

The University of Vermont

2009-2010

Music Education

Teaching Internship Handbook



“Let music belong to everyone” – Zoltan Kodaly

Music Teaching Internship

The purpose of this Internship is to prepare each teaching Intern to become a committed reflective practitioner, instructional leader and change agent, collaborating with other professionals to make a positive difference in schools and in the lives of all learners.

The teaching Internship will provide the Intern with the opportunity to grow in the areas of:

- Learning
- Professional Knowledge
- Colleagueship
- Advocacy
- Accountability

(The Five Standards for Vermont Educators)

Teaching Interns will demonstrate development in the following 16 Principles for Vermont Educators:

1. The educator has knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet or exceed the standards represented in both the Fields of Knowledge and the Vital Results of Vermont's Framework of Standards and Learning Opportunities.
2. The educator understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development.
3. The educator understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.
4. The educator understands and uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in Vermont's Framework of Standards and Learning Opportunities.
5. The educator creates a classroom climate that encourages respect for self and others, positive social interaction, and personal health and safety.
6. The educator implements, adapts, revises, and, when necessary, creates curriculum based on standards, knowledge of subject matter, and student needs and interests.
7. The educator uses multiple assessment strategies to evaluate student growth and modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student.

8. The educator integrates students with disabilities into appropriate learning situations.
9. The educator integrates current technologies in instruction, assessment, and professional productivity.
10. The educator understands conditions and actions that would tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address discrimination.
11. The educator works as a team member and establishes collaborative relationships with school colleagues, parents, agencies and others in the broader community to support students' learning and well being, and to implement the school's goals and articulated curriculum.
12. The educator recognizes multiple influences on students inside and outside the school and accesses appropriate support for students.
13. The educator understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably.
14. The educator grows professionally, through a variety of approaches, to improve professional practice and student learning.
15. The educator assesses student progress in relation to standards and modifies curricula and instruction, as necessary, to improve student learning.
16. The educator maintains useful records of student work and performance and knowledgeably, responsibly, and effectively communicates student progress in relation to standards in a manner easily understood.

SECTION I: ROLES AND RESPONSIBILITIES

Mentor Teachers, Principals, University Supervisors, and other professionals are key individuals in the process of educating new teachers. This section presents expectations regarding this cooperative effort and should be carefully reviewed by all prospective interns and school professionals who commit to participation in the UVM teaching Internship experience.

Principal:

The building Principal is the authority on all procedures in the school, and unless otherwise stated, the Music Education Supervisor will deal directly with the Principal on policy and placement matters related to the Internship. In instances where the Mentor Teacher is absent from the building, the Principal or designee is responsible for supervising responsibilities.

Mentor teacher:

The Mentor teacher is the on-site supervisor. The Mentor Teacher's participation is a voluntary commitment based on the teacher's mutual agreement with the College of Education and Social Services (CESS) and the student. The Mentor Teacher plays a unique and highly important role in the Internship experience by demonstrating and guiding the Intern in the application of educational theories and practice within an actual classroom situation. Specifically, the role of a Mentor Teacher is defined by the following:

Prior to the Internship Experience

- a. To review the materials associated with the candidate's Internship placement and to agree to accept a candidate as an Intern
- b. To become familiar with the materials which describe the UVM program, including the goals and expectations held for Interns and the responsibilities of the Mentor Teacher
- c. To work with the University Supervisor and Intern in defining reasonable goals, objectives, and evaluation criteria for the Internship experience
- d. To become familiar with the criteria for Vermont's Level I Teaching Licensure Portfolio (http://education.vermont.gov/new/html/pgm_prostandards/vsbpe/ropa_07.html - Chapter 7), and agree to assist the Intern with accumulating portfolio items.

