

## T&L 2900—Middle School Foundations – Philosophy and Curriculum

### Instructor & Course Information

Credits 3

Grading S/U or Letter grade

Instructor Chris Douthit, M.A.

Email [christopher.douthit@und.edu](mailto:christopher.douthit@und.edu)

Phone 701-777-4225 – 701-215-3731(c)

My office hours are Monday – Thursday 7:30 – 4:00. I am available as needed through phone or email.

### Course Description and Objectives

This course will examine the evolution of middle schools; school culture; curriculum, instruction and assessment; the affective side of learning; and leadership and organization. The focus will be on the responsibilities and expectations of the teacher, for they establish the atmosphere of learning and welcomeness for the students.

The teacher education programs at the University of North Dakota are grounded on constructivist principles. Through our programs, we support the development of teachers who are learners, active agents of learning, and articulate visionaries.

**Course Blackboard Site:** The UND Blackboard System will be utilized to support the structure of the course including, but not limited to, posting of the course At-a-Glance, grades, and electronic communications. The technology requirements are located at [Student Technology Requirements](#).

### Learning Objectives

Upon completion of this course, you should understand and be prepared to apply the [Five 2022 Revised Middle Level Teacher Preparation Standards](#) adopted by the Association of Middle Level Educators.

- Middle Level History, Philosophy and School Organization
- Young Adolescent Development
- Middle Level Curriculum
- Middle Level Instruction and Assessment
- Middle Level Professional Roles

## Textbook and Course Materials

Bishop, P.A., Harrison, L.M. (2021). *The Successful Middle School: This We Believe*. AMLE. ISBN-10: 156090304X or ISBN-13: 978-1-56090-304-8

Wormeli, R. (2018). *Fair Isn't Always Equal* (ed.). Stenhouse. ISBN-10: 162531017X or ISBN-13: 978-16253101702nd

Selected articles and readings provided by the instructor.

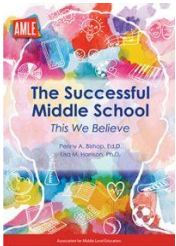


Figure 1 *The Successful Middle School Textbook*

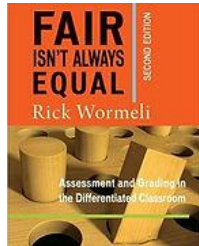


Figure 22 *Fair Isn't Always Equal Textbook*

## Technical Requirements

You will use Microsoft Word to complete assignments. If you are using a UND email the [UND technical support webpage](#) contains information on how to download a free version of Microsoft Office. It is here you can [view the basic technical requirements](#).

## Course Overview and Organization

This course contains seven lessons designed to focus your study of the foundations of middle level education and to assist you in achieving the course learning objectives/outcomes. You will work through a combination of required readings, reflections, and work experiences.

### Lesson 1: Self-Introduction and Beliefs

- An introduction to your work and beliefs
- Personal History and Beliefs: 10 Points

### Lesson 2: Middle level History and Philosophy

- Online Readings and Videos: See Blackboard
- Read The Importance of Middle Level Education: pp. 3-10 – “The Successful Middle School”
- Read Culture and Community: pp. 11-23 – “The Successful Middle School”
- Compare/Contrast Paper: 25 Points

At the end of this lesson, you should be able to:

- Interpret the history and importance of middle level learning
- Identify why a holistic understanding of middle level students is necessary
- Interpret the strengths and weaknesses of culture and community within your school
- Be cognizant of and apply the Association of Middle Level Educators five teacher preparation standards
- Examine your competencies in these standards

### **Lesson 3: Young Adolescent Development**

- Online Readings and Videos: See Blackboard
- Read Young Adolescent Development and Implications for Educators: pp. 55-68 – “The Successful Middle School”
- Reflection Paper: 25 Points

At the end of this lesson, you should be able to:

- Explain the four fundamental beliefs in the importance of middle level developmentalism
- Demonstrate how you presently meet or plan to provide support for these fundamental beliefs
- Analyze and discuss present day issues impacting the development of young adolescents
- Identify current practices or explain new practices that could be provided in guiding adolescent development in your school

### **Lesson 4: Middle Level Curriculum**

- Online Readings and Videos: See Blackboard
- Read Curriculum, Instruction, and Assessment (pp.25-39After ) – “The Successful Middle School”
  - Read Section I - “Fair Isn’t Always Equal”
  - Chapter 1 – Fair to All: The Mind-Set for Differentiated Instruction: pp. 3-10
  - Chapter 2 – Principled Assessment and Grading: pp. 11-20
  - Chapter 3 – Mastery: pp. 21-32
- Position Paper: 25 Points

