

Wilmington University

Course Description:

This course provides an opportunity for pre-service middle level teacher candidates to understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their future practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for diverse learners. In addition, the Trauma-Informed Classroom, including what it is and how to achieve it, is included as a key topic in this course. Practical tips to assist middle level candidates plan a management scheme for their future middle level classrooms in order to impact student learning.

Use of Video: The use of technology is an integral part of the teaching / learning process and a necessary skill for success in teaching. As such, teacher candidates will engage in multiple forms of 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):

35	5	0	1

College Education Program Attributes
<p>The manner in which we prepare educational personnel is informed by eight essential attributes:</p> <ol style="list-style-type: none"> 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;

Driving Question for the Course: How can teacher candidates establish and maintain a classroom culture that celebrates student diversity and empowers teacher to facilitate student behavior that supports engaging classrooms?

Learning Outcome 1 – Candidates will understand and reflect on the major concepts, principles, theories, and research related to young adolescent development.

Learning Activities/Performance Tasks:

1. Candidates will observe a number of diverse students and share strategies for supporting these students as classroom teachers.
2. Candidates will research and discuss strategies for forming positive relationships with the variety diverse students who will enter their future classrooms.
3. Candidates will research and discuss strategies for promoting acceptance and diversity in their classrooms
4. Candidates will share ideas for providing opportunities that support the intellectual, social, emotional, and physical development of students based on an understanding of childhood development and learning.

Assessment: Candidates will engage in meaningful discussion with peers and professor to develop a deep understanding of young adolescent development. Candidates will create a portfolio of research related to young adolescent development.

Learning Outcome 2 – Candidates will develop a wide range instruction and assessment strategies in the subject they teach

Learning Activities/Performance Tasks:

1. Candidates will research strategies for engaging students in a positive classroom culture while sharing their own ideas with others.
2. Candidates will research strategies for creating a trauma-informed classroom setting while providing their own thoughts on trauma that they will likely encounter in their future classrooms
3. Candidates will research strategies for maintaining a compassionate classroom while sharing their own ideas with others.
4. Candidates will research strategies for providing positive redirection of misbeh0-1 (1 (i)1.9 (g)2 o)2 B1 ()i1 (e)-1 (c)-1 (las)2 (s)2 (ro)3 (o)3 (m .)-1 (a)51 (rat)1 (e)-1 (g)2 (ie)-1 (s)

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In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student's responsibility to obtain and complete assignments on the due dates. Students who register and enter the course on the drop/add date have four days to complete the first week's assignments.

Course Materials: No Textbook Required

[Getting back in the Middle Grades Mindset](#) by Dru Tomlin. This article helps educators reframe mindset and what types of mindsets are needed for middle level educators.

[Reimagining School: Who is it for and what should it look like](#) - This article, published by AMLE, is an interview with Cornelius Minor and Kass Minor and explores how we deconstruct barriers in middle schools in order to help middle schools reflect innovative practice.

[The School Is a Teacher—But What Are the Lessons?](#) by John Lounsbury. School is so much more than a physical facility in which teachers present lessons; it is a laboratory of living where ongoing practices and relationships educate.

[The Importance of Classroom Structure](#) by Dru Tomlin. Decisions teachers make about the physical classroom structure can have a profound effect on building relationships and engaging students.

[Research in Middle Level Education Online](#) is an international peer-reviewed journal.

Course Reading List:

[The Middle Level Legacy video series](#) This series documents the history of the middle school movement, including interviews with 18 middle level leaders who provide their perspectives on the field.

6. [Increasing Inclusivity in the Classroom](#)
7. [How People Learn](#)
8. [Metacognition](#)
9. [Mindfulness in the Classroom](#)
10. [Motivating Students](#)
11. [Personalized Learning](#)
12. [Technological Pedagogical and Content Knowledge](#)

Structured External Assignment: Assignment Title and Description

Mock Teaching Interview:

The final SEA Assignment involves a set of real Teacher Interview Questions to which you will respond via video. Please read the question aloud and respond to it as if you were being interviewed for a teaching position. Remember that you are enthusiastic and excited about getting this teaching job! Your interview may be created through a [Webcam Video \(Links to an external site.\)](#) or [Screencast \(Links to an external site.\)](#) Another option would simply be to upload the interview video from your cell phone. I am looking forward to hearing your responses and deciding from your interview if I would want to hire you for my middle school faculty! :)

TEACHING JOB INTERVIEW QUESTIONS

Share with us why teaching is the profession of choice for you. With all the challenges of the teaching profession, why do you choose to teach?
Do you fully decide that you would like to teach in middle school? If not middle school, what grade levels do you prefer and explain why?

- How do you give your students recognition and positive reinforcement?
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