During the Internship Experience

- e. To phase the Intern into practice gradually – a typical phase-in process would include a progression from observing, to working with small groups of students, to working with the entire class and full schedule of classes
- f. To provide the Intern with close supervision during this period, to ensure the safety and well-being of pupils in the classroom
- g. To set high standards for the Intern's behavior in the professional setting, including dress, general deportment, and attitude toward professional responsibilities
- h. To observe the Intern closely in his/her work, and to provide evaluative feedback promptly about strengths and weaknesses observed - feedback should be based on the relevant program goals.
- i. To keep data concerning attendance, the nature of the Intern's work, and other relevant factors associated with the Internship and the Intern's progress
- j. To complete the mid-term and final evaluation forms, and to discuss these promptly with the Intern and University Supervisor
- k. To help the Intern arrange to observe other professionals at work in the school
- l. To contact the University Supervisor whenever judgment is made that the candidate is not progressing satisfactorily
- m. To notify the Principal of his or her absences, planned or otherwise, so that the Principal or designee can arrange for supervisory responsibilities
- n. To assist the Intern with accumulating items needed for the Vermont Level I Teaching Licensure Portfolio

After the Internship Experience

- o. To write a final summative evaluation of the Intern's work, and discuss the report with the University Supervisor and the Intern
- p. To provide UVM with an assessment of the University Supervisor's effort and the effectiveness of the University's Music Education Program, as reflected in the performance of the Intern.

University Supervisor:

Prior to the Internship Experience

The University Supervisor will be a Music Department faculty member who is responsible for the UVM music teaching Interns and the integrity of the UVM Music Education Program. The role of the University Supervisor is to serve as a supervisor of the Intern's teaching experience. Specifically, this role includes the following:

- a. To be knowledgeable of the Intern's academic program
- b. To be knowledgeable of the Music Department, and the College of Education and Social Services' expectations for the program in which the Intern is enrolled
- c. To provide a planning perspective by helping the Interns and Mentor Teachers define reasonable goals and objectives, and set evaluation criteria for the Internship experience
- d. To become familiar with the criteria for Vermont's Level I Teaching Licensure Portfolio
(http://education.vermont.gov/new/html/pgm_prostandards/vsbpe/ropa_07.html - Chapter 7)

During the Internship Experience

- e. To help the Intern understand how the Internship experience relates to the mission and primary goals of the Music Department, and the College of Education and Social Services
- f. To help Interns derive meaning from their experience
- g. To act as a resource person to help Interns enrich their understanding and practice
- h. To visit with the Intern at least once every 10 school days, with the majority of visits including an observation and follow-up conference. A written record for each formal observation will be given to the Intern and the Mentor Teacher, and a copy will be filed with the Music Education Coordinator (if different from the University Supervisor)
- i. To evaluate the Intern's performance and progress in a fair and consistent manner
- j. To report to the Music Education Coordinator (if different from the University Supervisor) at mid-term concerning the Intern's progress, and at any time the Intern is having difficulty that requires intervention strategies

- k. To assist the Intern with developing the Vermont Level I Teaching Licensure Portfolio
- l. To schedule 3-way mid-term and final conferences with the Intern and Mentor Teacher
- m. To facilitate supervisory meetings during the semester

After the Internship Experience

- n. To write a final summary evaluation, submit a final grade of the Intern's work, and discuss the report with the Mentor Teacher and the Intern; and recommend/not recommend the Intern for licensure
- o. To file the final summary evaluation and all pertinent documentation of the Intern's work with the Music Education Coordinator

Teaching Intern:

Prior to the Internship Experience

- a. To successfully complete the UVM Music Teaching Internship application process, including providing passing Praxis I, and Praxis II scores (if complete)
- b. To become familiar with the materials which describe the UVM Music Education Program, including the goals and expectations for teaching Interns
- c. To become familiar with the criteria for Vermont's Level I Teaching Licensure Portfolio (http://education.vermont.gov/new/html/pgm_prostandards/vsbpe/ropa_07.html - Chapter 7) and Vermont Professional Level I Teaching License (<http://education.vermont.gov/new/html/maincert.html>) or licensing procedures for wherever you are planning to teach.
- d. To work with the University Supervisor and Mentor Teacher in defining reasonable goals, objectives, and evaluation criteria for the Internship experience

During the Internship Experience

- e. To perform actively and willingly all duties and responsibilities expected of a music teacher
- f. To maintain high personal and professional standards, including dress, and general attitude toward the teaching profession

