

Wilmington University

College of Education

Bachelor of Science in Middle Level Education (6-8)

Course Number: EDU 308

Course Title: Teaching in the Middle School

Faculty Contact Information:

Course Description: Contemporary theories and practices that apply to middle level schools are reviewed and critiqued. The course includes an in-depth review of the Middle Level Standards of the Association for Middle Level Education. Topics include young adolescent development, middle level curriculum, middle level philosophy and organization, middle level instruction and assessment, and

assessment including but not limited to creating and uploading digital recordings of various forms for evaluation and guidance. Candidate work is uploaded into secure sites and is not available to the public.

Minimum Time Requirements (in clock hours):

Teacher Led Instruction	SEA	Fieldwork/Clinical	Lab	External Learning
35	5	0	0	0

College Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes

1. ensuring that programs are knowledge-based;
2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
3. contextual and cultural sensitivity;
4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical
5. enabling authentic participation, collegiality and collaboration;

6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-driven; and
8. ensuring that programs promote the effective use of technology.

Delaware Teacher Standards: [Interstate Teacher Assessment and Support Consortium \(InTASC\)](#)

Specialized Professional Association Standards: [AMLE](#)

Technology Standards: [International Society for Technology in Education \(ISTE\)](#)

Wilmington University Graduation Competencies: [Undergraduate Educational Competencies](#)

Dispositions: [Model Code of Ethics for Educators](#)

Delaware Teacher Growth and Support System: [DTGSS](#)

Global Awareness: Global awareness is knowledge of the interrelatedness of local, global, and international cultures. It is the understanding that our world is an interconnected system. Cultivating global awareness involves the ability to understand, respect, and get curious about challenges, trends, and systems present on a global level. College Education and Liberal Arts Educator Preparation Programs foster global awareness by preparing and empowering teacher candidates to integrate that knowledge in their PreK- 12 classrooms. Candidates enrolled in Adolescent Growth and Development will develop an understanding of how the unique developmental range of adolescence is affected by living in a global society. Living in a global society is inherent to the

Learning Outcome 1 Young Adolescent Development (AMLE 2)

Learning Activities/Performance Tasks:

1. Research and understand the philosophical foundations of middle school organization and how they fit the unique needs of adolescent learners
2. k
3. Define and justify the importance of the Essential Attributes and Characteristics found in The Successful Middle School
4. Identify the recommended grade structure of a successful middle school
5. State the academic subjects in a middle school curriculum.
6. Describe and analyze the scope of course offerings in an exploratory program in the middle school.
7. Describe and analyze the amount of class time scheduled for academic and exploratory subjects in typical middle school.

Assessment: Candidates will participate in discussions with peers and the professor as they research and establish their own personal set of strategies and ideas relating to middle level philosophy and school organization. Candidates will focus on what successful middle schools look like and what specifically make them successful.

Learning Outcome 2 Middle Level Curriculum (AMLE 3)

Learning Activities/Performance Tasks:

1. Define the key concepts in understanding middle school students according to recent research studies.
2. Explain the importance of biological change and the physical, social, emotional, familial, and intellectual changes in the middle school student
3. Target a local middle school via School Profiles provided by the Department of Education to examine the scope and diversity of population while also exploring teaching strategies that work well for these students

Assessments: Candidates will participate in discussions with peers and the instructor as they establish their own personal set of strategies and ideas relating to classroom diversity and adolescent development. In addition, candidates will research a local middle school and present the demographics/diversity of that school to the class.

Learning Outcome 3 Middle Level Philosophy and Organization (AMLE 1)

Learning Activities/Performance Tasks:

1. Identify the diverse cultures represented in a local middle school and discuss strategies to help various cultures to learn.
2. Describe effective methods for including values and contributions of various cultures in the educational program.

Two 2022 St 3	How do we effectively plan and implement middle level curriculum in the context of young adolescent development?
Three 2022 St 1	What are the major concepts, principles, theories, and research for the philosophical foundations of middle level programs and schools?
Four 2022 St 4	How do middle level teachers successfully use their knowledge of instruction and assessment strategies to engage middle level learners?
Five 2022 St 5	What are developmentally responsive middle level programs and schools, and do middle level teachers support and lead in this approach to school design?
Six	What schools are exemplary in the middle level model, and how can candidates implement these best practices in their own philosophical approach to instruction?
Seven	How do the AMLE standards impact the development of a middle level charter school?

Assignments and Grading

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|--|--------|---|
| 1. Class Discussions | 50% | (|
| 2. Middle School History and Design | (15%) | |
| 3. Diversity Paper | (7.5%) | |
| 4. School Schedule | (7.5%) | |
| 5. Supportive Programs Research Assignment | (5 | |

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Course Materials: No Textbook Required

Course Reading List:

AMLE. (2020a). Creating a Culture of Connectedness through Middle School Advisory Programs. *AMLE - Association for Middle Level Education*. <https://www.amle.org/creating-a-culture-of-connectedness-through-middle-school-advisory-programs/>

3. [Classroom Management](#)
4. [Group work: Using cooperative learning groups effectively](#)
5. [Increasing Inclusivity in the Classroom](#)
6. [How People Learn](#)
7. [Metacognition](#)
8. [Mindfulness in the Classroom](#)
9. [Motivating Students](#)
10. [Personalized Learning](#)
11. [Technological Pedagogical and Content Knowledge](#)

Structured External Assignment: Assignment Title and Description

At the end of Week 7, you will need to submit the Final SEA Presentation. It is a lengthy assignment and it is strongly encouraged that you work on this assignment throughout the next seven weeks. You will do yourself a huge favor by completing part of it each week as you take a look at and read the Standard of each week. If you look at the Rubric for the SEA FINAL, you will see that you will be expected

EDU 308 Contemporary Theories and Practices in Middle Level Education SEA Rubric

whose language and cultures are different from their own. AMLE 2				
AMLE (2022): 2: Young Adolescent Development - Young Adolescent Development				

AMLE (2022): 2: Young Adolescent Development - Young Adolescent Development				

Implications of Young Adolescent Development for Middle Level Curriculum and Instruction. Middle level teacher candidates use their knowledge of young adolescent development when planning and implementing middle level

<p>Subject Matter Content Knowledge: Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach (e.g., English/language arts, mathematics, reading, social studies, health, physical education, and family and consumer science). They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects. Middle level teacher candidate demonstrates limited content knowledge in the subjects they teach.</p>				
<p>AMLE (2022): 3: Middle Level Curriculum - Middle Level Curriculum</p>				
<p>Middle Level Student Standards: Middle level teacher candidates use their knowledge of local, state, national, and common core standards to frame their teaching. They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents.</p>				

AMLE 2

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