

## EDMG 588 Seminar for Middle Grades Majors

(This seminar accompanies the internship EDMG 588 in a public middle school)

**Seminar Instructor:** Dr. Victoria Faircloth

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**Statement of Purpose:** The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; appreciation of and respect for diversity; and the fostering of the responsible use of technology.

**Course Objectives:** This course is designed to address current issues and topics relevant in middle level education, explore the dynamics of classroom management, and begin developing a professional portfolio. Class time will be devoted to the sharing of teaching experiences.

Participants will:

- Demonstrate professional attitudes, skills and knowledge related to teaching middle school students
- Plan, implement, and evaluate developmentally appropriate lessons and units for middle school students
- Demonstrate interpersonal and intrapersonal skills necessary for working effectively on middle school teams
- Develop an effective classroom management plan for working with middle school students
- Refine their philosophy of teaching early adolescents
- Become familiar with current issues related to teaching in the middle grades: NMSA Standards, NC initial licensure requirements, liabilities in teaching, etc.

**Technology Requirements**—Students are expected to incorporate the use of appropriate technology in the lessons they teach during the internship experience and to make use of course information posted in the WebCat seminar course site.

### **Clinical or Field Experience Component**

EDMG 588 places students in middle level public school classrooms two days each week during the semester. Students observe mentor teachers, work with small groups, become familiar with all aspects of the school environment, teach and evaluate lessons with whole groups of students.

### **Internship and Seminar Requirements:**

1. Participate in all school activities related to 2 day per week internship.

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2. Successfully teach a minimum of 10 lessons to a large group of students. Five of these lessons should occur before the midterm. (*mid October or mid March*) Two lessons will be formally observed. The intern will receive written feedback on one of these lessons from the cooperating teacher (CT) and will receive written feedback from the university supervisor (US) on the other lesson. The intern should send a reflection of each observed lesson via email to the CT or US (*depending on who observed the lesson*) the evening of the day the lesson is taught. The same plan goes for the second half of the semester.
3. Write a lesson plan (*template provided by WCU*) for each lesson taught. This lesson plan should be submitted to the cooperating teacher two days before being taught for approval. When approved, the lesson plan should be signed and dated by CT.
4. Prepare a video of one lesson taught during the semester. Submit a self evaluation to CT and US via email.
5. Keep a notebook of all lessons taught, copies of reflections sent to CT and US, and other pertinent information gathered from the school during internship. Have notebook ready for visits by US, open to the initialed/approved lesson being taught on the day of observation. If a student is enrolled in this course as a distance learner and will be sending video lessons for US review, please send by attached email a copy of the lesson plan with signature of cooperating teacher, indicating the lesson was approved before it was taught.
6. Be prompt in attendance to school, and demonstrate professional conduct at all times.
7. Participate in a midterm and final conference with CT and US (to include the dispositions form).
8. Participate in seminar sessions on selected topics

### Evaluation Procedures

Successful completion of field placement assignments 70 points

- Record of 10 lessons, with lesson plans, taught during the semester
- Minimum of 4 lessons with formal observation forms: 2 from US and 2 from CT, and written reflections sent via email by intern
- Satisfactory scores on midterm and final internship evaluation
- Midterm and Final reflections (with Professional Performance Evaluation Form)  
Participants can choose to write reflections for each lesson they teach or write a composite reflection after the midterm and final conference.
- Videotape observations and reflections

Seminar assignments (ONLINE) 30 points

1. (10 points) Internship Scavenger Hunt
2. (10 points) Structured Observation of Cooperating Teacher (Assignment #2 on WebCat)
3. (10 points) Reflective paper on philosophy of teaching (to include the following questions)
  - How has my thinking changed? This should relate to philosophy of teaching, classroom management, student behavior, and overall school context, including the fit with you and middle school students.
  - How does this experience influence what I will do next?
  - What could I have done differently to improve upon this experience?

**Total: 100 POINTS**

**GRADING SCALE** 91-100 = A    81-90 = B    71-80 = C

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**Diversity Statement:** The professional education unit at Western Carolina University defines diversity broadly to include exceptionalities, race, ethnicity, culture, religious background, gender, linguistic differences, socioeconomic level, and any of the other ways our society defines human and group differences, including age, geography, sexual orientation and national origin. This course allows students opportunities to work in diverse classroom setting in order to learn effective ways to meet the needs of diverse learners.

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

**Academic Honesty Policy:** Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

- a. **Cheating**—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- b. **Fabrication**—Intentional falsification of information or citation in an academic exercise.
- c. **Plagiarism**—Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.
- d. **Facilitation of Academic Dishonesty**—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of "F" in the course. Within 5 calendar days of the event the instructor will inform his /her department head and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction. For additional information see the Student Handbook.