- g. To ensure that all plans and preparations are completed carefully in advance, and that these materials are available to the Mentor Teacher in case of absence
- h. To provide the UVM Supervisor a copy of the lesson plan for those lessons that will be observed, and to maintain a lesson plan and reflection notebook with lesson plans and reflections for each lesson (the lesson plan and reflection notebook will be formally reviewed during the mid-term and final observation visits).
- i. To welcome suggestions which allow skills and knowledge to grow
- j. To set realistic, appropriate standards of performance for students in the music classroom, and to provide them with support and encouragement through direct, constructive feedback
- k. To observe and interact with other professionals at work in the schools
- l. To attend Teaching Internship Seminars, and complete the assigned reading and written assignments
- m. To accumulate items, develop, and assemble items needed for the Vermont Level I Teaching Licensure Portfolio

After the Internship Experience

- n. To provide to College of Education with an assessment of the University Supervisor's effort and the Mentor Teacher's effort during the Internship experience
- o. To provide the University with an assessment of the effectiveness of the Music Department and College of Education's professional education program in relation to the Internship experience

SECTION II: INTERNSHIP PROCEDURES

A. Application and Placement Process

Students who plan to Intern must fill out an Internship Request Form at the beginning of the semester prior to the semester in which they intend to Intern. The Music Education Coordinator will contact area schools for possible Intern placements. Once a Mentor Teacher and/or Principal agree to interview a prospective UVM Intern, the student will arrange a school visitation.

Students may not make their own arrangements for an Internship. All placement procedures are carried out through the UVM Internship application process in

cooperation with the student's academic advisor/Music Education Coordinator, and school personnel.

Once the student has been accepted by the school and all involved parties have reviewed the expectations and guidelines outlined in the music *Teaching Internship Handbook*, a Internship Mutual Agreement form is signed by the school Principal, the Mentor Teacher, the Intern, the University Supervisor, College of Education and Social Services representatives, and returned to the UVM Music Education Coordinator.

B. Planning

UVM's Music Teaching Internships take place in a variety of settings. Because of this diversity, the Music Education Program does not prescribe precise activities or degrees of responsibility for Interns, but relies on the professional expertise of the Internship Team (Mentor Teacher, University Supervisor, and Student Intern) to design the specific Internship experience. It is expected, however, that the following will occur:

1. Schedule

Each Intern will prepare a copy of the teaching or classroom schedule for the University Supervisor during the first week of the Internship experience. The schedule should include times, subjects, and room numbers, and should be updated whenever necessary.

2. Lessons

Interns will prepare daily written lesson plans and reflections for all assigned teaching throughout the Internship. Plans should be presented to the Mentor Teacher for suggestions and approval before teaching. All plans and reflections will be kept in a Lesson Plan Notebook, must be accessible to the Mentor Teacher and the University Supervisor at all times. The University Supervisor will refer to the Lesson Plan Notebook during observations, will formally review it during the Mid-term and Final Evaluation visits. (See Section IV for the approved lesson plan format.)

3. Internship Experience Plan

By the end of the third week of the Internship, the Internship Team needs to develop an experience plan to serve as a guide for the Internship experience. Although the plan may be revised, it should clearly indicate the Team's respective responsibilities at various stages of the Internship. The Intern should increasingly assume responsibility for instruction, assessment, and classroom routine, leading to a full instructional load.

4. The Intern's Solo Experience

The Intern and the Mentor Teacher are encouraged to team teach whenever possible during the Internship. In the final weeks, however, the experience plan should stress Intern responsibility and self-direction. This means that the Intern should assume a full instructional load for at least two weeks at/near the end of

the Internship. The decision about whether an Intern is ready to “solo” is the final responsibility of the Mentor Teacher and the University Supervisor. Students may not set their own solo times.

C. Supervision

There are as many different approaches to supervision as there are supervisors. The University Supervisor and the Mentor Teacher should discuss the nature of their particular supervisory style with the Intern during their initial meeting.

