



MINNESOTA MIDDLE SCHOOL ASSOCIATION

33rd ANNUAL STATE CONFERENCE

BLOOMINGTON, MINNESOTA

DECEMBER 6-7, 2012



FULL STEAM AHEAD

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Let us not be content to wait and see what will happen, but give us the determination to make the right things happen.

~ Horace Mann



REGISTRATION

The Registration Table is located in the Bloomington/Edina Foyer.



REMEMBER . . .

Official Conference Badges Required

Identification badges are included in your registration materials. MMSA conference badges should be worn at all times; not only as a courtesy to other attendees, but also as an indication that you are registered. Badges must be worn to gain admittance to breakout sessions, lunch, and the Exhibit Hall.

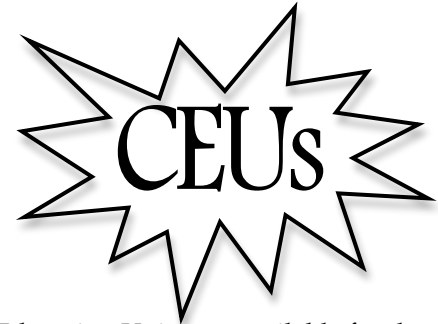
SILENT AUCTION

Thursday & Friday ~ 7:30 a.m. – 12:50 p.m.
Grand Ballroom Foyer

Shop for great bargains just in time for the holidays on a large selection of quality items. 100% of your purchase price will go to work in classrooms around the state through the MMSA mini grant program!

PUBLICATION TABLE

Located across from the Registration Table, the Publications Table is the place to be! The latest and best professional resources available for middle level educators will be available for review and purchase. Books authored by our Keynote Speaker will be featured!



Continuing Education Units are available for the whole day, as well as, for the sessions that qualify for the required components. All CEUs will be available online at the MMSA website. For a required category or full day CEU: 1) go to www.mmsa.info; 2) follow the State Conference CEU link; 3) enter the full day/session code provided by the presenter at the end of the session. *Full-day CEU codes will be posted at the Registration Table at the end of each day.* If you have any questions after the conference, contact Jason Miller at jmille1@isd77.k12.mn.us

Administrator CEUs are also available online. Follow the directions above; the password code will be available at the Registration Table at 3:00 on Thursday.



**The Minnesota Middle School Association
Board of Directors
Welcomes You to the 33rd Annual
State Conference!**



Steve Norlin-Weaver, Executive Director, Minneapolis – Field School

Patrick Fox, Prior Lake – St. Michael Catholic School

Dan Edwards, President, Prior Lake - Twin Oaks Middle School

Kristi Quade-Wiedrich, Secretary, Rochester - Kellogg Middle School

Tami Jo Cook, Treasurer, Edina – South View Middle School

Melissa Benjamin, Board Director, Orono Middle School

Ron Browne, Board Director, Minnesota State University – Mankato (on leave)

Chris Bussman, Board Director, Farmington – Levi P. Dodge Middle School

Jan Heyerdahl, Board Director, Buffalo Community Middle School

Cindy Kucera, Board Director, Mounds View – Highview Middle School

Lori Lockhart, Board Director, Moorhead – Horizon Middle School

Sandy Loney, Board Director, Brainerd/Baxter – Forestview Middle School

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Sarah Reif, Board Director, Alexandria – Discovery Middle School

Lynn Searcy, Board Director, University of Minnesota

Annette Strom, Board Director, Duluth – Woodland Middle School

Sue Thelen, Board Director, Alexandria – Discovery Middle School



"unity"

Visit www.mmsa.info for more information about joining our board!

AMLE National Conference



Minneapolis - November 7-9, 2013



AMLE[®]

On behalf of the Association for Middle Level Education (formerly National Middle School Association), and the Minnesota Middle School Association, it is with great excitement that we invite you to experience the most valuable national professional development opportunity for any type of educator who works with grades 5-9: The 40th Annual Conference for Middle Level Education. As you consider your school calendar for the 2013-2014 school year, we encourage you to include November 7-9, 2013, in your staff development plans and take advantage of this rare opportunity!

PLEASE NOTE: Due to the national conference, the annual MMSA state conference will not take place in 2013. Please plan to join us December 4-5, 2014!

Check out our website for exciting MMSA programs and opportunities!!

www.mmsa.info



- *Educator of the Year*
- *MOYA Writing Contest*
- *Twins Attendance Program*
- *MMSA Mini Grants*
and much more!



<http://www.horacemann.com/teacher-lounge>



2013 National Conference Info!

MMSA Constitution

MMSA Board of Directors



Special Thanks

MMSA thanks the 2012 Exhibitors and Sponsors!!

Barnes & Noble

Developmental Designs

Eagle Bluff ELC

E4Effort.com

H₂O For Life

Healing Stones

Horace Mann

Houghton Mifflin Harcourt

Lockerworks

Math Teachers Press, Inc.

MN DNR Firewise Project GIS4Schools

MN Field Trip Library

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Minnesota Lynx

Minnesota Timberwolves

Minnesota Twins

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Park Nicollet Melrose Institute

Pearson Prentice Hall

Read Naturally, Inc

Sadlier

Seela Science

Team Quest

Tutor Doctor

Valley Fair

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World's Finest Chocolate

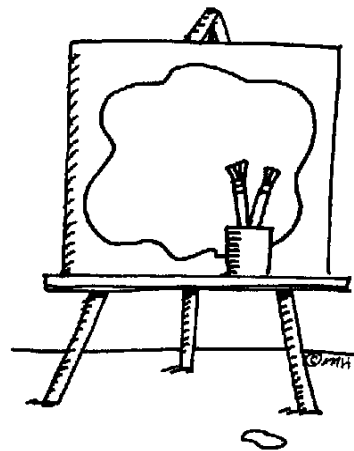
Zaner-Bloser

MMSA Art Contest Winner

Devin Kleive



Congratulations to Devin for winning the MMSA Art Contest! The logo he created is featured on the program cover. As the winner, Devin received \$100 from MMSA for his terrific work.



IN HIS OWN WORDS . . .

"When I thought of Full S.T.E.A.M. Ahead, there were so many pictures of science, technology, engineering, arts and math that came to mind. The train is a representation of science and engineering. The iPad window was a way to incorporate technology. The train car is hauling a variety of art and school supplies, while rolling down a track of sharpened pencils. Calculators and math equations were added to the train to include the concepts of math. I really enjoyed designing and drawing this creative interpretation of S.T.E.A.M."

MMSA Month of the Young Adolescent Essay Contest Winner



Abby Ilstrup

Congratulations to Abby for winning the MMSA Month of the Young Adolescent Essay Contest! As the winner, Abby received \$100 from MMSA for her great essay.

Tell the story of a time you faced a challenge and you overcame it by giving it your all.

Being Yourself

Everyone is born with their own personality; free to be their self! But what happens when society starts judging everyone for who they are and what they do? Society changes people into their idea of perfect, but I don't want to be perfect. I want to be me! Becoming secure and confident with myself was probably the hardest thing I've ever done. I went through a time when I didn't know who I was. I wouldn't talk to people I didn't know and I couldn't wear anything I liked because I was afraid other people wouldn't like it! I was insecure about how I looked and acted. I wasn't myself; I was uncomfortable in my own skin. Last year I decided to stop caring what people thought of me, and finally be myself. I started talking to people, I made them laugh, and they liked me! My personality was finally starting to show. At first I was shy, but once you knew me, I was clever, fun, and interesting. I overcame my fear of being judged by others because as Dr. Seuss once said, "The people who matter to me won't mind, and the people who mind shouldn't matter."