At the end of this lesson, you should be able to:

- Express the importance of providing curriculum that is challenging, exploratory, integrative, and diverse
- Infer the significance of health, wellness, and social-emotional competence curriculum development
- Restate and explain the tenets of differentiated instruction, principled assessment and grading, and mastery as they apply to curriculum

### **Lesson 5: Middle Level Instruction and Assessment**

- Read Section II - “Fair Isn’t Always Equal”
  - Chapter 4 – Assessment: Begin with the End in Mind: pp. 35-46
  - Chapter 5 – Descriptive Feedback and Student Self-Assessment: pp. 47-62
  - Chapter 6 – Principles of Effective Assessments for the Differentiated Classroom: pp. 63-78
  - Chapter 7 – Assessment Integral to Lesson Design: pp. 79-86
  - Chapter 8 – Tiering Assessments: pp. 87-110
  - Chapter 9 – Rubrics: pp 111-158
- Chapter 10 – Creating Good Test Questions: pp. 159-178
- Reflection, Experience, and Future Instruction & Assessment Paper: 50 Points
- Student Selected Readings from Section III – Two Chapters
- Response Paper from each chapter with outside references: 50 Points

At the end of this lesson, you should be able to:

- Demonstrate appropriate formative and summative assessments
- Differentiate between helpful and nonconstructive student feedback
- Identify and apply assessments that are relevant to the design of the lesson
- Prepare assessments that are designed to enrich student learning

- Identify the strengths and weaknesses of various forms of grading
- Report on current topics and issues in grading

## **Lesson 6: Middle Level Professional Roles**

- Online Readings and Videos: See Blackboard
- Read Leadership and Organization: pp. 45-54 – “The Successful Middle School”
- Interview Paper: 25 Points

At the end of this lesson, you should be able to:

- Explain the importance of each adult's role and responsibility within the school
- Discuss the value of strong relationships with families, outside agencies, and community members

## **Final Assignment - Student Project**

Students will be provided with various current topics in middle level education. They will take a position on the topic and be provided with various options in the presentation of the final project. 100 points.

In this lesson you are asked to do the following:

- Complete a final project relevant to your work as a middle school educator.
- The project is action-based and able to be implemented.

## **Assessment and Grading**

This course is made up of a series of written assignments and a final project. The assignments will provide insight into all things middle level and allow the student the opportunity to reflect upon and grow in their professional development.

Describe each type of graded assessment you will use in the course.

- There will be six reflection papers in this course
- There will be a final paper relevant to a topic or issue which the student can cause change

## **Point Breakdown**

- Written Assignments                    70%
- Final Project:                            30%

## **Grading Scale**

Participants will need to earn a minimum of 186 points to earn a Satisfactory grade.

- 217 – 310 - Satisfactory
- Below 186 - Unsatisfactory
- A – 279-310 (90% or above)
- B – 249-278 (80% or above)
- C – 217-248 (70% or above)
- D – 186-216 (60% or above)
- F – Below 186 (59% and below)

## About UND Professional Development for Educators Courses

You have up to four months to complete this course from the time of your enrollment. You may work at your own pace and complete lessons on your own schedule.

After you finish your course, your final grade will be posted in Blackboard. Please **allow 3-5 business days for your final grade to appear** on your transcript in Campus Connection. You will receive a confirmation email from the Enroll Anytime staff once the final grade is officially posted on your transcript. You may then order an official transcript, if desired.

If you have an **administrative** question regarding course enrollment dates, extensions, withdrawals, questions regarding your transcript, or need exam assistance, please contact the **Office of Extended Learning** at [und.courses@UND.edu](mailto:und.courses@UND.edu) or 701-777-0488.

Questions regarding **coursework** should be directed to the **instructor**.

For **technical support** including username and password help, assignment submission, or other technical assistance in the course, contact [University Information Technology](#).

## Student Resources

Many services are available to online students such as writing assistance from the UND Writing Center. Visit the [Student Resources page](#) for more information. You can also access the resources webpage from the *Student Resources* link in your Blackboard course menu.

## University of North Dakota Policies & Resources

### Academic Integrity

Academic integrity is a serious matter, and any deviations from appropriate behavior will be dealt with strongly. At the discretion of the professor, situations of concern may be dealt with as a scholastic matter or a disciplinary matter.