The Music Department and College of Education expect that the University Supervisor will meet with the Intern at least once every 10 school days during the semester. The context of these supervisory visits will vary. They usually will involve observing the Intern’s classroom/rehearsal teaching, helping to develop and monitor the Intern’s experience plan, and assisting the Intern with broad pedagogical and philosophical issues raised by the Internship experience. A written record of each formal observation will be emailed/sent to the Intern and Mentor Teacher, and a copy will be filed with the Music Education Coordinator (if different from the University Supervisor).

Actual classroom observation is important and should be done frequently, not only by the University Supervisor, but by the Mentor Teacher as well. Because of their daily contact with the Intern, the Mentor Teachers are in the primary position for assisting the Intern with the development of curriculum and growth in teaching skills. Together with the University Supervisor, the Mentor Teacher should provide the Intern with professional and personal supervisory support throughout the Internship.

If any member of the Internship Team is not satisfied with the quality or quantity of supervision from either the University or the placement school, such matters should be discussed among those involved at the time they are experienced. If the matter cannot be resolved in this manner, the school Principal, and the Music Education Coordinator (or the Music Department Chair, should the University Supervisor and Music Education Coordinator be the same person), should be asked to intervene.

D. Evaluation

The Mentor Teacher and the University Supervisor share the responsibility for evaluating the Student Intern in an ongoing manner. The University Supervisor will encourage Internship Team conference between Intern, Mentor Teacher, and University Supervisor approximately once every two weeks, at which there will be a conversation about the student’s performance.

There will be two formal evaluations, and a summative report. The *UVM Music Teaching Intern Evaluation Form* will be used for the formal evaluations. The *Professional Attributes and Dispositions Rubric* will be also be used at the midterm and final evaluation points, and the *Mentor Teacher Summative Assessment* will be completed at the end of the Internship.

Internship Team conferences are required for the midterm and final evaluations. The University Supervisor will assign grades at the midterm and final points. The Internship Team and the Music Education Coordinator will retain copies of each written evaluation and the summative report.

1. The **Midterm Evaluation** is a formative assessment based on the areas on the UVM *Music Teaching Intern Evaluation Form* and the *Professional Attributes and Dispositions Rubric*. It should be discussed at an Internship Team meeting no later than the end of the sixth week of the Internship. The Team will set individual Intern performance goals for the duration of the Internship. It is important that students have sufficient experience prior to the Midterm evaluation to enable the Mentor Teacher and University Supervisor to determine the Intern's readiness to proceed with the second half of the experience.

A written statement on the Midterm Evaluation from the Mentor Teacher or University Supervisor that the student is not likely to be ready to teach independently within two weeks after the midterm is one indication of inadequate progress. Another is an overall midterm grade lower than B. If an Intern is making inadequate progress, the Mentor Teacher, University Supervisor, and School Principal will decide whether the Intern should continue in the Internship.

If the Intern is allowed to continue, the Internship Team will develop a plan for continuance. It will include specific performance criteria needed to attain recommendation for licensure, and a time frame for monitoring progress.

If the Internship is discontinued, the University Supervisor will arrange a meeting between the student (former Intern), the University Supervisor, Music Education Coordinator (if different from the University Supervisor), and the Music Department Chair to discuss the student's options.

2. The **Final Evaluation** focuses on the overall performance of the Teaching Intern, including *The Professional Attributes and Dispositions Rubric*. The Intern's grade will reflect this evaluation. Although the University Supervisor is responsible for grading the Intern, the Mentor Teacher's input is invaluable. The Final Evaluation and final grade recommendation are due to the Music Education Coordinator by the end of the week following the final week of the Internship.

Mentor Teacher Summative Assessment – The Mentor Teacher's input and feedback are critical to the Intern's professional development. To that end, the Mentor teacher will use information from the final *Music Teaching Intern Evaluation Form* and *Professional Attributes and Dispositions Rubric* as a guideline for completing the *Mentor Teacher Summative Assessment*. This will be submitted to the University Supervisor and Intern no later than the final day of the Teaching Internship. The University Supervisor (if different from the Music Education Coordinator) will provide a copy to the Music Education Coordinator.

