



Music Education Student Teaching Internship Handbook

FROST
SCHOOL OF MUSIC
UNIVERSITY OF MIAMI

Index

The Teaching Intern.....	3
Policies.....	3
General	4
<i>Ethics and Professionalism</i>	
<i>Administrative Responsibilities</i>	
<i>The School</i>	
<i>The Classroom</i>	
Curriculum & Instruction.....	6
<i>Lesson Plans, Reflections, and Videos</i>	
<i>Observations</i>	
<i>Impact on Student Learning</i>	
<i>FL Teacher Certification Examinations</i>	
<i>Being Released from Student Teaching to Pursue a Full-Time Teaching</i>	
<i>Position</i>	
The Cooperating Teacher.....	8
Orientation to Internship.....	8
Guiding Interns.....	9
<i>Initial Activities</i>	
<i>Planning</i>	
<i>Impact on Student Learning</i>	
<i>Teaching</i>	
<i>Substitute Teaching</i>	
<i>Being Released from Student Teaching to Pursue a Full-Time Teaching</i>	
<i>Position</i>	
<i>Classroom Management</i>	
<i>Feedback</i>	
<i>Professionalism</i>	
<i>Issues</i>	
<i>Grading & Final Evaluation</i>	
The University Supervisor.....	14
The Orientation.....	14
Observations.....	15
<i>The Post-Observation Conference</i>	
<i>Observation Forms</i>	
<i>Mid-Term/Final Evaluation Forms</i>	
<i>Grading</i>	
<i>Problems</i>	
Schedule.....	17
Checklist.....	19
Appendix A Formal Observation Criteria.....	20
Appendix B Mid and Final Evaluation Form.....	21
Appendix C Professionalism Agreement	25

The Teaching Intern

The primary role of the teaching intern is to assume the role of teacher throughout a semester, with either a single-track (elementary or secondary) or split-track (elementary and secondary) placement. The intern must commit to the highest standards of excellence and professionalism in teaching throughout the semester.

Policies

The University of Miami policies governing interns stipulate the following:

- *Schedule.* The length of the intern's school day is expected to correspond with that of the cooperating teacher.
 - The intern should arrive on time and be prepared to remain beyond the school district's contractually required hours if the work so demands.
 - In the case of an emergency that prevents the intern from arriving at school on time, they must contact the (a) school, (b) cooperating teacher, (c) university supervisor, and (d) student teaching coordinator as soon as possible.
 - For holidays, the intern is expected to follow the school's calendar rather than the University of Miami schedule.
- *Priorities.* The student teaching internship must be the top educational priority during the entire semester.
 - Outside employment and/or performances during the student teaching internship semester are strongly discouraged. They must not interfere with the internship in any way.
 - Interns should not enroll in any courses other than the student teaching internship and the student teaching seminar.
 - Interns are required to attend all student teaching seminar meetings at the university. The seminars are essential for completing the requirements for graduation and certification.
- *Rules & Regulations.* The same rules and regulations that govern the cooperating teacher at the school apply to the intern. These regulations include but are not limited to dress, work schedule, ethics, professionalism, and teaching responsibilities.
 - Failure to adhere to the Principles of Professional Conduct for the Education Profession in Florida is grounds for immediate dismissal from the internship and possible dismissal from the music education program (<http://www.fldoe.org/teaching/professional-practices/code-of-ethics-principles-of-professio.shtml>)
- *Absences.* The intern will not be excused from the teaching assignments for any reason other than illness, death in the immediate family, or other extreme emergencies.

- In case of illness or other absences, the intern must inform the school, the cooperating teacher, the university supervisor, and the student teaching coordinator by phone or email as soon as possible.
- Absences beyond 3 (for illness or death in the immediate family only) must be made up before or after the official internship.
- Any other pre-planned absences (e.g., college audition) must be made up either before or after the official internship.
- *Punctuality.* The intern should arrive on time, every day of the internship.
- *Substitute Teaching.* The intern is not permitted to serve as a substitute teacher if the cooperating teacher is absent. In the cooperating teacher's absence, the intern may teach if a substitute teacher is assigned to the classroom and present throughout the school day. The only exception to this policy is if: (a) the intern is hired as a substitute teacher, and (b) the intern has district credentials to serve as a substitute teacher. Interns are highly recommended to apply to the district as substitute teachers to gain valuable experience (and compensation) during and immediately after the student teaching internship.

General

Ethics and Professionalism

- Maintain a professional demeanor and appearance, in accordance with the standards of the school site.
- Complete assigned tasks, duties, and responsibilities on time.
- Interact and communicate in a positive and professional manner with students, peers, school and university personnel, and others. Avoid bias, prejudice, inappropriate personal conversations, or lack of fairness toward individuals or groups of people.
- Act in a safe and responsible manner, avoiding any action that might cause students physical and/or emotional harm.
- Always remain committed to student learning. Do not make offensive or demeaning comments about students/participants or their abilities to learn and/or about teachers or their abilities to teach.
- Remain flexible and open to feedback from others.
- Make responsible choices regarding social media usage and interactions with students.

Please note that the University of Miami holds zero tolerance for unethical and unprofessional behaviors and that failure to comply with this agreement may result in one or more of the following consequences: (a) termination of my placement, (b) a failing grade for the internship, (c) a failing grade in the student teaching seminar, (d) expulsion from the Teacher Preparation Program, and (f) dismissal from my degree program. (See Appendix C)

Administrative Responsibilities

The intern will be expected to assist the cooperating teacher with administrative and clerical duties related to the teaching position. This is not intended to replace classroom experience.

The School

The school's policies are often outlined in a school or district handbook. The intern should be thoroughly acquainted with the details, with particular attention to the following:

- The schedule of subjects and activities that apply to students
- Adjustments necessary for team teaching or special programs
- The schedule of faculty meetings
- Fire drills, code red, and all emergency procedures
- Regulations and procedures concerning students leaving the room or building
- Procedures for requesting announcements to all students
- Procedures and policies for classroom management and discipline
- Provisions available for children with special needs
- Homework, testing, and grading policies
- Regulations concerning visitors to the classroom
- Location and duties of the administrative offices
- Location of teachers' lounge, supply room, media center, and campus areas

The intern should become acquainted with school resource personnel and services, such as:

- Principals, school counselors, psychologists, and/or visiting teacher services
- Librarians and media specialists
- Consultant and supervisory help on the county and state levels in the academic and support areas
- Health care services
- The athletics department

The Classroom

General tips on keeping students engaged and focused:

1. Be in the classroom early and start the class promptly.
2. Be prepared with your lessons, materials, recordings, technology, etc.
3. Set and/or know student standards, rules, and boundaries the first day and be consistent with these expectations and consequences.
4. Learn and use the students' names as soon as possible.

5. Be consistent. Never discipline one time and ignore the next. Do not propose consequences you are unwilling to follow through on.
6. Surprise students with an interesting school-approved film, an outside speaker, a new song, or some change in the classroom routine.
7. Read about discipline in professional publications. Ask your university supervisor or cooperating teacher for additional resources.
8. Do not shout over the room noise, because it will only get worse.
9. Be fair, consistent, and clear with all students.
10. See that each student experiences success at some point.

Remember, the focus of your efforts is on your students' growth and the refinement of your teaching abilities.

Curriculum and Instruction

Lesson Plans, Reflections, and Videos

It is highly recommended that lesson plans be prepared in consultation with the cooperating teacher and aligned with the existing music curriculum. The intern is expected to create a lesson plan for every lesson taught. Lesson plan templates from methods courses can be used but are not required. At the least, the lesson plan should include goals, objectives, standards, procedures (e.g., details, questions, strategies), and assessments. Interns are expected to find ways to assess their students' learning throughout the internship, using formal and informal, formative and summative methods. In addition to the typed lesson plan, the intern should write a brief reflection on each lesson taught.

The intern is required to maintain a notebook containing all lesson plans (one for each lesson taught) and reflections on teaching (1-2 paragraphs). That notebook should be available to the university supervisor (during formal observations) and the cooperating teacher. It will also be used in the Student Teaching Seminar. The intern will be required to video-record and reflect on lessons throughout the semester. These teaching videos can be used for digital portfolios and in seminar meetings.

Observations

The university supervisor will contact the intern to schedule each observation visit. A teaching schedule must be provided during the orientation conference. There will be between 3-4 formal observations for a half-semester placement (at least two by mid-term) and 5-6 formal observations for the full semester placement. If the intern needs additional guidance, further observations may be conducted. On the day of the observation, the intern is responsible for (1) providing a printed lesson plan, (2) providing the lesson plan/reflection notebook, and (3) video-recording the lesson that will be observed. During the formal observation, the supervisor will read your lesson

plan and reflection notebook. After the observation, there will be a conference to discuss the lesson and overall progress in student teaching. The intern should ask the cooperating teacher to conduct informal observations as often as possible in preparation for the formal university observations.

Impact on Student Learning

During the student teaching phase, interns must create a project that documents and demonstrates their influence on student learning. This involves selecting one content area or skill where they aim to make an impact. For example, the intern might focus on diction, tone production, head voice, creative movement, or rhythmic sight-reading. The intern will create at least 3 detailed lessons or sections of lessons focused on improving that facet of students' knowledge or skills. The intern must also find or create an assessment for the selected skill or content knowledge area. This assessment will be used as a pre- and post-test measure of the impact of intern lessons on student learning. This impact-on-student-learning project will be a required component of the Student Teaching Seminar. It should also be included in the digital teaching portfolio.

FL Teacher Certification Examinations

To qualify for FL Teaching Certification, interns must successfully complete all degree coursework AND pass all three state certification exams (GKT, Music Subject Area, and PET). These three exams must be passed before the UM degree is conferred. At that point, your transcript can be used as evidence that you have completed all the requirements of FL Teaching Certification when you apply for the official certificate from the FL Department of Education.

Being Released from Student Teaching to Pursue a Full-Time Teaching Position

Any intern who is presented with an opportunity for a full-time music teaching position prior to the conclusion of student teaching is required to adhere to the following guidelines:

- (a) The intern must have successfully completed no less than 50% of the supervised internship. This ensures that the intern has gained a substantial understanding of the teaching experience and adequate exposure to the responsibilities and challenges associated with the role, under daily supervision.
- (b) The intern must initiate consultations with the (1) cooperating teacher, (2) university supervisor, and (3) coordinator of student teaching. These consultations aim to facilitate an open discussion about the implications and potential consequences of pursuing a full-time teaching position before completing the student teaching internship.

(c) If all the above steps have been taken, the intern can then proceed to petition the music education faculty for consideration of pursuing the full-time teaching position. This step involves sending a formal email (Subject: *Petition to Be Released from Student Teaching Assignment*) to the MED professors that includes the following: (1) a description of the teaching position, and (2) your plan for continued supervision and mentorship from your university supervisor for the rest of the semester. The petition will be reviewed by MED faculty, and then a decision on whether to approve the Release will be communicated to the intern, cooperating teacher, and university supervisor. The faculty's decision is final.

The Cooperating Teacher

The primary responsibility of the cooperating teacher is to assist the intern in improving their practice through ongoing mentorship and guidance. The cooperating teacher should **work** with the intern on all aspects and responsibilities of teaching; **monitor the intern's growth and progress** daily by providing feedback and holding regular discussions; **communicate** openly and honestly with the university supervisor; and **evaluate** the intern at the end of the student teaching internship.

In sum:

- (a) **work together** with the intern on planning, curriculum, teaching, assessing, classroom management, and all other responsibilities of teaching
- (b) **provide feedback** to the intern on a regular basis in writing and/or verbally
- (c) **communicate** with the University Supervisor
- (d) **recommend a grade**, in consultation with the University Supervisor.

Orientation to Internship

Helping the intern adjust to the school/classroom environment is critical to their success. To assist the intern in this transition, some of the following practices are offered as suggestions.

A well-planned welcome often sets the stage for a positive relationship between the cooperating teacher, the intern, and the students. Before introducing the intern to the students, some thought should be given to how to introduce them. Some teachers feel that the intern should be introduced as “another teacher,” or “teaching associate.” Perhaps even more important than the terminology, however, is that the cooperating teacher conveys to students the respect they show for the new teacher in that classroom.

An orientation meeting with the intern, cooperating teacher, and university supervisor will be held in the first week of student teaching to provide information about the student teaching experience and answer any questions.

The cooperating teacher should make sure that the intern has received the following documents from their school:

- Student/School Handbook(s)--The intern should become familiar with school rules, regulations, dress code, etc.
- Faculty Manual—This document will acquaint the intern with the policies governing faculty, including parking, equipment use, resource materials, drills, assemblies, and field trips.

Guiding Interns

Initial Activities

The intern should be actively involved in the teacher's work as soon as possible. Initial responsibilities could include:

- (1) researching special materials or music for the curriculum
- (2) lesson planning
- (3) team teaching (intern and cooperating teacher)
- (4) small group teaching (intern and a few students)
- (5) individual teaching (intern and student)
- (6) participating in lessons taught by the cooperating teacher
- (7) leading discussions, warm-ups, or other activities in the classroom
- (8) designing a test or some other assessment tool (formative or summative)

Planning

The intern is expected to create detailed lesson plans for all lessons taught. Preparing a lesson plan provides the intern with an opportunity to mentally rehearse the lesson before teaching. In addition to the typed lesson plan, he/she should spend some time writing a reflection on the lesson that was taught. Please provide guidance on which items should be included in each lesson plan (e.g., State or District Standards). The cooperating teacher should occasionally review the intern's lessons and provide comments or suggestions for improvement. It is important that interns have opportunities to practice finding, developing, and using quality assessments to measure student learning. Ideally, the intern will be guided in using both formal and informal assessments, both formative and summative.

Although the preparation of lesson plans is regarded as the intern's primary responsibility, it can also be done as a team. Thus, the cooperating teacher plays a critical role in guiding the student in planning lessons, designing curriculum, and measuring learning (assessment).

A wide range of activities may be included in the planning process:

- sharing lesson plans
- critiquing intern's lesson plans
- offering ideas to improve lesson plans
- using plans as part of a curriculum
- designing formal assessments of student learning

Impact on Student Learning

Interns will design a project to document and provide evidence of their impact on their students' learning. This project will require the intern to identify one content or skill area in which he/she would like to have an impact on student learning. Please see the intern section of this handbook for more detail (see p. 6). The cooperating teacher should provide the intern with feedback on their project.

Teaching

Teaching will not be a completely new experience for the intern. They will have participated in the mandatory early experience program, which involved working with individuals or small groups of students and, to some extent, instructing whole-class groups. The content taught in these situations will usually have been "bits and pieces" or a unit on a topic, and for relatively brief periods of time. These early experiences should not be a justification for either minimizing or eliminating similar experiences during the student teaching internship. The intern must see, learn, and experience instruction as a totality with many dimensions. They must demonstrate growth throughout the experience, regardless of previous experience. An intern should emerge improved in all the facets of their teaching.

Actual teaching must begin with gradual induction. Teaching usually begins with responsibility for a single class, group, topic, or activity. Identification of this initial responsibility should consider the intern's special interests and abilities to help ensure that the initial effort is built on confidence and competence.

