverse classrooms.

**Instructional Strategies/Activities Related to Technology and Diversity**

As part of every lesson plan, candidates are expected to explain how their learning outcomes are based on a thorough knowledge of the educational contexts and the students they teach. They need to demonstrate responsiveness to a wide variety of student diversity, including gender, race, ethnicity, ability, and interest. Prompts for some Guided Reflections explicitly require candidates to reflect on the social issues that impact education in diverse educational settings.

Candidates are assessed on their effective use of technology.

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**Course Requirements****Field Requirements**

- Student teaching candidates complete a minimum of 450 hours with music teachers in grades K-12. These hours are composed of the full school day plus all contractual obligations of the mentor teachers for the entire 15-week semester. Candidates will have two separate placements, split at the mid-semester mark,\* with one placement in a K-8 setting and the second placement in a 7-12 setting.
- All student teaching candidates will attend seminars during the semester, as scheduled with the designated university supervisor.
- Candidates are expected to observe, assist, and co-teach with the mentor teacher to complete the assignments listed below. Candidates will be observed a total of four-six times in the classroom by the CSU supervisor and two times by the mentor teacher. For each observation, the candidate must provide a full lesson plan 48 hours in advance of teaching.

**Supervisor Visits/Observations & Mentor Observations**

- Weeks 2-4 – Supervisor Observation 1, Mentor Teacher Observation 1
- Weeks 4-6 – Supervisor Observation 2 & 3, Mentor Teacher Observation 2

At the midpoint (7th week) and end of the semester (15th week), the candidate will participate in a “triad meeting” with the university supervisor and mentor teacher to assess progress in the course and to determine the final aggregated observation scores.

**Teaching and Lesson Planning**

All pre-service teachers will teach a multiple lesson throughout the semester, though specific classroom responsibilities will vary by placement and intern. At a minimum, but the fifth week of Internship 1, each pre-service teacher is expected to teach at least one consistent lesson per day. Pre-service teachers are expected to have a lesson plan prepared for every single lesson that they teach for the mentor teacher or supervisor to review.

**Concerns with Interns and Intercession**

Pre-service teachers who are concerned about anything in their placement (e.g., support offered by mentor/supervisor) should first address the concern directly with the relevant party. If the concern persists, pre-service teachers should discuss the issue with the seminar leader. Mentors and university supervisors with concerns about a pre-service teacher (e.g., goodness of fit with mentor/placement/supervisor, the progress of the pre-service teacher) are encouraged to first address their concerns directly with the preservice teacher. If the concerns persist, mentors/supervisors should first discuss the issue with the seminar leader. If the concerns continue to persist, the pre-service teachers will be referred to the office of field services to begin the intercession process. Intercession involves meetings between mentors, supervisors, and OFS faculty and can result in withdrawal of a placement or removal from the course. A full description of the intercession process is provided on pages 45–49 in the OFS Handbook.

**Assignments/Assessments**

Student Teaching candidates will complete each of the following written assignments in addition to their teaching responsibilities.

**edTPA** – You will prepare the materials for this assessment with guidance from your supervisors. The edTPA is focused on student learning and is designed around the principles that successful teachers follow, including the need to:

- apply knowledge of subject matter (either academic or non-academic) and subject-specific pedagogy,
- develop and apply knowledge of their learners' varied needs,
- consider research/theory about how learners learn, and
- reflect and act on evidence of the effects of their instruction on learning and/or performance.

As a performance-based assessment, the edTPA is designed to engage you in demonstrating your understanding of teaching and learning in authentic, experiential ways.

**Employment Portfolio** - This assignment will be created using the folio tool in TaskStream. Directions are located on the OFS website. This folio is a useful tool to demonstrate your teaching competencies for your supervisor. You also have the option to publish your Employment Portfolio to the web to provide potential employers with a URL so they can access your materials.

**Communicating with Students & Families** – Write a letter introducing yourself to your students & their parents/guardians for each placement (2 letters). The letters should be tailored to the population you teach in each placement (vocabulary, content, letterhead, etc.). Consult with your mentor teachers about whether to actually send the letters home or not. If appropriate, letters may be in the form of an e-mail, but must be formal, as if it were a printed letter.

**CPAST** - Pre-service teachers will earn a single grade between 0.0 and 3.0 for each the final CPAST and the final Music Addendum. A student's final grade for the internship will be based an average of the two rubric scores. To receive a grade of satisfactory for the course, a student must earn a 1.78.