SECTION III: INTERNSHIP POLICIES

A. Internship Period

The Music Teaching Intern period is a minimum of twelve weeks, combined with a two-week Practicum Experience at a substantially different grade level – creating a full academic Internship/Practicum experience. This period normally begins on the first day of in-service at the Internship school during the fall semester, and on the first day of UVM classes during the spring semester.

B. Attendance

Teaching Interns are expected to attend and participate in all school sessions during the 12-week Teaching Internship, and the two-week Practicum Experience, as well as attend all Teaching Internship Seminar sessions. School absences must be reported to the Mentor Teacher and the UVM Supervisor prior to the beginning of the school day. All absences will be made up or reflected in the teaching evaluations and the final Teaching Internship grade. Requests for exceptions must be made to the Music Education Coordinator and the Music Department Chair. Absences for personal matters must be approved in advance by the Mentor Teacher and University Supervisor. If an Intern has a prolonged illness, he/she must contact the University Supervisor, the Music Education Coordinator (if different from the University Supervisor), and the Music Department Chair to make arrangements to either make up the days, or withdraw from the Internship. Additionally, if an Intern is absent from school, he/she will follow the school's policy and procedures concerning teacher absences

C. Transfers and Withdrawals

Not all internships are successful, and a transfer to another placement or a withdrawal from the course may become necessary. This can be due to a conflict of personality or philosophy among the Internship team, a change in circumstances, or that an Intern is simply not ready for the experience. The Intern, the Mentor Teacher, and the University Supervisor are all responsible for recognizing such problems, and dealing with them directly. Should this require a change in the Teaching Internship experience, the University Supervisor should notify the School Principal, the Music Education Coordinator (if different from the University Supervisor), and the Music Department Chair before any concrete steps are taken.

There should be no unilateral withdrawals of an Intern from a particular placement. The Music Education Coordinator has the ultimate responsibility of transferring an Intern from the Internship placement or withdrawing the student from the Internship altogether. In the latter case, appeal procedures are available through the Office of the Dean, UVM, College of Education and Social Services.

D. Course Load

It is the policy of the UVM Music Department that students are not to take additional courses beyond the Teaching Internship and corresponding Seminar during the Teaching Internship semester.

E. Interns as Professionals

Interns are expected to maintain a professional appearance in the schools. Attire that is very casual (i.e. jeans, shorts, t-shirts, sneakers, flip-flops) is usually inappropriate. Bodies must be covered. If a Mentor Teacher, University Supervisor, or Principal determines that an Intern's dress is inappropriate, the Intern will be asked to leave school. Days missed for this reason will be made up. Professional appearance will be a factor in the Intern's ongoing evaluation and grades.

F. Jobs During the Internship

Intern teaching requires extensive time for planning and preparation, as well as daily work within the classroom. Experience has shown that Interns with jobs have difficulty in attempting to meet double commitments, and as a result do not do well in their Internship experiences. Any student who for financial reasons feels that he/she must hold a job during the Internship, must obtain permission from the Music Education Coordinator prior to beginning the Internship or job.

G. Labor Relations Problems

The policy of the College of Education and Social Services with respect to institutional or agency closing caused by strikes or other work stoppages is to withdraw the Intern, effective the first day of the activity. Instead of reporting to the school or agency, students will report to the Department of Education at UVM. Assessment will be made of the situation in terms of the best interests of the students, and in some circumstances, reassignment may be necessary.

H. Intern Liability

It is the responsibility of the school district and building principal to ensure that every classroom that UVM students are in is under the supervision of a licensed teacher.

Most, but not all schools, have liability insurance which covers Teaching Interns. It is the Interns' responsibility to ask the Principal if they are covered by the school's insurance. If they are not, the University strongly recommends that Interns either become a student member of a teachers' professional association which can provide them with liability insurance, or purchase liability coverage from any reliable insurance company.

I. Interns as Substitute Teachers

The University Supervisor must approve the initial request for a Teaching Intern to perform substitute teaching duties.