As a scholastic matter, the professor has the discretion to determine appropriate penalties to the student's workload or grade, but the situation may be resolved without involving many individuals. An alternative is to treat the situation as a disciplinary matter, which can result in suspension from the University, or have lesser penalties. Be aware that I view this as a very serious matter and will have little tolerance of or sympathy for questionable practices. A student who attempts to obtain credit for work that is not their own (whether that be on a paper, quiz, homework assignment, exam, etc.) will likely receive a failing grade for that item of work, and at the professor's discretion, may also receive a failing grade in the course. Read more in the [Code of Student Life](#).

### Disability Support and Medical Services

If you have emergency medical information to share with me, or if you need accommodations in this course because of a disability, please contact me. If you plan to request disability accommodations, you are expected to register with the Disability Support Services (DSS) office (180 McCannel Hall, 701.777.3425) or [you may register online](#).

If you have a temporary medical condition such as a broken arm or recovering after surgery, you may be able to arrange for courtesy services. In most cases, it is expected that you will make your own arrangements for these services. An example of a courtesy service includes access to a test scribe if the student has a broken hand. If you are unable to make your own arrangements, please contact [DSS](#) (701.777.3425). Unlike services and/or accommodations provided to eligible students with disabilities, the University is NOT obligated to provide courtesy services.

## Resolution of Problems

### Notice of Nondiscrimination

It is the policy of the University of North Dakota that no person shall be discriminated against because of race, religion, age, color, gender, disability, national origin, creed, sexual orientation, gender identity, genetic information, marital status, veteran's status, or political belief or affiliation and the equal opportunity and access to facilities shall be available to all. Concerns regarding Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to Donna Smith, Director of Equal Employment Opportunity/Affirmative Action and Title IX Coordinator, 401 Twamley Hall, 701.777.4171, [und.affirmativeactionoffice@UND.edu](mailto:und.affirmativeactionoffice@UND.edu) or the Office for Civil Rights, U.S. Dept. of Education, 500 West Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.

### Reporting of Sexual Violence

If you or a friend has experienced sexual violence, such as sexual assault, domestic violence, dating violence or stalking, or sex-based harassment, please contact UND's Title IX Coordinator, Donna Smith, for assistance: 701.777.4171; [donna.smith@UND.edu](mailto:donna.smith@UND.edu); or visit the [UND Title IX site](#).

### Faculty Reporting Obligations Regarding Sexual Violence

It is important for students to understand that faculty are required to share with UND's Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been the victim of sexual violence, [learn more about confidential support services](#) at UND.

### UND Cares Program

The [UND Cares program](#) seeks to educate faculty, staff and students on how to recognize warning signs that indicate a student is in distress.

### How to Seek Help When in Distress

We know that while college is a wonderful time for most students, some students may struggle. You may experience students in distress on campus, in your classroom, in your home, and within residence halls. Distressed students may initially seek assistance from faculty, staff members, their parents, and other students. In addition to the support we can provide to each other, there are also professional support services available to students on campus through the Dean of Students and University Counseling Center. Both staffs are available to consult with you about getting help or providing a friend with the help that he or she may need. Visit the [UND Cares program](#) webpage for more additional information.

### How to Recognize When a Student is in Distress

The term "distressed" can mean any of the following:

- Student has significant changes in eating, sleeping, grooming, spending, or other daily activities.
- Student has cut off or minimized contact with family or friends.
- Student has significant changes in performance or involvement in academics, sports, extracurricular, or social activities.
- Student describes problems (missing class, not remembering, destructive behavior) that result from experiences with drinking or drugs.
- Student is acting withdrawn, volatile, tearful, etc.
- Student is acting out of character or differently than usual.
- Student is talking explicitly about hopelessness or suicide.

## Land Acknowledgement Statement

Today, the University of North Dakota rests on the ancestral lands of the Pembina and Red Lake Bands of Ojibwe and the Dakota Oyate - presently existing as composite parts of the Red Lake, Turtle Mountain, White Earth Bands, and the Dakota Tribes of Minnesota and North Dakota. We acknowledge the people who resided here for generations and recognize that the spirit of the Ojibwe and Oyate people permeate this land. As a university community, we will continue to build upon our relations with the First Nations of the State of North Dakota - the Mandan, Hidatsa, and Arikara Nation, Sisseton-Wahpeton Oyate Nation, Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians.