**In Partnership With**



# ISSUES AND TRENDS IN MIDDLE LEVEL EDUCATION
## *COURSE CODE & NUMBER: EDTS 501NE*

**Total Graduate Credits:** 3 Credits
**Transcript Title:** Issues & Trends: Middle School
**Professor of Record:** Christopher Pollet
**Course Term:** May 5, 2025 to June 30, 2025

**Course Outline:**

These outcomes will be accomplished through attendance at the NELMS conference and one of the two options below.
All courses are set up for a learner outcome system which is competency based. Therefore, students are evaluated against predetermined standards set by the teacher and aligned with the expectations set by SNHU Graduate School of Education. Students must earn a score of competent in order to earn a passing mark for the course.

BIG IDEA:
♦ How does middle level education and middle level educators best address the unique learning needs and characteristics of the Young Adolescent?

**Course Assignments:**

CRITICAL TASK: Competency in 5 general areas of Middle Level Education or partial competency in several of the 5 general areas of Middle Level Education will be demonstrated. Readings, conference attendance, journals, networking, and reflective papers will be written to illustrate the level of competency in each area.

**Choices for Project:**
1. Journal from conference that demonstrates a complete understanding of the content presented at the conference and the implications in the education of young adolescents using the concepts presented in "*The Successful Middle School: This We Believe*" (AMLE)
2. School Based Project that applies learning from the NELMS Annual Conference and additional resources into a classroom or school setting.
3. A Professional Paper that explains what you have learned through attendance and reflection on the NELMS conference. Please reflect on the total NELMS Annual Conference experiences as a whole. Additionally, explain the connection between your sessions at the NELMS conference that you have reflected on in your journal with your readings. How did what you learn at a particular session connect to one of the required readings or resources? Be clear to show the connection and cite appropriately.

**NELMS Annual Conference Strands:**

**A - Tools for Your Toolbox: Classroom Practices that Engage and Encourage Learning**
Middle level educators are always searching for new ways to engage and encourage learning by their students. Sessions in this strand provide an opportunity to share proven effective classroom practices designed to meet the broad range of interests, abilities, learning styles and skills of their students. They understand the importance of designing lessons that accommodate these differences by incorporating effective instructional approaches in their classrooms.

**B - SEL & Wellness: Meeting the Needs of the School Community**
Successful teaching and learning can only occur when the SEL and Wellness needs of the school community are met. Sessions in this strand share examples of ways to meet those needs for everyone - students and staff -resulting in a positive school climate and a supportive, developmentally appropriate learning environment for young adolescents and the adults that work with them.

**C - Equity and Diversity: Creating Access for All**

If we are to create classrooms and schools where all children feel known, valued, and safe, we need to pay attention to the fullness of our students' identities and the realities of the world in which they live. Sessions in this strand may focus on how teachers and administrators recognize and honor students' diverse identities–gender, sexual orientation, ethnicity, race, spirituality, socioeconomic class, and more–through identity work; curricula that include a full range of mirrors, windows, and sliding glass doors; ways to understand and disrupt unjust systems; and creating joy.

**D – What You Need to Know about Young Adolescents**

Middle level educators understand the unique developmental needs of the young adolescents they teach. Sessions in this strand focus on "everything you need to know about young adolescents," including implementing research-based best practices and researched developmental aspects of young adolescents.

**E – Leadership from the Middle**

Effective middle level leaders are, first and foremost, knowledgeable, and skilled at meeting the unique needs of young adolescents and implementing the appropriate and effective programs and practices. However, middle level leadership is not evident in administration only. Sessions in this strand highlight all examples of leadership including administrators, teachers, and students.

**F - Communication: Strategies that Work**

Whether it's teaching, sharing information, having, or facilitating a conversation, or solving a problem, communication skills are fundamental to building a strong and healthy community. Sessions in this strand will offer examples, advice, and strategies on how to improve communication skills for students, teachers, administrators, staff, and families in the challenging contexts in which educators work. Presenters might share innovative approaches to reaching compromise, using shared decision making, and encouraging restorative practices.


**Required Course Materials:**

Bishop and Harrison, "*The Successful Middle School: This We Believe",* (AMLE, 2021)

Jr., Michael, Know Your Why | Michael Jr. , 2016

Hattie, John, "Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement",  Visible Learning, March 2018

Hattie, John, John Hattie, Visible Learning.  Pt 2: effective methods. (You Tube, 2012)

Pink, Daniel, The puzzle of motivation | Dan Pink | TED, (YouTube, 2009)

Gonzalez, Jennifer, https://www.cultofpedagogy.com/middle-school-kids/, October, 2014