*MMSA Coleen Yatckoske
Middle Level Educator of the Year*



Kim Campbell

The 2012 Coleen Yatckoske Middle Level Educator of the Year is Kim Campbell. Kim currently teaches 7th grade social studies and is a PBIS coordinator at Hopkins West Junior High. Describing what makes a great middle level educator, she says, "It's all about building strong, positive relationships, having high expectations and creating lessons that are relevant, engaging and fun. I feel lucky every day to have chosen education as my lifelong career. There is no place I would rather be than to be working with middle school students." One of Kim's greatest accomplishments is the creation of an afterschool program called SOAR, which she designed to address the achievement gap. SOAR is dedicated to providing the necessary support and assistance to make college attendance achievable for all students through mentoring, tutoring, and developing connections with families. Kim travels the country working with middle school teachers and is also the author of two books, "If You Can't Manage Them, You Can't Teach Them" and "SOAR: A Handbook for Closing the Achievement Gap." MMSA is proud to honor Kim Campbell with this award.

To the world you might be one person, but to one person you might be the world.

~ Anonymous



South View Middle School Chamber Choir, Edina

Directed by Amy Jo Cherner & Lisa Skaff



Josie Nelson

Josie Nelson is 13 years old and attends eighth grade at Discovery Middle School in Alexandria, MN. She is a musician who started performing at the age of 9 when she entered a county fair talent contest. Josie began writing music at the age of 10, and she won the pre-teen division of the 2011 MN State Fair Amateur Talent Contest singing one of her original songs. She has had the opportunity to professionally record some of her music and can be found on iTunes under "Josie". She also regularly posts new songs to her YouTube Channel, www.youtube.com/guitarjosie. Besides music, Josie is on the tennis and softball team at school. She loves crafts, baking, and spending time with her family and friends. When she thinks ahead to the future, she is interested in having a career in the medical field or being a full-time musician.



Rick Wormeli

One of the first Nationally Board Certified teachers in America, Rick brings innovation, energy, validity and high standards to both his presentations, and his instructional practice, which includes 31 years teaching math, science, English, physical education, health, and history and coaching teachers and principals. Rick's work has been reported in numerous media, including ABC's "Good Morning America," "Hardball with Chris Matthews," *National Geographic* and *Good Housekeeping* magazines, *What Matters Most: Teaching for the 21st Century*, and the *Washington Post*. He is a columnist for the National Middle School Association's *Middle Ground* magazine, and he is the author of the award-winning book, *Meet Me in the Middle*, as well as the best-selling books, *Day One and Beyond*, *Fair Isn't Always Equal: Assessment and Grading in the Differentiated Classroom*, *Differentiation: From Planning to Practice, Grades 6-12*, *Metaphors & Analogies: Power Tools for Teaching any*

Subject, all five from Stenhouse Publishers, as well as *Summarization in any Subject*, published by ASCD, and the *Homework* foldout from Incentive Publications. His classroom practice is a showcase for ASCD's best-selling series, "At Work in the Differentiated Classroom," and he is a contributing author to *Middle School Matters* and *Because You Teach*, published by Incentive Publications.

With his substantive presentations, sense of humor, and unconventional approaches, he's been asked to present to teachers and administrators in all 50 states, Canada, China, Europe, Japan, Vietnam, Korea, Australia, the Middle East, and at the White House. He is a seasoned veteran of many international Web casts, and he is Disney's American Teacher Awards 1996 Outstanding English Teacher of the Nation. He won the 2008 James P. Garvin award from the New England League of Middle Schools for Teaching Excellence, Service, and Leadership, and he has been a consultant for National Public Radio, *USA Today*, Court TV, and the Smithsonian Institution's Natural Partners Program and their search for the Giant Squid. In June 2012, Rick was the graduation commencement speaker for the highest performing, public high school in the Washington, D.C. area. He lives in Herndon, Virginia with his wife and two children, who are both now in college. He is currently working on his first young adult fiction novel and a new book on homework practices in the 21st century.

"Differentiating instruction is doing what's fair for students. It's a collection of best practices strategically employed to maximize students' learning at every turn, including giving them the tools to handle anything that is undifferentiated. It requires us to do different things for different students some, or a lot, of the time. It's whatever works to advance the student if the regular classroom approach does not meet students' needs. It is highly effective teaching."

- Rick Wormeli

DETERMINATION

Conference Registration	7:00 a.m. – 3:00 p.m.	Grand Ballroom Foyer
Continental Breakfast	7:30 a.m. – 7:55 a.m.	Grand Ballroom Foyer
Student Entertainment <i>South View Middle School Chamber Choir, Edina ~ Directed by Amy Jo Cherner & Lisa Skaff</i>	7:40 a.m. – 8:00 a.m.	Grand Ballroom
General Session <i>Abby Ilstrup ~ MMSA Month of the Young Adolescent Essay Winner</i>	8:00 a.m. – 9:30 a.m.	Grand Ballroom
Exhibitor Hall Break	9:30 a.m. – 10:00 a.m.	Exhibitor Hall
Session One	10:00 a.m. – 10:50 a.m.	
Morning Break	10:50 a.m. – 11:10 a.m.	
Session Two	11:10 a.m. – 12:00 a.m.	
Lunch <i>Door prize drawing for a \$50 gift certificate to the Mall of America and other items provided by Exhibitors. Turn your tickets in at the MMSA Publications Table across from the Registration Table.</i>	12:00 a.m. – 1:15 p.m.	Grand Ballroom
Silent Auction Ends! <i>Items not paid for by 2:05 p.m. will go to the next highest bidder.</i>	12:50 p.m.	
Session Three	1:15 p.m. – 2:05 p.m.	
Afternoon Break	2:05 p.m. – 2:25 p.m.	
Session Four	2:25 p.m. – 3:15 p.m.	

RESOLVE



★ **\$50 MOA Gift Card Giveaway!** ★ 3:20
★ Gather at the Registration Table for a chance to win \$50 for the Mall of America! Be sure you have turned in your tickets at the Publications Table!

Face your deficiencies and acknowledge them; but do not let them master you. Let them teach you patience, sweetness, insight ... When we do the best we can, we never know what miracle is wrought in our life, or in the life of another.

- Helen Keller

Welcome

Dr. Dan Edwards, President, MMSA

Greetings & Announcements

Amy Klobuchar, United States Senator

Steve Norlin-Weaver, Executive Director, MMSA

Keynote Address

Rick Wormeli

Mental Dexterity Creates the Best Classrooms: Building Creativity in Teachers

“Every child is an artist, the problem is staying an artist when you grow up.” – Pablo Picasso

“I never made one of my discoveries through the process of rational thinking.” – Albert Einstein



Some teachers give up: “The student doesn’t do any homework, and there is no parent support. I can’t teach this child!” Translated, this teacher is declaring, “I’ve exhausted my imagination, and I need a new catalyst.” Unfortunately, teachers often get survival-mode, tunnel vision, and they don’t recognize the positive solutions that surround them. In addition, their preparation programs did not teach them how to think creatively about instructional practices, and they keep looking for the one education book, video, Website, or presentation that contains all the creative responses for every classroom situation they encounter. Such a resource does not exist. Instead, effective teachers learn how to build their own creativity and generate diverse responses to students and their instruction. Join us for an address that shows us how to emancipate ideas tethered by conventional thinking. Special cameo appearances by innovation, divergent thinking, improvisation, assorted strangeness, and Maria.



Thursday: Session One

10:00 – 10:50

* Denotes Corporate Presentation

Bloomington:

College Readiness for All, in the Middle School: What is it, Why do we need it, and How do we get it? Ramp-Up to Readiness™

Edina:

When to Worry About a Child or Adolescent's Worries

*Veranda 1:

Learning Through Baseball at Target Field

*Veranda 2:

State Teachers' Retirement System: Make Sure You Have All the Pieces

Veranda 3:

Standards Based Grading: Evaluating Student Understanding

Veranda 4:

Academic Language: Vocabulary Plus

*Veranda 5:

Customized, Engaging Minnesota Middle School Science

Veranda 6:

Challenging Gifted Students within an RtI Framework

Veranda 7:

On the Road to an Effective Advisory Program

Veranda 8:

Building a Brand: School Pride as a Motivator to Improve Academic Achievement

Thursday: Session Two

11:10 – 12:00

* Denotes Corporate Presentation

Bloomington:

Differentiated Grading: Fair Isn't Always Equal

Edina:

Developing a Collaborative School Culture to Support 21st Century Learning

*Veranda 1:

21st Century Instruction for 21st Century Learning: Writing Process, Traits, & Common Core State Standards

*Veranda 2:

Take Aim! At Vocabulary

Veranda 3:

TI-Nspire Navigator and the Flipped Classroom

Veranda 4:

Differentiating Honors/Advanced Courses for Secondary Students

Veranda 5:

Middle Schoolers and B.Y.O.D. (Bring Your Own Device) - Are You Nuts?!