**Final CPAST Average:** Each pre-service teacher will participate in a triad conference with his or her cooperating teacher and university supervisor at the mid-term (around week 7) and again for a final (around week 15). For this conference, each person (including the pre-service teacher) will rate the pre-service teacher's performance on the CPAST rubric (available on Blackboard). For this assignment, the pre-service teacher's scores on all the rows for each assessor of the final CPAST will be averaged for a single grade between 0.0 and 3.0

**Final Music Addendum Average:** For the triad conferences each pre-service, cooperating teacher, and university supervisor will also rate the pre-service teacher's performance on the Music Addendum rubric (available on Blackboard). For this assignment, the pre-service teacher's scores on all the rows for each assessor of the final CPAST will be averaged for a single grade between 0.0 and 3.0.

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## **University, College, and Department Policies**

### **Equal Opportunity Statement**

Cleveland State University is committed to the principle of equal opportunity in employment and education. No person at the university will be denied opportunity for employment or education or be subject to discrimination in any project, program, or activity because of race, color, religion, national origin, sex, age, genetic information, sexual orientation, disability, disabled veteran, Vietnam era veteran or other protected veteran status.

### **Students with Disabilities**

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

### **Plagiarism/Academic Integrity.**

The CSU Student Handbook describes plagiarism as stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment. Minor infractions comprise those instances of cheating, plagiarism, and/or tampering, which affect the grade of an individual class assignment or project of lesser (<25% of grade) importance. Multiple instances of minor infractions within a course or across courses constitute a major infraction. Major infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the overall course grade, such as a major/comprehensive exam, term paper or project, final grade evaluation, or academic standing and status. Major infractions automatically result in an entry on the student's permanent record that the student has engaged in academic misconduct. Procedures of reporting plagiarism are described in the

Student Handbook, available at <http://www.csuohio.edu/studentlife/>. Additional information on plagiarism is available at the CSU Writing Center, RT Library 124; (216) 687-6981 or <http://www.csuohio.edu/academic/writingcenter>.

### Technical Help

If you have a question about GoReact you should contact Sharyn Turner at [s.e.morgan@csuohio.edu](mailto:s.e.morgan@csuohio.edu). If you have a question about course content, assignments, or other course activities, you should direct those questions to your instructor. For technical support for Blackboard, first, search the online knowledge bases [Online Help Portal](#) or [AskeLearning](#). If that does not resolve the issue, call the 24/7 Blackboard Help Desk at (216) 687-5050 and select option #2 for Blackboard Support. If the problem persists, visit the Open Computer Lab—JH 118—during posted hours.

### Professionalism

CSU interns are considered members of the school team, not visitors, and are to act professional at all times. Professionalism encompasses many areas of behavior, including dispositions, courtesy, attendance and punctuality, appearance, initiative, fulfillment of responsibilities, ethical behavior, and protection of student confidentiality in both in-person **AND** virtual educational settings. For complete guidelines on professional behavior, refer to the Office of Field Services Handbook. **Failure to demonstrate professional behavior at any point in the experience may jeopardize an intern's continuation in his/her program.**

### Professional Dispositions—initial teaching licensure programs only.

One important aspect of your education is the development of professional dispositions—ways of working, thinking, and interacting with others—in three areas: Professionalism, Work Ethic, and Communication Skills. You should be monitoring your own development beginning now and continuing throughout your teaching career. The Student List of Professional Dispositions which you received with your acceptance into your program (also available at <http://www.csuohio.edu/cehs/students/ofs/docs/FlagSystem.doc>) is your guide.

### Professional Boundaries

All CSU interns are required to adhere to professional teacher boundaries. Boundaries in the teaching profession tend to be more stringent than in most fields. **Never sign-in/login using a mentor teacher's credentials, seek technical support with your district and/or CSU as needed.** What can be considered “helping” in some fields may be considered out of bounds when done by teachers. See the OFS Handbook for more detailed information.

### Grading Criteria

Final evaluation in this course is done on a pass/fail basis. A pre-service teacher's final course grade of either satisfactory or unsatisfactory will be earned through a row item average across two separate performance rubrics, the unit wide CPAST rubric and the program area specific addendum rubric. Row item scores are reached by consensus as a

result of the triad meeting between the pre-service teacher, mentor teacher, and university supervisor. To earn a grade of satisfactory pre-service teacher must receive a row item average of above 2.0.