Wilmington University
College of Education

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

Course Number:

Course Title:

Faculty Contact Information:

Course Description: Contemporary theories and quality practices that apply to middle level schools are introduced and applied. Topics include assessment, planning for instruction, and instructional strategies. A major focus of the course is the special developmental needs of middle level students and appropriate classroom management techniques for this age group.

Use of Video:

Minimum Time Requirements (in clock hours):

Teacher Led Instruction	SEA	Fieldwork/Clinical	Lab	External Learning

Learning Outcome 1 – Middle level teacher candidates will successfully use their knowledge of instruction and content to develop and select instructional strategies.

Assessment:

Learning Outcome 2 – Candidates will effectively lesson plan and unit plan to reflect a deep understanding of content and curriculum

Assessment:

Structured External Assignment: Assignment Title and Description

Structured External Assignment:

Teacher candidates create a ready to teach middle school lesson that identifies specific standards, includes a quality assessment that will result in a unique student product, and includes a variety of quality and appropriate teaching strategies. Teacher candidates will use the weekly assignments completed throughout this course to create this ready-to-teach unit. The unit will start with a rationale, why the unit is teaching these standards in this way, and where student understanding will go next. The unit will be comprised of the planned lessons needed to teach the standards. Additionally, each lesson will have multiple formative assessments opportunities throughout, provide differentiation for student, and end with unique summative assessment that requires higher order thinking. The use of technology should be planned in at least one of the

Differentiated Instruction	formative assessments in the lesson.	quality formative assessments within the lesson that are used to check for student understanding. There is no plan in place that based on the results of the assessment.	formative assessments within the lesson, but there are not a variety of them. There is a clear plan in place that will be implemented based on the results of the assessment.	quality formative assessments within the lesson. There is a clear plan in place that will be implemented based on the results of the assessment.
Summative Assessment	There is a summative assessment that does not require students to use higher order thinking skills. No rubric is provided.	There is a summative assessment that does not require students to use higher order thinking skills. A rubric is provided for grading.	There is a real-world summative assessment that requires students to use higher order thinking skills. No rubric is provided.	There is a real-world summative assessment that requires students to use higher order thinking skills. A clear rubric is provided for grading.
Planning for instruction	Teaching strategies are not varied, and are not appropriate for the instruction.	A variety of teaching strategies are used throughout the lesson. However, some of these teaching strategies are not appropriate for the instruction.	Quality teaching strategies are used throughout the lesson, but there are not a variety of them. The teaching strategies are appropriate for the instruction.	A variety of quality teaching strategies are used throughout the lesson. Each of the teaching strategies are appropriate for the instruction.
Planning for choice	Either the lesson or the assessment provide choice for students that reaches different learning types	Both the lesson and the assessment provide choice for students that reach different learning types	Either the lesson or the assessment provide choice for students that reaches different learning types	Both the lesson and the assessment provide choice for students that reach different learning types

	or multiple intelligences.	or multiple intelligences.	as well as multiple intelligences.	as well as multiple intelligences.