When the Mentor teacher is absent, the school is expected to provide a substitute teacher in accordance with the policy of the school district. Student Interns shall not substitute teach in classrooms other than their own. The Intern must be treated as a substitute teacher and paid accordingly. Interns are not to perform substitute teaching duties without payment, nor should they be used as substitutes without prior determination of their readiness for this function.

Requests to substitute teach without pay or in other classrooms should be referred to the University Supervisor.

J. Solo Weeks

Solo weeks are not to be construed as substitute teaching responsibilities. Mentor teachers should be available for support and consultation.

K. Criminal Record Check Requirements

Interns are required by state law to complete a criminal record check (CRC) to be eligible for the Teaching Internship. The cost of the CRC is the responsibility of the individual Intern.

L. Remuneration for Mentor Teachers

In recognition of the contribution Mentor teachers make in supervising Teaching Interns, the College of Education and Social Services has established a remuneration policy. Contact the Music Department Coordinator for information about this policy (656-7770).

*This UVM Music Education Teaching Internship Handbook is adapted from, and substantially based on the Fall 2006/Spring 2007 UVM Elementary Education *Handbook for the Internship Experience*.

SECTION IV: FORMS AND OTHER DOCUMENTS

Criteria for Vermont's Level I Teaching Licensure Portfolio is located on the State of Vermont Department of Education Web Site at:

(http://education.vermont.gov/new/html/pgm_prostandards/vsbpe/ropa_07.html - Chapter 7)

Information regarding the Vermont Professional Level I Teaching License is located in the UVM Web Site at: (www.uvm.edu/~cess/stservices). Students wishing to pursue licensure in another state or country should access and review licensure procedures for wherever they are planning to teach.

Experience Plan Template

Week #	Experience/Responsibilities	Supervisory Focus

Lesson Plan Format

Name:

Date of Lesson:

Grade Level:

Class:

Musical Element(s): (rhythm, meter, melody, harmony, articulation, dynamics, tempo, form)

Musical Problem to be solved:

Lesson Objectives: (As a result of this lesson, “students will be able to . . .” – use action words such as sing, play, clap, move)

National Standards Addressed: (Please include both the Standard number, and the exact text – for example: “#5. Reading and notating music”)

Materials needed:

Organization: (Circle all that apply) whole group, small group, pairs, individual

Procedures: (Step by step recipe of what will occur)

Assessment: (How will you determine whether the students have achieved the lesson objectives – “Were students able to . . .?”)

Reflection Format

Please reflect on the following questions:

1. Was the lesson successful? How do you know?
2. Were the lesson objectives met?
3. Did you alter your lesson plan? How and why?
4. Did all students participate, and were all students engaged?
5. Did you encounter any unforeseen challenges? How did you respond?
6. What will you change to improve future lessons?
7. What objectives will you address next?

UVM Music Teaching Intern Evaluation Form

Intern: _____

Check one:

Mentor Teacher: _____

Mid-Term Evaluation ____

University Supervisor: _____

Final Evaluation ____

Date _____

Mid-Term Grade/Final Grade _____

Signature of Person Completing Form _____

The planning-teaching-assessing-reflecting cycle:

The UVM Music Education Program evaluates and recommends beginning teachers who demonstrate competence in planning, teaching, assessment, and reflection, and use these skills in a mutually informing cycle.

In this cyclical process:

- Curriculum goals and assessment of student strengths/needs inform planning
- Teachers enact plans while remaining responsive to students
- Assessments reveal what students know, learn, and find challenging regarding lesson objectives
- Teaching Interns reflect on objectives, challenges, and student engagement in order to plan future lessons

Evaluation criteria:

Composite scores:

4 – Work is consistently exemplary, showing much time and effort invested. All plans, reflections, and requirements are on time, and of a professional quality. Intern shows ability to identify and improve performance based on reflections and feedback from others. Work of this quality is comparable to “A” level work.

3 – Work is consistently satisfactory. All plans, reflections, and requirements are on time and of an acceptable quality. Intern shows ability to identify and improve performance based on reflections and feedback from others. Work of this quality is comparable to “B” level work.