As the intern demonstrates instructional success in a single class or subject area and builds confidence, planning should begin to add another class or subject area. Gradually, the intern should take on more responsibilities each week. Ultimately, interns should take on full instructional responsibilities. We suggest at least one full week of teaching responsibilities.

There is a tendency to restrict the intern to instructional techniques that work for the cooperating teacher. This period should be viewed as the ideal time to experiment with a variety of teaching techniques. The cooperating teacher should encourage the use of a variety of instructional techniques. An active presence by the cooperating teacher in the planning process can help the intern create a balanced approach.

Substitute Teaching

Per UM and MDCPS policy, interns are not permitted to serve as substitute teachers when cooperating teachers are absent. In the case of a cooperating teacher's absence, interns may teach classes if a substitute teacher is assigned to the classroom and present throughout the school day. The only exception to this policy is if: (a) the intern is hired as a substitute teacher, and (b) the intern has district credentials to serve as a substitute teacher.

Being Released from Student Teaching to Pursue a Full-Time Teaching Position

Any intern who is presented with an opportunity for a full-time music teaching position prior to the conclusion of student teaching is required to adhere to the guidelines described in the student teaching intern section of this Handbook.

Classroom Management

Classroom management is a concern for many interns. The cooperating teacher should help the intern develop skills necessary for effective classroom management. Most schools will have a handbook of policy statements relative to discipline. The intern should become familiar with those policies in advance. If there is a specific handbook for the assigned school, the intern should study all sections relative to management and discipline. Most importantly, the intern should be aware of the cooperating teacher's attitude, rules, and understanding of discipline and its purpose. It is recommended, at least initially, that interns continue to use the cooperating teacher's procedures and classroom management techniques.

Feedback

Feedback is one of the most important aspects of mentoring an intern because it facilitates improvement. The cooperating teacher is an invaluable part of this learning experience. We suggest that the cooperating teacher conduct between 4 and 6 formal observations of the intern using the observation form in Appendix A.

- Observe the intern teach regularly and often
 - Provide **feedback** (either written or verbal)
 - Use the **assessment form** to give the intern practice being formally observed before a university supervisor visit (see Appendix A)
 - Give the intern **constructive feedback for improving** specific areas of their teaching.
- Ask the intern to videotape teaching and self-assess their work.

Determining whether the intern can teach in ways that help students learn is the primary objective of assessing a student teaching experience. This point has been

emphasized previously and is repeated here because of its fundamental importance. The purpose of this section is to provide a general focus on the cooperating teacher during instructional observation and to help the student in the process of self-evaluation. The following questions may serve to guide the cooperating teacher and the intern in evaluating teaching effectiveness.

Relative to **planning**—

- Was prior planning evident?
- Was the plan reviewed and approved?
- Was the plan flexible enough to accommodate changes during instruction?
- Were the objectives of the planned instruction accomplished?

Relative to **content**—

- Was the content appropriate for the students and their learning level(s)?
- Was it specifically related to the curricular objectives?
- Was it sequential and related to that which preceded and which followed?
- Were attempts made to interrelate it to other subjects and/or units?
- Was it presented in an organized and logical sequence?

Relative to **instructional techniques**—

- Was there a definite, discernible introduction?
- What motivational efforts were made? Successful?
- Were the instructional approaches used appropriate to the learning level(s)?
- Was there a logical and smooth transition between different teaching and learning activities?
- Was instruction organized to minimize non-learning activities, i.e., attendance, materials distribution and collection, etc.?
- Was the allotment of time and pace of the lesson appropriate to both the instructional techniques and the material?
- What was the nature of student involvement—active or passive?
- Was the interaction between teacher and students conducive to learning?
- Were the materials appropriate to the content and students?
- Were they intended to maximize students' involvement?
- Were they used as a means of instruction rather than an end in itself?
- Was the instructional period closed? Was learning summarized?
- Was the intern creative and enthusiastic?

Relative to **assignments**—

- Were assignments clearly explained?
- Were they meaningful?
- Were they reasonable?

Relative to **evaluation**—

- Did the planning include definite and specific evaluation techniques?

- What evaluation techniques were used?
- Were the evaluation techniques appropriate to the content and approach?
- Did the evaluation focus on student learning as opposed to teaching performance?

The above questions focus on the intern and on his or her instructional competencies. However, the most important measure of quality teaching is its impact on student learning. This is, and must be, the ultimate basis on which all competency decisions are reached.

Professionalism

The University of Miami requires all interns to maintain professional, legal, and ethical conduct always. Prior to student teaching, interns attend an orientation meeting at UM to detail the standards of professional behavior in schools. Interns sign a Professionalism Agreement that refers to the FL Department of Education's "Principles of Professional Conduct for the Education Profession in Florida." (See Appendix C)

Issues

If an intern fails to meet their responsibilities (e.g., teaching, professional behavior, dispositions), please contact the university supervisor as soon as possible so corrective actions can be taken. Serious concerns should be reported to the university supervisor immediately.