COURSE RUBRIC:

| Issues & Trends: Middle School | | | | | |
|---|---|---|---|---|---|
| | **No Evidence**<br>**0** | **Limited/baseline**<br>**1** | **Developing**<br>**2** | **Competent**<br>**3** | **Accomplished**<br>**4** |
| Issues & Trends: Middle School | The product lacks the main elements and requirements. | The product includes some of the main elements and requirements. | The product includes most of the main elements and requirements. | The product includes all of the main elements and requirements. | The product includes all of the main elements and requirements in a sophisticated and scholarly way. |
| Issues & Trends: Middle School | Fails to analyze the main elements. | Attempts to analyze the main elements. | Provides an incomplete analysis of the main elements. | Provides a competent analysis of the main elements. | Provides an in-depth and unique analysis of the main elements. |
| Issues & Trends: Middle School | No connections are made. | Examples, facts, or theories from one resource. | Examples, facts, or theories from several resources. | Independently connects examples, facts, or theories from the required resources. | Independently synthesizes or draws conclusions by combining examples, facts, or theories from the required resources. |

| Issues & Trends: Middle School | Fails to apply research/theory or course concepts. | Incorporates limited research/theory and course concepts. | Applies some research/theory, reference data, and course concepts. | Substantially applies research/theory, reference data, and course concepts. | Fully and creatively incorporates and applies concepts and research/theory from course material and outside references. |
|---|---|---|---|---|---|
| Issues & Trends: Middle School | Significant deficiencies in organization and grammar, and style. | Many errors related to organization and grammar, and style which interfere with communication. | Some errors related to organization and grammar, and style which interfere with communication. | Minor errors related to organization and grammar, and style. | No or insignificant errors related to organization and grammar, and style. |
| Issues & Trends: Middle School | Does not fulfill the assignment. | Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form. | Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form). | Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience. | Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning. |

<u>**SNHU Academic Policies**</u>

**ADA/504 Compliance Statement**
In accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, Southern New Hampshire University does not discriminate on the basis of disability, including intellectual disability, in admission, treatment, or access to its programs or activities, nor does it discriminate in employment in its programs or activities. The university prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. **For questions concerning support services, documentation guidelines, general disability issues, or pregnancy accommodations, please visit the [Campus Accessibility Center's webpage](#)**
If you feel you have been denied appropriate disability related accommodations, including appropriate auxiliary aids and services, you may file a grievance in the ADA/504 Grievance Policy found on the **[Disability and Accessibility Services](#)** Webpage.
[Course Participation](#) It is the responsibility of each student to attend all of the scheduled class meetings in a given course. Documented absences resulting from legitimate circumstances, such as personal illness, involvement in sanctioned university events, a death in the immediate family, etc. should not negatively impact a student's grade or academic standing. Notwithstanding the previous statement, once a student has missed enough classes that the instructor believes the student cannot meet the goals of the course within the remaining time frame, the student may be given a failing grade or be considered for an Incomplete (I) and given a defined period to complete remaining course work.
[Academic Integrity Policy:](#) As an academic community committed to fostering an ethical and intellectual environment, Southern New Hampshire University holds its students to these standards of academic integrity; the University expects that all aspects of a student's educational path are conducted with the highest degree of integrity, accountability for one's own work, and respect for the intellectual property of others. Violations of these academic standards, such as cheating and plagiarism, will result in sanctions. This policy identifies the behaviors and sets the guidelines that members of the SNHU academic community are expected to follow.
[Class Schedules, Locations, Cancellations, and Modalities:](#) Class cancellations for in-person or synchronous online classes will be announced, prior to class start whenever possible, by either a faculty or staff member of the university. Cancellations may also be announced by posted notice issued by the school's dean's office. When in doubt as to whether a class has been cancelled, students should check with school administrative staff. Cancelled classes and courses can be rescheduled at the option of the university or instructor but are not always made up. In-

person classes can be taught remotely if necessary. There will be no refund or reduction of tuition or fees when classes are cancelled or moved to an online format, except as otherwise required by the university refund policy.

**Copyright Guide & Policy**: Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Questions regarding copyright may be addressed to the Library Associate Dean, Research and Learning of the University Library.

**Grade Scale and GPA:** This policy impacts all SNHU students, regardless of delivery system, or major and creates a consistency throughout the University regarding the numeric grades that equate to the different tiers of letter grades.

**Non-Discrimination, Equal Access & Equal Opportunity Policies** Consistent with all applicable federal and state laws, rules, regulations and ordinances (e.g. Title III, Title VI, Title VII, Title IX, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act as amended), and in recognition of its responsibilities to its faculty, staff, and students as well as to the communities in which it operates, Southern New Hampshire University reaffirms its continuing commitment to afford qualified or qualifiable individuals equal access and equal opportunity within the University. To ensure equal access and equal opportunity, Southern New Hampshire University shall not discriminate against any individual or group because of race, color, creed, ethnicity, sex, religion, national origin, citizenship, marital or parental status, disability (including intellectual disability), age, gender, gender identity or expression, sexual orientation, pregnancy, veteran/military status, genetic information, or on any other legally prohibited basis.

**Library Resource Statement:** In addition to intellectual resources available on site and online, Shapiro Library makes available group and one-on-one instruction in information literacy, enabling students to define and articulate what knowledge-based resources are relevant to their research interests. Library staff are available to assist students in effectively and efficiently accessing information from credible sources, to compare new knowledge with prior beliefs, and to consider the related ethical, legal, and socio-economic issues that are inherent in scholarly investigation.

**Grade Appeals and Other Academic Disputes** If a student has a concern about a course, program, service, or instructor they are encouraged to address their concerns first with their instructor or advisor. If the issue cannot be resolved at that level:

· For campus-based courses or concerns, students should speak to the Program Coordinator/Department Chair. If the student is still not satisfied, then they should contact the appropriate Dean's office. If the student wishes to pursue the matter further, then they should speak to a representative from the Academic Affairs Office, who will review the matter and make a final decision.

More information about SNHU policies can be found on the policy SNHU Policy page.