2 – Work is unsatisfactory, showing inconsistent performance. Plans, reflections and requirements are not always on time or of an acceptable quality. Intern shows some

ability to identify areas of needed improvement, but has difficulty either setting goals, or acting on goals for improvement. Work of this quality is comparable to “C” level work.

1 – Intern’s work is substandard, showing poor performance. Plans and requirements are not completed. Intern is not able to achieve goals for improvement. Work of this quality is comparable to “D” level work or below.

Indicator Scores:

4 – Exemplary

3 - Satisfactory

2 – Unsatisfactory

1 - Poor

NA – Not applicable at this time

NO – Not observed by this observer at this time

*A final grade of B or above is required for licensure (A final grade of B- prevents licensure.)

Planning:

Indicators:

- Uses knowledge of content to inform selection of instructional strategies _____
- Pairs instructional methods and activities to objectives _____
- Uses knowledge of students’ development, interests, and the classroom context to influence the focus of content _____
- Selects activities appropriate to students’ skills _____
- Accesses resources and partnerships in and out of the classroom, including the incorporation of plans provided by others, e.g. IEPs _____
- Pursues alternative ways of representing and exploring content – e.g. concrete, symbolic, aural, visual, kinesthetic, technological _____
- Utilizes students’ prior knowledge in plans for representing and exploring content _____

- _____ Organizes the learning environment to reflect instructional goals _____
- Plans for students ownership and engagement in purposeful learning _____
- Uses data from previous teaching reflections to develop plans that include objectives, procedures, and assessment strategies _____

Composite Planning Score: _____

Additional comments/plans for improvement:

Teaching:

Indicators:

- Follows plans effectively and flexibly, and responds to student needs, interests, and contributions _____
- Provides scaffolding or facilitating strategies, including (a) clear communication of objectives, directions and assignments; (b) modeling; (c) guided practice; (d) independent practice; and (e) adjusting pace or level of difficulty of the work _____
- Establishes authoritative (not authoritarian) presence through appropriate voice quality, articulation, and language use _____
- Establishes respectful non-verbal interactions, e.g. gestures, expression, eye contact, movement, and wait time _____
- Helps children construct meaning through thoughtful questioning, listening, and response to promote genuine dialogue _____
- Consistently models a high level of musicianship _____
- Is proactive in classroom management skills, creating a safe and trusting community of learners _____
- Communicates expectations for instructional and classroom/rehearsal activity, and consistently monitors and responds to students' behavior (positive and negative) _____
- Anticipates potential disruption and problem-solves to avoid them _____

Composite Teaching Score: _____

Additional comments/plans for improvement:

Assessment:

Indicators:

a. Assessment of student learning -

- Effectively uses assessment strategies paired with lesson plan objectives _____
- Uses multiple and varied assessment strategies _____
- Maintains dated and organized records of student progress, and where appropriate, shares this information with students, teachers, and/or parents _____

b. Self-Assessment –

- Actively reflects on teaching experiences _____
- Uses input from the Mentor teacher and University to plan next steps _____

Composite Assessment Score: _____

Additional comments/plans for improvement:

Professional Responsibilities:

Indicators:

- Communicates clearly and constructively with the Mentor Teacher and the University Supervisor about plans, responsibilities, concerns, and reflections _____
- Participates effectively in before/after-school activities, school meetings, and other outside-of-classroom responsibilities of teachers in the school _____
- Interacts with peers, school personnel, and parents in a diplomatic, collaborative, and cooperative manner _____
- Shows strong professional dispositions toward teaching as assessed on the UVM *Professional Attributes and Dispositions Rubric* _____
- Maintains a professional appearance _____

Composite Professional Responsibilities Score: _____

Additional comments/plans for improvement:

**University of Vermont
Music Education Program
Teaching Internship**

Professional Attributes and Dispositions Rubric

Name _____

Date _____

For each attribute, check the statement(s) that most accurately describe the behavior:

1. **Attendance:** Frequently absent____ Rarely absent ____ Exemplary attendance____
2. **Punctuality:** Frequently late____ Generally punctual____ Always on time____
3. **Oral Expression:** Makes frequent language/grammatical errors____ Inarticulate____
Articulate____ Expressive and animated____
4. **Non-verbal Behavior:** Inappropriate____ Appropriate____
5. **Written Expression:** Demonstrates confusion with consistent errors in spelling and grammar____
Often unclear with frequent errors in spelling and/or grammar____
Clear with infrequent error____
Expresses ideas clearly with an absence of error____
6. **Tact:** Thoughtless/insensitive to others' feelings and opinions____
Limited sensitivity and diplomacy____
Perceives what to do or say to maintain good relations with others____
Highly sensitive to others feelings and opinions – diplomatic ____
7. **Reliability/Dependability:** Sometimes fails to complete assigned tasks or duties____
Sometimes needs to be reminded to attend to assigned tasks or duties____
Responsible - Attends to assigned tasks or duties without prompting____
Self-starter – perceives needs and attends to them immediately____
8. **Self Initiative, Independence, and Preparedness:**
Passive – Depends on others for direction, ideas, and guidance and/or is rarely prepared ____
Does what is asked, dependent on others for what to do ____
Works effectively with limited supervision ____
Creative and resourceful – independently plans follows through on ideas ____
9. **Collegiality:** Unable to work successfully with others ____
Reluctant to share ideas and materials____
Able to work successfully as a member of a team____
Willingly shares ideas and materials____
10. **Interaction with Students:** Is sometimes antagonistic toward students____
Is hesitant to work with students____
Relates easily and positively with students____
Actively seeks opportunities to work with students ____

11. Awareness and Responsiveness to Diversity:

- Unaware and/or uncomfortable with student diversity and equity issues____
Shows an emerging awareness of the interactions between students' diverse experiences and school learning____
Classroom instruction and interactions often reflect an appropriate appreciation of diverse groups and issues of equity____
Classroom instruction and interactions consistently reflect an appropriate appreciation of diverse groups and issues of equity____

12. Response to Feedback: Defensive – unreceptive to feedback____

- Receptive, but doesn't implement suggestions____
Receptive, and adjusts performance accordingly____
Solicits suggestions and feedback from others____

13. Demonstrated Desire to Improve Teaching Performance:

- Makes no effort to improve teaching performance____
Voices desire to improve teaching performance, but effort is not observable____
Demonstrates efforts to improve teaching performance____
Continually seeks new and better ways of teaching____

14. Professional Ethics and Demeanor:

- Maintains high ethical and professional standards – yes____ no____
Is aware of school policies and responds to these guidelines in appropriate ways – yes____ no____

15. Potential as a Teacher: (Select the statement that most accurately describes your assessment of the Intern's potential)

- Recommend review of career options and consideration of profession other than teaching____
Recommend conditional continuation in teacher education program – Careful monitoring recommended____
Recommend continuation in teacher education program – good candidate____
Highly recommend continuation in teacher education program – very strong candidate____

Additional comments:

Observer (print name): _____

Observer signature: _____ Date: _____

Student signature: _____ Date: _____

**University of Vermont
Music Education Program
Teaching Internship**

Mentor Teacher Summative Assessment

Name of Intern: _____

School(s): _____

Community: _____

Grade level(s)/Concentration area(s) (Instrumental/vocal/general music):

Mentor Teacher: _____ University Supervisor: _____

Dates: From _____ To _____ Number of Absences _____

Summary Description of Internship Experience (e.g. number of students, subjects taught, types of responsibilities, special projects, etc.):

Please describe and comment on the student's competencies in the following areas. If possible, cite examples and general ratings – (e.g. exemplary, satisfactory, unsatisfactory, poor)

Planning:

Teaching :

Assessment of Students:

Professional Responsibilities:

Recommended Areas of Continued Professional Growth (General suggestions for enhancing areas of acquired expertise and developing additional skills and knowledge):

Summary Statement (Characterize the overall performance of your Intern in terms of personal and professional attributes):

I recommend/do not recommend (circle one) this Intern for licensure.

Mentor Teacher's Signature

Date