Grading and Final Evaluation

Please complete a final evaluation of the intern no later than one week after the final day of the internship and submit it to the university supervisor. The university supervisor will provide you with the form electronically. Your final evaluation will inform the university supervisor in assigning a final grade.

The University Supervisor

The primary responsibility of the university supervisor is to assist the intern in improving their practice. In addition, the supervisor must document the intern's work and practice throughout the student teaching internship and ensure the experience is positive for both the intern and the cooperating teacher. The supervisor will be responsible for:

- (a) **communicating** with intern and cooperating teacher;
- (b) **conducting formal observations** of the intern's practice;

- (c) **uploading all documentation** of the student teaching experience to BOX (folder is called: *UNIVERSITY SUPERVISOR: UPLOAD FORMS HERE!*); and
- (d) **assigning a grade** in consultation with the cooperating teacher.

The Orientation

It is important to establish open channels of communication with both the intern and the cooperating teacher. To begin, you will lead an orientation meeting with the intern and cooperating teacher in the first week of student teaching.

- Explain the role you will play as the university supervisor
- Describe the expectations of the intern and cooperating teacher
- Request a teaching schedule so you can schedule observations
- Describe what you will do when you observe and what you expect of the intern
 - Interns should provide you with a lesson plan
 - Interns should record their lesson
- Inform the intern that he/she must maintain a file containing copies of all lesson plans taught during the student teaching internship. In addition to the lessons, students must include a 2- to 3-paragraph reflection on the lesson taught.
- Answer any other questions
- At the end of this orientation meeting, document the meeting by uploading the completed orientation form to BOX

Once you have completed the form, upload it to the intern's file on BOX (folder is called: *UNIVERSITY SUPERVISOR: UPLOAD FORMS HERE!*)

Observations

The supervisor should contact the intern to schedule each observation visit. Obtaining a teaching schedule is helpful in planning for the visit. There will be between 3-4 formal observations for a half-semester placement and 5-6 formal observations for the full-semester placement. At least 2 observations should be completed by mid-term. More observations should be scheduled, at the discretion of the Supervisor, if the intern needs additional guidance and feedback. On the day of the observation, the intern is responsible for: (1) providing you with a typed lesson plan, (2) providing you with a lesson plan/reflection notebook, and (3) videotaping the lesson that you will be observing.

You should take copious notes during the teaching episode. In your field notes, you might want to divide them into three parts: (1) describe what is happening in the lesson, focusing on both teacher and students; (2) note strengths and weaknesses; and (3) offer suggestions for growth and improvement. During your visit, also peruse the intern's lesson plan/reflection notebook. After observing the lesson, conduct a post-observation conference.

The Post-Observation Conference

After each formal observation, the supervisor should plan to have a conference with the intern and the cooperating teacher. The conference is essential for effectively improving the quality of the intern's practice. The goal of the conference is to help the intern become a more reflective and thoughtful practitioner. It is not always possible for the cooperating teacher to be present at the conference because they may need to teach a class during that time, but every effort should be made to include all three individuals.

During this conference, allow the intern to reflect on the experience. Ask the intern to discuss the things that went well in the lesson, the aspects of the lesson that need improvement, and the ideas he/she may have for improvement. Provide your insights and offer the cooperating teacher a chance to provide input as well. It is imperative that you provide the intern with 3 to 4 of the most salient teaching issues that need improvement next time. This gives the student teacher something to improve upon for the next observation.

Observation Forms

After each observation, you should complete an observation evaluation form. Copies of these forms are found in the appendices. Save the document as a .docx or .pdf and send it to the intern and the cooperating teacher no later than 24 hours after the observation. Additionally, you must upload the completed form to the intern's file found on BOX.

Mid-term/Final Evaluation Forms

You should complete the midterm and final evaluations using the fillable PDF form on Blackboard. A copy of this form is found in the Student Teaching BOX folder. Upload the completed form to the intern's file on BOX. (See Appendix B)

Grading

The final grade of the internship is a cooperative undertaking between the cooperating teacher and the university supervisor. The cooperating teacher will complete the final evaluation for either elementary or secondary. Those evaluation forms can be found on the Student Teaching Blackboard site and should be sent to the cooperating teacher on or soon after the final observation. That evaluation should be saved to the intern's file on BOX and can inform the supervisor in assigning a final grade for the semester. It is the university supervisor's responsibility to distribute and collect the form from the cooperating teacher. (See Appendix B)

The final responsibility for the grade rests with the university supervisor. Here is a general guide for how to convert the scores from the final evaluation to a letter grade.

GRADE A: The intern has performed in an outstanding manner in most competency areas with no identifiable areas of significant weakness. The intern is considered to possess great potential for a teaching position and is expected to perform with little or no guidance from school system personnel during initial exercise of professional responsibilities. An "A" is considered an unqualified recommendation.

GRADE B: The intern has performed well with respect to most competencies, but with one or more identifiable areas of significant weakness. The student is considered to possess considerable potential for the teaching profession. The student can be recommended for a teaching position, but with some degree of special guidance for the school system personnel during initial exercise of professional responsibilities.

GRADE C: The intern has performed in an acceptable manner with respect to most competencies, but with several identifiable areas of significant weakness. The student can be recommended for a teaching position, but only with the provision that a high degree of special guidance be provided during an initial exercise of professional responsibilities.

GRADE D: The intern has performed poorly with respect to most of the competencies, and with many areas of significant weakness. The student cannot be recommended for a teaching certificate.

GRADE F: The intern has been thoroughly inadequate. The student will receive no credit for the student teaching experience.

Problems

If an intern fails to meet their professional responsibilities and it appears they will not earn a satisfactory grade (below a C), the supervisor should contact the MED professors as soon as possible.

University Supervisor: Schedule

The university supervisor should make every effort to follow this schedule and must use the appropriate forms, all of which can be found on the Student Teaching Blackboard Site.

University Supervisor Week-by-Week Schedule	
Week 1 • Orientation meeting • Complete orientation report ○ Upload to student's file on BOX	
<i>SPLIT TRACK Student teaching</i> <i>7.5 weeks</i>	<i>SINGLE TRACK Student teaching</i> <i>15 weeks</i>
Weeks 2-3 • Observation 1 • Complete observation form ○ Upload assessment form to student's file on BOX	Weeks 2-3 • Observation 1 • Complete observation form ○ Upload observation form to student's file on BOX
Week 4 • Observation 2 • Complete midterm evaluation ○ Upload form to student's file on BOX	Weeks 4-5 • Observation 2 • Complete observation form ○ Upload observation form to student's file on BOX
Weeks 5-7 • Observation 3 & 4 • Provide cooperating teacher with final evaluation form and ask him/her to complete and submit to you. ○ Upload this form to the student's file on BOX • Complete final evaluation form & final FEAP evaluation ○ Upload forms to student's file on BOX	Week 6-8 • Observation 3 • Complete midterm observation form ○ Upload forms to student's file on BOX

Week 8 • Ensure you have uploaded all documents to the intern's file ○ 1 orientation report ○ 3 observation forms ○ 1 Midterm FEAP evaluation ○ 1 cooperating teacher final evaluation report ○ 1 university supervisor final evaluation • Assign grade ○ Submit to Student Teaching Seminar Instructor	Week 9-11 • Observation 4 & 5 • Complete observation form ○ Upload observation form to student's file on BOX
N/A	Week 12-14 • Observation 6 • Provide cooperating teacher with final evaluation form and ask him/her to complete and submit to you. ○ Upload this form to the student's file on BOX • Complete final evaluation form & final FEAP evaluation ○ Upload forms to student's file on BOX
N/A	Week 15 • Ensure you have uploaded all documents to the intern's file ○ 1 orientation report ○ 5 observation forms ○ 1 Midterm evaluation ○ 1 cooperating teacher final evaluation ○ 1 university supervisor final evaluation • Assign grade ○ Submit to Student Teaching Seminar Instructor

University Supervisor Checklist

These are the items that must be uploaded in BOX before the end of the student teaching internship experience. Please upload all files as PDFs to ensure nothing can be altered once it is uploaded.

Item	Where	Uploaded √
Orientation Report	Intern file in BOX	
Observation Forms 3 minimum for split; 5 minimum for single	Intern file in BOX	
Midterm Evaluation	Intern file in BOX	
Cooperating Teacher Final Evaluation (secondary or elementary)	Intern file in BOX	
University Supervisor Evaluation	Intern file in BOX	
Final Evaluation	Intern file in BOX	
Grade	Grade submitted to instructor of Student Teaching Seminar	

APPENDIX A
Formal Evaluation Criteria

Please check the appropriate level of performance demonstrated by the teacher candidate. Most student teachers will perform at the Effective and Developing/Needs Improvement levels. A score of 4 should be reserved only for students who demonstrate outstanding performance.

1	Unsatisfactory – Shows significant difficulties and/or minimal effort and/or a willingness to make improvements.
2	Developing/Needs Improvement – Shows some attempts at meeting indicator but is not <i>consistently</i> effective in this area.
3	Effective – Shows consistent effectiveness in this area and is capable of independently carrying out this skill with success.
4	Highly Effective – Shows exemplary ability that goes well beyond what is expected; role model for other teachers (regardless of their experience) in this area
N/A	Not Applicable – Was not observed, but there was no need to include in lesson or it was not observed in the lesson due to timing of observation.

LEARNING ENVIRONMENT, CLASSROOM MANAGEMENT, & STUDENT ENGAGEMENT		N/A	1	2	3	4
1.	Uses a clearly-defined, age-appropriate, research-based, positive classroom management plan.					
2.	Addresses behavioral problems effectively, anticipates situations, and redirects behaviors.					
3.	Maintains instructional momentum, not allowing instructional issues to interrupt with classroom time.					
4.	Gives clear directions and incorporates effective transitions throughout the lesson.					
5.	Introduces an engaging lesson that maintains student interest and demonstrates interest through body language.					
6.	Creates a learning environment where students are encouraged to assume responsibility.					
7.	Uses a student-centered approach by accounting for and adapting to cultural diversity, varied learning needs, and students' interests.					
8.	Provides opportunities for students to participate in a learning environment where they feel their voice is valued.					
9.	Interacts positively and effectively with students.					
INSTRUCTIONAL PLANNING, INSTRUCTIONAL DELIVERY, & STUDENT LEARNING						
10.	Formulates developmentally-appropriate objectives and outcomes that are clearly aligned with CPALMS/Florida Standards.					
11.	States purpose and objectives to students in concise, understandable language that convey the knowledge to be gained and its importance.					
12.	Understands and presents accurate content information that supports student learning and makes relevant connections.					
13.	Maintains academic focus and uses subject area-relevant materials to facilitate learning activities.					
14.	Provides guided and/or independent practice.					
15.	Continually academically challenges students in a caring manner.					
16.	Varies questions to encourage complex thinking, meaning making, and generation of new ideas.					
17.	Uses effective probes to build on students' responses to generate new questions to or to expand students' understanding of topic.					
KNOWLEDGE OF LEARNERS, ASSESSMENT, & DIFFERENTIATION						
18.	Selects and designs developmentally-appropriate learning experiences and materials that meet <i>all</i> students' learning needs (e.g., ESOL, SPED, gifted) and styles through differentiated instruction and culturally responsive teaching.					
19.	Uses a variety of teaching methods/strategies and multiple means of representations (e.g., technology, manipulatives) to cater to students varying abilities and achievement levels.					
20.	Personalizes learning; makes meaning from text, instruction, and experience; links and builds background knowledge through scaffolding.					
21.	Continuously monitors students' performance (e.g., circulating) to check for understanding, assess learning outcomes, and provide feedback.					
22.	Uses summative and formative assessment strategies to determine students' performance and to modify instruction.					
COMMUNICATION, PROFESSIONALISM, & CONTINUOUS LEARNING						
23.	Organizes and submits all materials in a timely manner prior to lesson and is organized and well-prepared for lesson.					
24.	Implements feedback given from previous observations.					
25.	Articulates in well-modulated speech and writing, effectively using proper grammar, spelling, punctuation, and sentence structures.					
26.	Completes lesson plan reflection in a timely manner and meets with UM supervisor to debrief about lesson.					

APPENDIX B

Midterm and Final Evaluation Form

Frost School of Music MED Student Teaching Mid-point and Final Evaluation Form*

Student Teacher Evaluator

School Date (click box to reveal down-arrow, click arrow to reveal calendar)

PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS			
Highly Effective <i>The professional 's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>8 points</i>	<i>6 points</i>	<i>4 points</i>	<i>2 points</i>
The teacher consistently meets the individual and diverse needs of learners in a highly effective manner.	The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.	The teacher attempts, but is often ineffective in demonstrating knowledge and understanding of the needs of the target learning community .	The teacher consistently demonstrates a lack of awareness of the needs of the target learning community or fails consistently to make appropriate accommodations to meet those needs.
☐	☐	☐	☐
<i>Comments</i> 			

PERFORMANCE STANDARD 3: INSTRUCTIONAL PLANNING			
Highly Effective <i>The professional 's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
<i>8 points</i>	<i>6 points</i>	<i>4 points</i>	<i>2 points</i>
The teacher consistently creates, evaluates and modifies, as appropriate, instructional strategies during the planning process.	The teacher uses appropriate curricula (including state reading requirements, if applicable), instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, assessment of student learning, and home learning in order to address the diverse needs of students.	The teacher attempts to use appropriate curricula, instructional strategies, and/or resources to address the diverse needs of students during the planning process, but is often ineffective; and/or the teacher attempts to develop lesson plans but lacks one or more of the four basic components.	The teacher consistently demonstrates a lack of planning or fails to properly address the curriculum in meeting the diverse needs of all learners.
☐	☐	☐	☐
<i>Comments</i> 			

PERFORMANCE STANDARD 4: INSTRUCTIONAL DELIVERY AND ENGAGEMENT			
Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
8 points	6 points	4 points	2 points
The teacher consistently optimizes learning by engaging all groups of students in higher-order thinking and by effectively implementing a variety of appropriate instructional strategies and technologies.	The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.	The teacher attempts to use instructional strategies or technology to engage students, but is often ineffective or needs additional content knowledge.	The teacher lacks content knowledge or fails consistently to implement instructional strategies to academically engage learners.
☐	☐	☐	☐
Comments			

PERFORMANCE STANDARD 5: ASSESMENT			
Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
6 points	4.5 points	3 points	1.5 points
The teacher consistently demonstrates expertise in using a variety of formal and informal assessments based on intended learning outcomes to assess learning. Also teaches learners how to monitor and reflect on their own academic progress.	The teacher gathers, analyzes, and uses data (including state assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback.	The teacher attempts to use a selection of assessment strategies to link assessment to learning outcomes, or uses assessment to plan/modify instruction, but is often ineffective.	The teacher consistently fails to use baseline data to make instructional decisions and/or fails to provide feedback on learner progress in a timely manner.
☐	☐	☐	☐
Comments			

PERFORMANCE STANDARD 6: COMMUNICATION			
Highly Effective <i>The professional 's work is exceptional, in addition to meeting the standard</i> 6 points	Effective <i>The description is the actual performance standard</i> 4.5 points	Developing/Needs Improvement 3 points	Unsatisfactory 1.5 points
The teacher consistently uses a variety of communication techniques to inform, collaborate with, and/or respond to students and other stakeholders in a highly effective manner .	The teacher communicates effectively with students, their parents or families, staff, and other members of the learning community.	The teacher often communicates with students, staff, and other members of the learning community in an inconsistent or ineffective manner.	The teacher consistently fails to communicate effectively with students, staff and other members of the learning community.
☐	☐	☐	☐
Comments			
PERFORMANCE STANDARD 7: PROFESSIONALISM			
Highly Effective <i>The professional 's work is exceptional, in addition to meeting the standard</i> 6 points	Effective <i>The description is the actual performance standard</i> 4.5 points	Developing/Needs Improvement 3 points	Unsatisfactory 1.5 points
The teacher consistently demonstrates a high level of professionalism, contributes to the professional growth of others, and/or assumes a leadership role within the learning community.	The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.	The teacher often fails to display professional judgment or only occasionally participates in professional growth.	The teacher fails to adhere to legal, ethical, or professional standards, including all requirements for professional growth.
☐	☐	☐	☐
Comments			

PERFORMANCE STANDARD 8: LEARNING ENVIRONMENT			
Highly Effective <i>The professional's work is exceptional, in addition to meeting the standard</i>	Effective <i>The description is the actual performance standard</i>	Developing/Needs Improvement	Unsatisfactory
8 points	6 points	4 points	2 points
The teacher consistently provides a well-managed, stimulating, student-centered environment that is academically challenging and respectful.	The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm.	The teacher attempts to address student behavior and needs required for a safe, positive, social, and academic environment, but is often ineffective.	The teacher consistently addresses student behavior in an ineffective manner and/or fails to maintain a safe, equitable learning environment.
☐	☐	☐	☐
Comments			
Total Score 	Highly Effective: 38-50 points Effective: 26-37.5 points Developing: 11-25 Unsatisfactory: 10.5 points or less		
*The program shall describe the final summative evaluation used to determine each program completer has demonstrated the required knowledge, skills, and professional behaviors in p-12 classroom setting using a state-approved performance evaluation system that is aligned with the partnering school district(s)' evidence-based framework. If the culminating field experiences will take place in a private p-12 classroom setting, or in an out-of-state p-12 classroom setting in accordance with s. 1004.85(6), F.S., provide the final summative evaluation that will be used to determine the program completer has demonstrated all required knowledge, skills and professional behaviors. This form aligns with the Miami-Dade County Public Schools <i>Instructional Performance Evaluation and Growth System (IPEGS) form 7317</i>. This MED form uses Standards 2-8 of the IPEGS form.			

Appendix C

Professionalism Agreement

My signature below acknowledges that I have read and understand the following statements:

- I agree to abide by the University of Miami's core values and the Florida Department of Education's "Principles of Professional Conduct for the Education Profession in Florida" (Florida Educator Accomplished Practice #6) and to always maintain the highest standards of professionalism.
- I agree to maintain professional, legal, and ethical conduct at all times. I will respect the privacy of children, families, and school personnel and protect the confidentiality of academic or personal information that I encounter.
- During my field experiences/student teaching placement, I am a guest at the school site or other educational or community setting, and I understand that my task is to learn so that I can become a more effective educational professional.
- I agree to be on site when and where I am expected. If I cannot attend or will be late, I will follow proper notification procedures to let the appropriate individuals know in advance.
- I agree to maintain a professional demeanor and appearance, in accordance with the standards of the site where I am placed.
- I agree to complete my assigned tasks, duties, and responsibilities on time.
- I agree to interact and communicate in a positive and professional manner with students, peers, school and university personnel, and others. I will avoid bias, prejudice, inappropriate personal conversations, and unfairness toward individuals or groups.
- I agree to act in a safe and responsible manner, avoiding any action that might cause students physical and/or emotional harm.
- I agree to remain committed to student learning at all times. I will not make offensive or demeaning comments about students/participants, their ability to learn/or about teachers or their ability to teach.
- I agree to remain committed to improving my own instructional practices and teaching activities.
- I will remain flexible and open to feedback from others.
- I agree to demonstrate commitment to my field of study and to the teaching profession.
- I understand the University of Miami holds zero tolerance for unethical and unprofessional behaviors and that failure to comply with this agreement may result in one or more of the following consequences: termination of my placement, a failing grade for my field experience or internship, a failing grade in the student teaching seminar, expulsion from the Teacher Preparation Program, and dismissal from my degree program.
- I understand that falsification of any documents or assignments during field experience/student teaching is likely to result in my failing the Florida Educator Accomplished Practice #6, Professional Responsibilities and Ethical Conduct.
- I understand that expulsion from a K-12 school practicum site by the school administrator is likely to result in my failing the Florida Educator Accomplished Practice #6, Professional Responsibilities and Ethical Conduct.
- I understand that failing the Florida Educator Accomplished Practice #6, Professional Responsibilities and Ethical Conduct, for any reason, will forfeit endorsement for the State of Florida Teacher Certification by the Office of Teacher Accreditation at the University of Miami's School of Education and Human Development.

Signature of Student

Date