

## **EDMG 589: Internship II for Middle Grades**

A full time internship in a middle level classroom with university supervision and seminar

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Technology requirements: *Subscription to Taskstream*

### **Course Topics or Outline**

1. Long Range Planning for the middle level classroom
2. Unit Development
3. Personal and professional qualities necessary for effective teaming in middle schools
4. Developing an effective classroom management plan for your classroom

### **Course Objectives: Students 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
- Implement an effective classroom management plan for working with middle school students
- Successfully teach and analyze a unit of study using guidelines in the Guidelines for Teacher Work Sample Portfolio (<http://www.taskstream.com>)

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

1. Participate in all school activities related to full time student teaching
2. Teach full time for 10 weeks unless employed as a teacher in a middle level school; continue teaching with phase out schedule until end of semester.
3. Successfully complete the Teacher Work Sample Portfolio electronically as directed on [http:// www.taskstream.com](http://www.taskstream.com)
4. Participate in all seminar sessions/activities
5. Earn at least “at standard” for overall score on final Exit Criteria evaluation of internship

### **Conceptual Framework Statement**

The fundamental role of Western Carolina University is to develop a community of scholarship in which students, faculty, administrators, and staff members learn and apply the products of learning. 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.

This course provides practical experiences in middle school classrooms. Students should become familiar with the structure of interdisciplinary teams in middle level education,. In addition, students will develop and teach subject specific and integrated lessons for young adolescents.

### **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 Kimberly Marcus for more information. Phone: (828) 227-7234; E-mail: [kmarcus@email.wcu.edu](mailto:kmarcus@email.wcu.edu). The letter received from Student Support Services should be presented as documentation.

### **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.

**Technology Requirements**—Students enrolled in EDMG 589 are expected to subscribe to *Taskstream* and to complete all requirements related to the Teacher Work Sample and the PEVA (self assessment of dispositions towards teaching)

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

Internship II places students in middle level public school classrooms for one semester. Students must successfully complete 10 weeks of fulltime student teaching in their licensure area. The remaining weeks in the semester are used for phasing in and phasing out of the fulltime student teaching requirement. A semester schedule for phasing in and out of student teaching should be on file with the cooperating teacher; university supervisor; and seminar instructor.

### **Evaluation Procedures**

Successful completion of full time student teaching (Satisfactory scores on midterm and final evaluation: Exit Criteria form)	70 points
Seminar requirements	30 points

**Total: 100 POINTS**

### **Seminar due dates for assignments**

**Due: September 4** *an introduction to yourself, why you have chosen teaching middle school as a profession, your subject area, your location/school, etc and anything else about yourself you would like to share with others in this student teaching experience*

**Due September 18<sup>th</sup>** *a classroom management plan (Please read articles available on website, consult with school personnel and attend any classroom mgt workshops offered by your school district.) Be specific in how you will create a positive classroom environment, what measures you will use to encourage students to select positive behaviors; what measures you will use to help correct or re-focus students who choose inappropriate behaviors.*

**Due: October 9**

1. *Copy of approved pre/post assessment\**
2. *Identification/description of two diverse learners*
3. *Schedule for teaching the complete unit (note that many units take several weeks to teach; only 5 lesson plans will be uploaded from this unit for Taskstream purposes.)*

**\*Interns must have the pre/post test approved by the university supervisor before they can begin teaching the unit for the TWS. Please make sure this has been approved before you post it to the TWS discussion board!**

**Due: October 16** *Midterm: Celebrations and Challenges of Teaching Thus Far....*

**Due: October 23** *Teacher Work Sample (TWS) Description of Context; Unit Goals and Unit Overview*

**Due October 30** TWS: 5 Lesson Plans

**Due November 6** TWS: Pre/Post Assessment; Assessment Analysis

**Due November 13** TWS: Diverse Learner

*Due November 20 TWS: Synthesis*