Veranda 6:

What to Look for in a Gifted-Friendly Classroom

Veranda 7:

Meeting the New "Minnesota Studies" Standards: Northern Lights Curriculum

Veranda 8:

Prepping Students for the Reading MCA Test

Thursday: Session Three

1:15 – 2:05

* Denotes Corporate Presentation

Bloomington:

Re-dos & Re-takes: Rationale and Practicalities

Edina:

What Parents Need to Hear at Parent-Teacher Conferences

*Veranda 1:

10 Strategies Proven to Inspire Even the Most Difficult Student

*Veranda 2:

Be You: How to Effectively Teach Self-Esteem and Promote Positive Body Image

Veranda 3:

Integrated Math and Science Intervention

Veranda 4:

Looking at Diversity one Person at a Time

*Veranda 5:

Students Making a World of Difference

Veranda 6:

Against the Odds: Achieving Academic Success – Session I

*Veranda 7:

Reading for Meaning - Fluency

Veranda 8:

Building a Positive School Climate through Literacy

Remember: CEUs available online at www.mmsa.info!

Thursday: Session Four

2:25 – 3:15

* Denotes Corporate Presentation

Bloomington:

Metaphors and Analogies: Power Tools for Teaching any Subject

*Edina:

Data Driven Differentiated Instruction Provides Algebra Readiness in Middle School

Veranda 1:

Data Driven Decisions and a Grading Shift

*Veranda 2:

Be You: How to Effectively Teach Self-Esteem and Promote Positive Body Image

*Veranda 3:

Circle of Power and Respect (CPR) Advisory Meeting: Connecting Adolescents to School

*Veranda 4:

Learning Through Baseball at Target Field

Veranda 5:

Can Color Affect Reading?

Veranda 6:

Against the Odds: Achieving Academic Success – Session II

Veranda 7:

Technology in the Woods: One Science Classroom's Experience with Digital Trail Cameras.

Veranda 8:

Transferring Knowledge by Teaching Big Ideas

Thursday: Session One ~ 10:00 – 10:50

* Denotes Corporate Presentation

Bloomington: College Readiness for All, in the Middle School: What is it, Why do we need it, and How do we get it? Ramp-Up to Readiness™

Katie Pikel, Principal in Residence, University of Minnesota, College Readiness Consortium

As middle schools across the state develop ways to improve academic performance, we have created a significant supply of opportunities for improvement and challenge for kids. What we now need to do is examine how we create demand for those opportunities among our students and their families. Ramp-Up to Readiness™ is a school-wide guidance program designed to increase the number and diversity of students who graduate from high school with the knowledge, skills and habits necessary for success in postsecondary education. Through participation in the Ramp-Up to Readiness™ advisory or course based models, students in grades 6-12 progress toward readiness in five areas: Academic, Admission, Career, Financial and Personal and Social readiness.

Edina: When to Worry About a Child or Adolescent's Worries

Heather Burke, Licensed Mental Health Professional, Eastern Carver County Schools

While feeling anxious is a natural reaction to stressful situations, anxiety becomes a disorder when it interferes with a child or adolescent's ability to handle everyday situations, or prompts him or her to avoid things that most people his or her age enjoy. This workshop helps adults recognize when their student's worries are actually signs of anxiety or mood disorders that can be treated. This workshop will provide information on several types of anxiety disorders common in children and adolescents, as well as their signs and symptoms.

CEU: Understanding Key Warning Signs of Early-Onset Mental Illness in Children/Adolescents

***Veranda 1: Learning Through Baseball at Target Field**

Dale Wolpers, Tour Guide/Teacher, Minnesota Twins

Rick Olson, Target Field Tour Coordinator, Minnesota Twins

Baseball has been described as a window on American life and as such can serve as an engaging platform for education. The Minnesota Twins have developed a “Learning Through Baseball” program that is available to students at all levels. In this seminar participants will see how all areas of learning are taught through the sport of baseball. Experiences are taught through classes like “Science of Baseball, Math of Baseball, Team Behind the Team, Heroes of Baseball, Women in Baseball, Baseball on the Bench, Language of Baseball, Environment and Sustainability, “ and more. “Learning Through Baseball” connects students to real life skills that are used in sports.

***Veranda 2: State Teachers' Retirement System: Make Sure You Have All the Pieces**

David Bray, Field Sales Leader, Horace Mann

John Murphy, Field Sales Leader, Horace Mann

As part of our commitment to the education community, we offer a service that will help put their retirement puzzle in perspective. Our local agents are experts in State Teachers' Retirement Systems and host seminars for school employees to learn detailed information about their state-specific retirement benefits. Our agents help school employees: 1) learn detailed information about their retirement benefits; 2) learn how their state retirement income is determined; and 3) ask questions about their state retirement plan.

Veranda 3: Standards Based Grading: Evaluating Student Understanding

Gina Anderson, Health Teacher, Dakota Meadows Middle School, Mankato

Have you ever pondered the real meaning of the grade you are giving a student? Or wondered why you put that assignment in the grade book? Have parents ever asked what a grade in your class means? If you would like to explore a grading practice designed to reflect student learning and proficiency in your standards, this is the session for you. I will share how I started using standards based grading in my 8th grade health classroom and how it has made a positive difference for student learning, classroom climate, and assessments that result in meaningful grades.

Veranda 4: Academic Language: Vocabulary Plus

Dr. Judith Landrum, Professor of Education, Bethel University

The primary purpose of this session is to give middle school classroom teachers background information and a working definition of academic language. Key components of academic language -- vocabulary, word density, discourse markers, genre, register and code switching -- are illustrated and applied within a classroom context from a cognitive and socio-cultural perspective. Hopefully, teachers who attend will leave this session with a better understanding of how to develop their students' language skills, thinking skills, and socio-cultural skills through academic language.

CEU: Evidence of Reading Preparation

***Veranda 5: Customized, Engaging Minnesota Middle School Science**

Dave Seela, Author, Seela Science

Seela Science will show you how you can meet Minnesota's science standards with an electronic-based curriculum you can print on demand, as well as use it on your electronic boards, computers, or even your school's server or website. This presentation will show you how we integrate STEM into our hands-on science, as well as how we use reading, everyday applications, higher level thinking skills and literacy components. Be prepared to see science taught like you've never seen it taught before. At Seela Science we think science is NOT a noun, but it's really a verb, let's just do it and have fun! Materials will be supplied – come and join us!

CEU: Accommodation, Modification, and Adaptation of Curriculum Materials and Instruction

Veranda 6: Challenging Gifted Students within an RtI Framework

Dr. Stephen Schroeder-Davis, Curriculum & GT Specialist, Elk River Area School District

Response to Intelligence can be defined as “a multi-tiered academic, data-driven approach to maximizing learning for all students.” During this presentation, we will take the traditional RtI pyramid, which has been applied almost universally as a means of finding and supporting students needing remediation, and convert it to a diamond, which illustrates how gifted and high achieving students can be supported within the RtI framework.

CEU: Accommodation, Modification, and Adaptation of Curriculum Materials and Instruction

Veranda 7: On the Road to an Effective Advisory Program

Susan Nielsen, Advisory Coordinator/GT Resource Teacher, South View Middle School, Edina

Caitlin Bailey, Language Arts Teacher, South View Middle School, Edina

Jenny Buckley, Language Arts Teacher, South View Middle School, Edina

Kaela Loo, Language Arts Teacher, South View Middle School, Edina

Tricia Pettis, Language Arts Teacher, South View Middle School, Edina

Ever wonder how to make Advisory a relevant part of a middle school student's day? Over the last three years we have built a successful program, but the work is not done yet. Please come and hear how we “re-imagined” our program. We will discuss the framework of the program, how we have worked to implement the program into the school along with the roadblocks we faced, and some initial data we have collected from our building that shows the “re-imagined” program has affected the students and families at our school in positive ways.

CEU: Positive Behavior Intervention Strategies

Veranda 8: Building a Brand: School Pride as a Motivator to Improve Academic Achievement

Josh Eidem, Social Studies Teacher, Cottage Grove Middle School

Sam Dummer, Language Arts Teacher, Cottage Grove Middle School

Chris Foss, Language Arts Teacher, Cottage Grove Middle School

Adam Quale, Language Arts Teacher, Cottage Grove Middle School

Megan Waldbillig, Math Teacher, Cottage Grove Middle School

Let's face it: we have to compete against the likes of Honey Boo Boo for students' attention. How did one school's staff gain students' focus, and increase their MMR score nearly twenty percent in a single year? Cottage Grove Middle School used its strengths to build a vision, a brand, and a climate where what students do matters, where hard work is valued, and where both students and staff are proud of their middle school and academic gains. After presenting information about their “Cougar Pride” program, presenters will lead a brief workshop to help you capitalize on your school's strengths.

CEU: Positive Behavior Intervention Strategies

Efforts and courage are not enough without purpose and direction.

- John F. Kennedy

Thursday: Session Two ~ 11:10 – 12:00

* Denotes Corporate Presentation

Bloomington: Differentiated Grading: Fair Isn't Always Equal

Rick Wormeli, Keynote Speaker

Differentiated instruction is a nice idea, but what happens when it comes to grading students? Being sensitive to students' readiness levels, interests, and learning challenges while holding them accountable for the same standards can be a challenge. What's fair and leads to real student learning? Join us for a candid look at what grades really mean, and how to handle students failures, averaging, zeroes on the 100-point scale, homework, late work, feedback, re-done work, setting up the gradebook, 100 vs 4.0 scale, extra credit, group projects, grading exceptional students, formative vs summative assessments in grading (or not), and much more. While offering practical tips, this workshop reveals participants' core beliefs about teaching and learning and has an unusually high incidence of transforming classroom practice. Candid questions welcome!

CEU: Accommodation, Modification, and Adaptation of Curriculum Materials and Instruction

Edina: Developing a Collaborative School Culture to Support 21st Century Learning

Dr. Dan Edwards, Principal, Twin Oaks Middle School, Prior Lake

Holly Bartholow, Language Arts Teacher, Twin Oaks Middle School, Prior Lake

Melissa Knettel, District Staff Development Coordinator, Prior Lake-Savage Area Schools

Collaboration is an essential skill to teaching and learning in the 21st century. How does a school begin the cultural shift needed to support this growing emphasis? How does a staff model these behaviors for students? This session is one school's story, told from multiple viewpoints, of the effort required and the strategies employed to begin this cultural shift. Participants will leave with a better understanding of the power of collaboration, the challenges that come with working together, and strategies for addressing those challenges.

CEU: Positive Behavior Intervention Strategies

***Veranda 1: 21st Century Instruction for 21st Century Learning: Writing Process, Traits, & Common Core State Standards**

Deborah Saunders, National Literacy Consultant, Zaner-Bloser Publishing

LouAnn Atkinson, Language Arts Teacher, Absarokee Middle School, Montana

Prepare students to be confident, proficient and effective 21st Century writers. The interplay of writing process, traits and writing modes to meet Common Core State Standards within the writing workshop is explored. Digital tools for writing - prompts, anchor papers, genre-specific rubrics, videos, and interactive practice activities – are modeled by a middle school teacher who uses a student on-line writing center in her classroom. Participants will receive *Writing Research: A Guide to Curriculum Planning*, a book that includes articles on writing process, teaching strategies, traits, assessment, and technology.

***Veranda 2: Take Aim! At Vocabulary**

Claire Hayes, Senior Solutions Manager, Read Naturally

Vocabulary knowledge has been identified by the National Reading Panel as one of the strongest predictors of reading achievement (NICHD 2000). There is also evidence that limited vocabulary development is a major deterrent to reading success. Participants will learn how the Take Aim curriculum can be used to effectively support the vocabulary development of middle-grade readers. This presentation will explain the curriculum's research-based strategies and demonstrate how the curriculum components support vocabulary development as students learn high-quality vocabulary words in the context of nonfiction stories.

CEU: Evidence of Reading Preparation

Veranda 3: TI-Nspire Navigator and the Flipped Classroom

Ethan Anderson, Math Teacher, Dakota Meadows Middle School, Mankato

This session will focus on how flipping the classroom while using the TI-Nspire Navigator to assess and engage students in the Algebra classroom. TI-Nspire Navigator is a wireless classroom learning system that is shown by research to engage students, encourage classroom participation and increase achievement. Through a wireless network of TI-Nspire Graphing Calculators, the TI-Nspire Navigator enables a new dimension of interactive teaching and learning with instant assessment, increased student engagement, and maximized classroom-learning time.

CEU: Integrate Technology Effectively with Student Learning to Increase Engagement and student Achievement.

Veranda 4: Differentiating Honors/Advanced Courses for Secondary Students

Dr. Richard Cash, Innovation Specialist, Bloomington Public Schools

No consensus exists for a definition of an "honors" course for secondary students. Therefore, the rigors of an honors course are suspect without a standard articulation or definition. In some cases, course inflation can have a devastating effect on students' future achievement. This session will clearly define the rigors specific to an honors course and the alignment to the general curriculum and standards. Participants will learn strategies and methods to differentiate curriculum and instructional practices to address the sophisticated learning needs to advanced students. Additionally, an accountability system will be presented that can assure integrity and fidelity of practice.

CEU: Accommodation, Modification, and Adaptation of Curriculum Materials and Instruction

Veranda 5: Middle Schoolers and B.Y.O.D. (Bring Your Own Device) - Are You Nuts?!

Mary Jost, Language Arts Teacher, Dakota Meadows Middle School

Sherry Miller, Earth Science Teacher, Dakota Meadows Middle School

Carmen Strahan, Principal, Dakota Meadows Middle School

Many students' lives today are filled with media that gives them mobile access to information and resources 24/7. Outside school, students are free to pursue their interests in their own way and at their own pace. The opportunities are limitless, borderless, and instantaneous. In an effort to put students at the center and empower them to take control of their own learning, we allow students to use personal technology devices. For the purpose of this presentation, the word "device" means a privately owned wireless and/or portable electronic piece of equipment that includes laptops, netbooks, tablets/slides, iPod Touches, cell and smart phones. The presentation will be interactive and participants are asked to bring a device. Procedural documents, parent and student expectations, and classroom strategies will be shared with participants. Join us for this session and you decide if we are nuts or not!

CEU: Integrate Technology Effectively with Student Learning to Increase Engagement and student Achievement.

Veranda 6: What to Look for in a Gifted-Friendly Classroom

Dr. Stephen Schroeder-Davis, Curriculum & GT Specialist, Elk River Area School District

Due primarily to the requirements of No Child Left Behind, most educators are necessarily focused on ensuring that all students reach "proficiency," usually defined by grade/age - related standards. During this session, we will redefine a "poor learning outcome" as applying to any student not learning to capacity. Given that definition, what can middle school teachers do to create gifted-friendly classrooms despite scarce resources and support?

CEU: Accommodation, Modification, and Adaptation of Curriculum Materials and Instruction

***Veranda 7: Meeting the New "Minnesota Studies" Standards: Northern Lights Curriculum**

Suzi Hunn Gran, Curriculum Specialist, Minnesota Historical Society

Shana Crosson, Web Content Manager, Minnesota Historical Society

By 2013, schools will need to cover Minnesota Studies benchmarks at the 6th grade level. Learn about a comprehensive curriculum designed for that purpose. Northern Lights has been a popular tool for teaching Minnesota history for more than 20 years. The Revised 2nd Edition includes print and digital components. Revised version features: 1) activities exploring civics, economics, and geography; 2) enhanced coverage of Minnesota's connection to the nation and world; 3) a fully interactive prototype app of Ch. 8, "The Civil War" (see a demo of this new digital tool!). This session includes promotion of Minnesota Historical Society products, both free and fee-based.

Veranda 8: Prepping Students for the Reading MCA Test

Brenda Pulju, Reading Teacher, North Branch Middle School

At this session, you will be provided with a booklet of practice materials for the Reading MCA test. There will be a student review sheet (and key) for every topic on the test. It will also include directions for some "Brain Gym" exercises that will help students concentrate and focus as well as several test taking tips.

CEU: Evidence of Reading Preparation

***If your determination is fixed, I do not counsel you to despair.
Few things are impossible to diligence and skill. Great works
are performed not by strength, but perseverance."***

~ Samuel Johnson

Thursday: Session Three ~ 1:15 – 2:05

* Denotes Corporate Presentation

Bloomington: Re-dos & Re-takes: Rationale and Practicalities

Rick Wormeli, Keynote Speaker

We become competent teachers by teaching a lot. We teach, receive critique, revise our efforts, and teach again. Real learning that moves to long-term memory is reiterative, and we need to extend the same opportunities to our students, even in a curriculum-overload culture. Instead of hiding behind the factory model of schooling, we can build proficiency with repeated and meaningful engagement with content. Practical and research-based, join us for a provocative session in which we explore the pedagogical ethics and logistics for students re-doing assignments and assessments for full credit, and in such a way as to increase student maturation and achievement over that which could be achieved with “No re-do’s allowed” policies. Don’t miss it!

CEU: Accommodation, Modification, and Adaptation of Curriculum Materials and Instruction

Edina: What Parents Need to Hear at Parent-Teacher Conferences

Dr. Steve Kahn, Psychologist, St. Michael Catholic School

Even though you only have a few minutes for conferences, you don’t have to limit your comments to academics. Most of the time, you know your students in ways that go beyond their homework assignments and test scores. You may also have a sense of whether the student has enough supervision at home or is being micromanaged to the point of eliciting a behavioral or attitudinal backlash. Please join us for a discussion that will focus on how to share important and useful ideas with parents and have them leave saying thank you.

CEU: Understanding Key Warning Signs of Early-Onset Mental Illness in Children/Adolescents

***Veranda 1: 10 Strategies Proven to Inspire Even the Most Difficult Student**

Christian Moore, Founder, The WhyTry Program

How do you engage the most challenging students? This session will provide ten strategies that have proven to build relationships, grab attention, and inspire students in K-12 schools, mental health, and correctional organizations worldwide. Learn to speak the language of today’s youth using relevant multimedia, physical activities, and visual metaphors. Participant will walk away with how to empower youth to overcome poverty, violence, and failure; how youth can take the challenges they face in life and channel them in a positive direction; and how to help youth build a positive support system.

CEU: Positive Behavior Intervention Strategies

***Veranda 2: Be You: How to Effectively Teach Self-Esteem and Promote Positive Body Image**

Nicki Zeidner, Outreach Coordinator, Park Nicollet Melrose Institute

Liz Bergren, Health Educator, Park Nicollet Melrose Institute

The Be You initiative launched this fall by Park Nicollet Melrose Institute is about helping young people develop a more positive body image - decreasing the likelihood of developing eating disorders and other mental health issues. Using the Be You materials and the work of Nathaniel Braden, author of *The Six Pillars of Self-Esteem: The Definitive Work on Self-Esteem by the Leading Pioneer in the Field*, participants will define self-esteem, understand its significance in youth development, recognize the connection between self-esteem and body image and learn how to integrate this work into the classroom.

CEU: Understanding Key Warning Signs of Early-Onset Mental Illness in Children/Adolescents

Veranda 3: Integrated Math and Science Intervention

Mary Doroff, Science Teacher, Highview Middle School

Becky Wielinski, Math Teacher, Highview Middle School

This session will share a team taught course that covers both Earth Science and Linear Algebra Minnesota State Standards. Along with meeting the standards, students in this course have opportunities to apply math and science concepts together through a variety of methods, such as traditional math homework, projects, labs, technology, graphing calculator activities, and more. Students are placed in this course based on Test Scores/Grades/Teacher recommendation. The goal of this course is to get students out of intervention math and science courses in high school.

CEU: Accommodation, Modification, and Adaptation of Curriculum Materials and Instruction

Veranda 4: Looking at Diversity one Person at a Time

Susan Nielsen, Advisory Coordinator/GT Resource Teacher, South View Middle School, Edina

Come and join in a discussion about diversity. It is important for teachers to share their diversity with students and in turn we should allow opportunities for students to share their diversity with their peers and us. We will dabble in some learning and classroom management strategies and follow up by looking at the role school plays in a student's identity development.

***Veranda 5: Students Making a World of Difference**

Patty Hall, President, H₂O for Life

Are you looking for ideas that will engage and inspire your students? H₂O for Life will educate, engage and inspire youth to take action focused on the global water crisis. H₂O will provide a new STEM: WATER action guide, and our H₂O for Life Tool Kit. Youth will identify and investigate a local water concern while helping a school partner in a developing country that desperately needs water sanitation and hygiene education. By pairing local and global actions, students become educated global citizens who learn they can make a difference.

Veranda 6: Against the Odds: Achieving Academic Success - Session I

Lori Posch, Integration Coordinator, Sauk Rapids-Rice Middle School

Larry Stracke, Principal, Sauk Rapids-Rice Middle School

Irene Wilcox, Science Teacher, Sauk Rapids-Rice Middle School

Learn how one Minnesota middle school has successfully developed programs to meet the learning needs of every student – high, low, and in between. This school has consistently scored 90% or more on MMR, despite significant budget reductions, a high percentage of students receiving special education services, and increasingly higher poverty rates. This is a general overview of Sauk Rapids-Rice Middle School's programming success to meet the academic needs of every student.

CEU: Accommodation, Modification, and Adaptation of Curriculum Materials and Instruction

***Veranda 7: Reading for Meaning - Fluency**

Claire Hayes, Senior Solutions Manager, Read Naturally

Learn how to develop fluency, support vocabulary, and promote comprehension by combining the powerful, research-based strategies of teacher modeling, repeated reading, and progress monitoring. Accelerate the reading achievement of Title I, special education, ELL, and mainstream students using these research-proven strategies. This session describes Read Naturally, but the strategies can be used with any classroom reading materials.

CEU: Evidence of Reading Preparation

***Veranda 8: Building a Positive School Climate through Literacy**

Deborah Saunders, National Literacy Consultant, Zaner-Bloser Publishing

When literacy and social development are linked in schools, all students establish their voices and express themselves as they read, write, and speak in a safe classroom and school community. Social development themes help students become valued, productive members of their classroom, family, and community. Themes are matched with culturally responsive literature for interactive read alouds and small group strategic reading. Instruction supports deep comprehension, vocabulary, inquiry through central questions, and social development concepts.

CEU: Positive Behavior Intervention Strategies

Determination, energy, and courage appear spontaneously when we care deeply about something. We take risks that are unimaginable in any other context.

– Margaret J. Wheatley

Thursday: Session Four ~ 2:25 – 3:15

* Denotes Corporate Presentation

Bloomington: Metaphors and Analogies: Power Tools for Teaching any Subject

Rick Wormeli, Keynote Speaker

Every third sentence a teacher uses has an embedded metaphor in it, but many students don't understand what we're teaching because they do not understand the analogy we're using. They achieve an, "A-HA!" moment, however, when we use just the right comparison that works for them. Even better, they move content into long-term memory when required to defend their construction and deconstruction of metaphors. Metaphors are a highly effective bridge between students' developmental stages and course content, and in our increasingly technological world, we can no longer rely on tangible objects to explain new ideas. Since society relies on citizens to accept unperceived yet defined patterns and relationships on a daily basis, a command of cognitive linguistics is one of our students' new currencies. Critical to 21st century learning and based on the best-selling book of the same title, this session explores how to use metaphors strategically in any subject to improve, deepen, and assess student learning. Don't miss this opportunity to open your mind's eye!

CEU: Accommodation, Modification, and Adaptation of Curriculum Materials and Instruction

***Edina: Data Driven Differentiated Instruction Provides Algebra Readiness in Middle School**

Andrew Scott, Educational Consultant, Math Teachers Press, Inc.

Amy Johnson, Educational Consultant, Math Teachers Press, Inc.

Caryl Pierson, President, Math Teacher's Press, Inc.

Assessment, hands-on activities with manipulatives matched to Minnesota Academic Standards and research-based strategies will prepare the lowest 20% of middle school students for success in algebra. Differentiated instruction with fractions and integers for RtI, ELL, and special education students will be demonstrated. Participants will receive handouts with strategies and activities they can easily implement in their schools.

CEU: Accommodation, Modification, and Adaptation of Curriculum Materials and Instruction

Veranda 1: Data Driven Decisions and a Grading Shift

Jared Shogren, Social Studies Teacher, Orono Middle School

Nate Thompson, Social Studies Teacher, Orono Middle School

"99% of my grade is assessment and 1% is homework?" We will discuss our journey toward incorporating a formative assessment approach to grading as opposed to a grading system based on homework completion. We will share our experiences with the paradigm shift that created a culture focused on learning targets rather than an accumulation of points.

***Veranda 2: Be You: How to Effectively Teach Self-Esteem and Promote Positive Body Image**

Nicki Zeidner, Outreach Coordinator, Park Nicollet Melrose Institute

Liz Bergren, Health Educator, Park Nicollet Melrose Institute

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CEU: Understanding Key Warning Signs of Early-Onset Mental Illness in Children/Adolescents

***Veranda 3: Circle of Power and Respect (CPR) Advisory Meeting: Connecting Adolescents to School**

Sharon Greaves, Consultant & School Services, Developmental Designs

Adolescents often come to school not ready to learn. The Circle of Power and Respect (CPR) advisory meeting can take the struggle out of the beginning of the day. CPR pulls students in, develops the social skills they need to succeed, connects them to an "anchor" adult and each other, and sharpens their focus. Learn about CPR - how it meets fundamental adolescent needs for relationship, fun, competence, and autonomy, and sets the stage for social and academic achievement. Educators will gain an understanding of the structure and will become familiar with the Circle of Power and Respect Advisory meeting.

CEU: Positive Behavior Intervention Strategies

***Veranda 4: Learning Through Baseball at Target Field**

Dale Wolpers, Tour Guide/Teacher, Minnesota Twins

Rick Olson, Target Field Tour Coordinator, Minnesota Twins

Baseball has been described as a window on American life and as such can serve as an engaging platform for education. The Minnesota Twins have developed a "Learning Through Baseball" program that is available to students at all levels. In this seminar participants will see how all areas of learning are taught through the sport of baseball. Experiences are taught through classes like "Science of Baseball, Math of Baseball, Team Behind the Team, Heroes of Baseball, Women in Baseball, Baseball on the Bench, Language of Baseball, Environment and Sustainability," and more. "Learning Through Baseball" connects students to real life skills that are used in sports.

Veranda 5: Can Color Affect Reading?

Judith Palapala, Retired Teacher/Irlen Diagnostician, Coon Rapids Middle School

Irlen Syndrome is a visual perception problem that often interferes with a person's ability to read or become an effective reader. Color overlays can make a difference in how one perceives the printed word enabling a person to read.

Research shows this problem affects about 16-18% of the general population and 64% of the LD population. About 1/3 of those told they are ADD or dyslexic are Irlen and can function with the proper color filters.

CEU: Evidence of Reading Preparation

Veranda 6: Against the Odds: Achieving Academic Success – Session II

Lori Posch, Integration Coordinator, Sauk Rapids-Rice Middle School

Larry Stracke, Principal, Sauk Rapids-Rice Middle School

Irene Wilcox, Science Teacher, Sauk Rapids-Rice Middle School

Learn how one Minnesota middle school has successfully developed programs to meet the learning needs of every student – high, low, and in between. This school has consistently scored 90% or more on MMR, despite significant budget reductions, a high percentage of students receiving special education services, and increasingly higher poverty rates. This is an in-depth look at specific interventions that Sauk Rapids-Rice Middle School has developed and how your school can also move toward implementation of these strategies. It is suggested that you attend Session I.

CEU: Accommodation, Modification, and Adaptation of Curriculum Materials and Instruction

Veranda 7: Technology in the Woods: One Science Classroom's Experience with Digital Trail Cameras.

Chris Hanson, Science Teacher, Forestview Middle School, MMSA Mini-Grant Recipient

Using a mix of modern technology and old-fashioned fieldwork, students conduct research of their own design with digital trail cameras. The motion detecting cameras capture digital images of wildlife as part of student generated projects to gather scientific data and knowledge. This project gets kids outside, encourages scientific design and experimental thinking, and hooks kids with current technologies.

CEU: Integrate Technology Effectively with Student Learning to Increase Engagement and student Achievement.

Veranda 8: Transferring Knowledge by Teaching Big Ideas

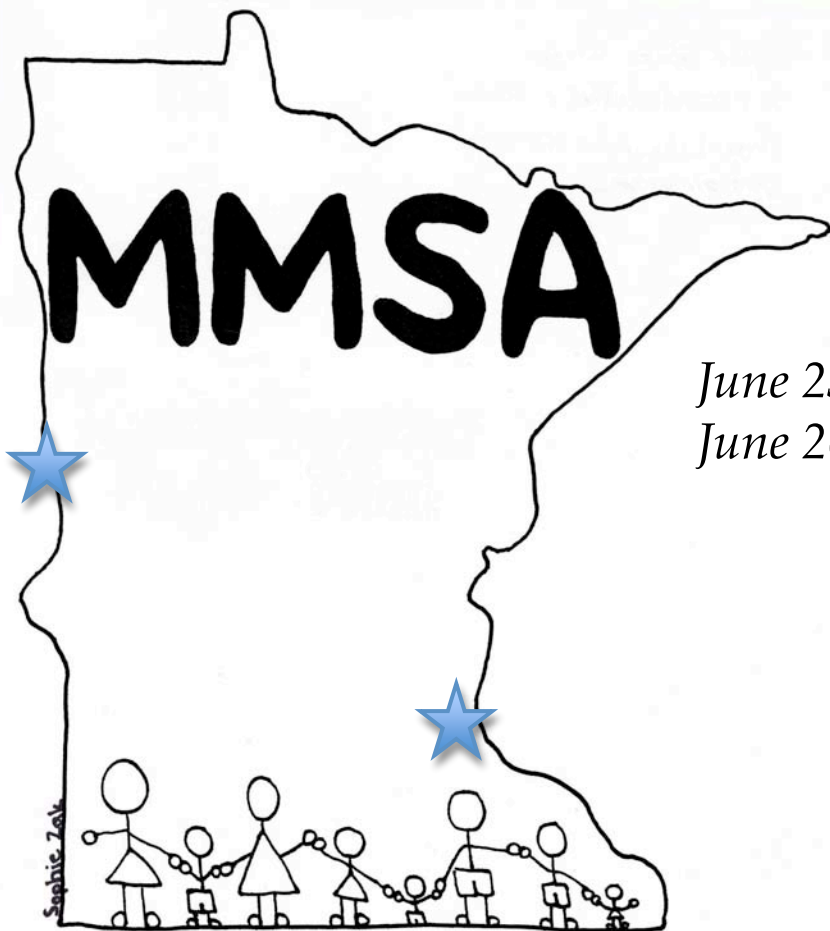
Robb Virgin, Social Studies Teacher, Levi P. Dodge Middle School, Farmington

Too rarely do students view courses as relevant and meaningful to their lives. Teaching big ideas connected to students' lives outside of specific units, classrooms, and the school itself, as opposed to disjointed, singular facts, can help combat this problem and engage students. This presentation will specifically discuss how essential questions can be written and employed to connect learning, transfer knowledge, and differentiate instruction and assessment between units, the middle school experience, and lives outside of the classroom. Data collected in multiple seventh grade social studies classrooms will provide the evidence for the discussion.

I ran and ran and ran every day, and I acquired this sense of determination, this sense of spirit that I would never, never give up, no matter what else happened.

~ Wilma Rudolph

Join MMSA on our Summer Institute Road Trip!



June 25, 2012 – Moorhead, MN

June 26, 2012 – Lakeville, MN

Featuring
Scott McCleod



Scott McCleod, J.D., Ph.D., currently is serving as the Director of Innovation for Prairie Lakes Area Education Agency 8 in Iowa. He is on leave from his position as an Associate Professor of Educational Leadership at the University of Kentucky. Dr. McCleod also is the Founding Director of the UCEA Center for the Advanced Study of Technology Leadership in Education (CASTLE), the nation's only academic center dedicated to the technology needs of school administrators, and was a co-creator of the wildly popular video series, *Did You Know?* (Shift Happens).

He has received numerous national awards for his technology leadership work, including recognition from the cable industry, Phi Delta Kappa, the National School Boards Association, and the Center for Digital Education. In Spring 2011 he was a Visiting Canterbury Fellow at the University of Canterbury in New Zealand.

Dr. McCleod blogs regularly about technology leadership issues at *Dangerously Irrelevant* (<http://dangerouslyirrelevant.org/bio>) and *Education Recoded* (<http://bigthink.com/blogs/education-recoded>) and occasionally at The Huffington Post. He also just completed his first book, *What School Leaders Need to Know About Digital Technologies and Social Media*.

DETERMINATION

Conference Registration	7:00 a.m. – 3:00 p.m.	Grand Ballroom Foyer
Student Entertainment <i>Josie Nelson, Discovery Middle School, Alexandria</i>	7:40 a.m. – 8:00 a.m.	Grand Ballroom Foyer
General Session	8:00 a.m. – 9:30 a.m.	Grand Ballroom
Exhibitor Hall Break	9:30 a.m. – 10:00 a.m.	Exhibitor Hall
Session One	10:00 a.m. – 10:50 a.m.	
Morning Break	10:50 a.m. – 11:10 a.m.	
Session Two	11:10 a.m. – 12:00 a.m.	
Student Entertainment <i>Josie Nelson, Discovery Middle School, Alexandria</i>	12:00 a.m. – 12:20 p.m.	Grand Ballroom
Educator of the Year Luncheon <i>Special Guest of Honor: Kim Campbell, 2012 MMSA Middle Level Educator of the Year</i> <i>Door prize drawing for a \$50 gift certificate to the Mall of America and other items provided by Exhibitors. Turn your tickets in at the MMSA Publications Table across from the Registration Table.</i>	12:00 a.m. – 1:15 p.m.	Grand Ballroom
Silent Auction Ends! <i>Items not paid for by 2:05 p.m. will go to the next highest bidder.</i>	12:50 p.m.	
Exhibitor Hall Closes	1:15 p.m.	
Session Three	1:15 p.m. – 2:05 p.m.	
Afternoon Break	2:05 p.m. – 2:25 p.m.	
Session Four	2:25 p.m. – 3:15 p.m.	

RESOLVE



Turn in your name badge at the Registration Table for a chance to win a **\$50 gift certificate to the Mall of America!!**

Welcome

Dr. Dan Edwards, President, MMSA

Greetings & Announcements

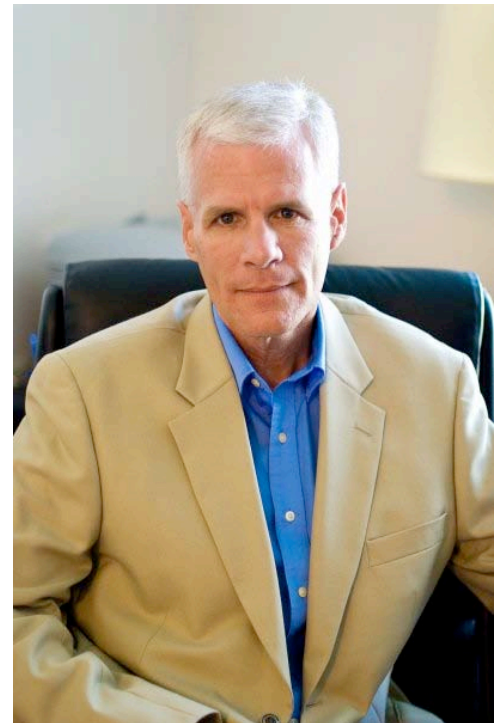
Steve Norlin-Weaver, Executive Director, MMSA

Keynote Address

Rick Wormeli

What We Can Do When We Are Brave Together

With its humorous opening through its provocative content, this address affirms and provokes listeners with compelling questions about contemporary practices and specific action steps to consider if having enough courage wasn't a factor. When we are brave, we find the freedom, language, and spirit to confront complacency and ineffective practice, and, even better, to do something about them. Pre-service to 40 year-veterans will find the ideas liberating and affirming, pushing all of us closer to the kind of teacher we've always wanted to be. Radical to some, common to others, and all based in the latest pedagogy, this address is updated monthly and leaves listeners with plenty to talk about via the school's Intranet the next day. Leave timidity at the door and join us for an extraordinary presentation.



“The moment we begin to fear the opinions of others and hesitate to tell the truth that is in us, and from motives of policy are silent when we should speak, the divine floods of light and life no longer flow into our souls.”

– Elizabeth Cady Stanton

Friday: Session One

10:00 – 10:50

* Denotes Corporate Presentation

Bloomington:

It Takes Community to Captivate Kids

Edina:

Differentiated Grading: Fair Isn't Always Equal

*Veranda 1:

Instantaneous Feedback

Veranda 2:

State Teachers' Retirement System: Make Sure You Have All the Pieces

Veranda 3:

Standards Based Grading: Evaluating Student Understanding

Veranda 4:

Against the Odds: Achieving Academic Success – Session I

Veranda 5:

Integrated Math and Science Intervention

Veranda 6:

Challenging Gifted Students within an RtI Framework

Veranda 7:

Data Driven Decisions and a Grading Shift

Veranda 8:

At Risk Education: Students in Motion

Friday: Session Two

11:10 – 12:00

* Denotes Corporate Presentation

Bloomington:

Shake, Rattle, and Roll: Motivating the Middle School Student

Edina:

Re-dos & Re-takes: Rationale and Practicalities

Veranda 1:

Web 2.0 in the Middle School Classroom

Veranda 2:

Transferring Knowledge by Teaching Big Ideas

Veranda 3:

TI-Nspire Navigator and the Flipped Classroom

Veranda 4:

Against the Odds: Achieving Academic Success – Session II

*Veranda 5:

Circle of Power and Respect (CPR) Advisory Meeting: Connecting Adolescents to School

Veranda 6:

What to Look for in a Gifted-Friendly Classroom

*Veranda 7:

10 Strategies Proven to Inspire Even the Most Difficult Student

*Veranda 8:

Reading for Meaning – Fluency

Remember: CEUs available online at www.mmsa.info

Friday: Session Three

1:15 – 2:05

* Denotes Corporate Presentation

Bloomington:

What One Middle School White Teacher Has Learned Working with Students of Color

Edina:

21st Century Homework Success: Principles and Practicalities

Veranda 1:

High Altitude Balloon Class - Sending Payloads to the Stratosphere

*Veranda 2:

Customized, Engaging Minnesota Middle School Science

Veranda 3:

Building a Brand: School Pride as a Motivator to Improve Academic Achievement

*Veranda 4:

Students Making a World of Difference

Veranda 5:

Reading and Writing Strategies to Take a Bite out of the Common Core

Veranda 6:

When to Worry About a Child or Adolescent's Worries

*Veranda 7:

Data Driven Differentiated Instruction Provides Algebra Readiness in Middle School

*Veranda 8:

Take Aim! At Vocabulary

Friday: Session Four

2:25 – 3:15

* Denotes Corporate Presentation

Bloomington:

If You Can't Manage Them, You Can't Teach Them

Edina:

Middle Schoolers and B.Y.O.D. (Bring Your Own Device) - Are You Nuts?!

Veranda 1:

On the Road to an Effective Advisory Program

Veranda 2:

College Readiness for All, in the Middle School: What is it, Why do we need it, and How do we get it? Ramp-Up to Readiness™

Veranda 3:

Developing a Collaborative School Culture to Support 21st Century Learning

Veranda 4:

At Risk Education: Students in Motion

*Veranda 5:

Meeting the New "Minnesota Studies" Standards: Northern Lights Curriculum

Veranda 6:

Differentiating Honors/Advanced Courses for Secondary Students

Veranda 7:

Interdisciplinary Activities for a World of Seven Billion

Veranda 8:

Using Reciprocal Teaching to Enhance Comprehension of Content-Area Text

Friday: Session One ~ 10:00 – 10:50

* Denotes Corporate Presentation

Bloomington: It Takes Community to Captivate Kids

*Kim Campbell, Proud Middle School Geography Teacher/PBIS Coordinator/SOAR Coordinator, Hopkins West Junior High
2012 MMSA Educator of the Year!*

Everything you read tells teachers that creating a positive class community and building positive relationships with kids is essential in developing a productive learning environment. Join me to learn some fun learning community-building activities, class projects focused on building community, and other ways to create and develop relationships with middle school students. Participants will learn fun, practical activities to use with your students. Let's have some fun!!

CEU: Positive Behavior Intervention Strategies

Edina: Differentiated Grading: Fair Isn't Always Equal

Rick Wormeli, Keynote Speaker

Differentiated instruction is a nice idea, but what happens when it comes to grading students? Being sensitive to students' readiness levels, interests, and learning challenges while holding them accountable for the same standards can be a challenge. What's fair and leads to real student learning? Join us for a candid look at what grades really mean, and how to handle students failures, averaging, zeroes on the 100-point scale, homework, late work, feedback, re-done work, setting up the gradebook, 100 vs 4.0 scale, extra credit, group projects, grading exceptional students, formative vs summative assessments in grading (or not), and much more. While offering practical tips, this workshop reveals participants' core beliefs about teaching and learning and has an unusually high incidence of transforming classroom practice. Candid questions welcome!

CEU: Accommodation, Modification, and Adaptation of Curriculum Materials and Instruction

Veranda 1: Instantaneous Feedback

Marti Sievek, Instructional Technology Coordinator, Mankato Area Public Schools

Tracy Brovold, Instructional Technology Coordinator, Mankato Area Public Schools

Are you wondering how to best request and obtain immediate feedback on your formative assessments, comprehension checks and just wondering where kids are? Have you ever thought about providing students feedback on their assignments within a five-hour window of when it was due (or even before it was due)? Are you interested in getting immediate and relevant survey responses from your students easily, quickly and on any topic you would like? Come to this session to see and experience easily created and utilized mobile device polling options, online collaboration tools and quick and easy surveying/assessing tools available to everyone at no charge!

CEU: Integrate Technology Effectively with Student Learning to Increase Engagement and student Achievement.

***Veranda 2: State Teachers' Retirement System: Make Sure You Have All the Pieces**

David Bray, Field Sales Leader, Horace Mann

John Murphy, Field Sales Leader, Horace Mann

As part of our commitment to the education community, we offer a service that will help put their retirement puzzle in perspective. Our local agents are experts in State Teachers' Retirement Systems and host seminars for school employees to learn detailed information about their state-specific retirement benefits. Our agents help school employees: 1) learn detailed information about their retirement benefits; 2) learn how their state retirement income is determined; and 3) ask questions about their state retirement plan.

Veranda 3: Standards Based Grading: Evaluating Student Understanding

Gina Anderson, Health Teacher, Dakota Meadows Middle School, Mankato

Have you ever pondered the real meaning of the grade you are giving a student? Or wondered why you put that assignment in the grade book? Have parents ever asked what a grade in your class means? If you would like to explore a grading practice designed to reflect student learning and proficiency in your standards, this is the session for you. I will share how I started using standards based grading in my 8th grade health classroom and how it has made a positive difference for student learning, classroom climate, and assessments that result in meaningful grades.

Every moment wasted looking back keeps us from moving forward.

- Hilary Clinton

Veranda 4: Against the Odds: Achieving Academic Success – Session I

Lori Posch, Integration Coordinator, Sauk Rapids-Rice Middle School

Larry Stracke, Principal, Sauk Rapids-Rice Middle School

Irene Wilcox, Science Teacher, Sauk Rapids-Rice Middle School

Learn how one Minnesota middle school has successfully developed programs to meet the learning needs of every student – high, low, and in between. This school has consistently scored 90% or more on MMR, despite significant budget reductions, a high percentage of students receiving special education services, and increasingly higher poverty rates. This is a general overview of Sauk Rapids-Rice Middle School's programming success to meet the academic needs of every student.

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Becky Wielinski, Math Teacher, Highview Middle School

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CEU: Accommodation, Modification, and Adaptation of Curriculum Materials and Instruction

Veranda 6: Challenging Gifted Students within an RtI Framework

Dr. Stephen Schroeder-Davis, Curriculum & GT Specialist, Elk River Area School District

Response to Intelligence can be defined as "a multi-tiered academic, data-driven approach to maximizing learning for all students." During this presentation, we will take the traditional RtI pyramid, which has been applied almost universally as a means of finding and supporting students needing remediation, and convert it to a diamond, which illustrates how gifted and high achieving students can be supported within the RtI framework.

CEU: Accommodation, Modification, and Adaptation of Curriculum Materials and Instruction

Veranda 7: Data Driven Decisions and a Grading Shift

Jared Shogren, Social Studies Teacher, Orono Middle School

Nate Thompson, Social Studies Teacher, Orono Middle School

"99% of my grade is assessment and 1% is homework?" We will discuss our journey toward incorporating a formative assessment approach to grading as opposed to a grading system based on homework completion. We will share our experiences with the paradigm shift that created a culture focused on learning targets rather than an accumulation of points.

Veranda 8: At Risk Education: Students in Motion

Libby Daniels, ATLAS Teacher, Twin Oaks Middle School, Prior Lake

Carrollyn Rogers, ATLAS Teacher, Twin Oaks Middle School, Prior Lake

This presentation will briefly introduce the ATLAS program, a middle school At-Risk program, and show how movement is incorporated into the classrooms. As grant recipients, we were able to purchase foot peddlers and stair steppers that fit under students' desks to support movement while learning. Also included will be an overview of research that shows how movement increases students' attention and ability to learn. We will show how this works in our classrooms and you will hear from students who use them daily!

CEU: Accommodation, Modification, and Adaptation of Curriculum Materials and Instruction

The spirit, the will to win, and the will to excel are the things that endure. These qualities are so much more important than the events that occur.

- Vince Lombardi

Friday: Session Two ~ 11:10 – 12:00

* Denotes Corporate Presentation

Bloomington: Shake, Rattle, and Roll: Motivating the Middle School Student

Kim Campbell, Proud Middle School Geography Teacher/PBIS Coordinator/SOAR Coordinator, Hopkins West Junior High 2012 MMSA Educator of the Year!

Looking for a little “spice” to fire up your students? Want quick, easy activities to engage your class? If so, join me and learn hands-on activities and strategies designed to motivate the middle school student. Activities will be presented as used in a geography class, but could easily be adapted to any subject matter.

Edina: Re-dos & Re-takes: Rationale and Practicalities

Rick Wormeli, Keynote Speaker

We become competent teachers by teaching a lot. We teach, receive critique, revise our efforts, and teach again. Real learning that moves to long-term memory is reiterative, and we need to extend the same opportunities to our students, even in a curriculum-overload culture. Instead of hiding behind the factory model of schooling, we can build proficiency with repeated and meaningful engagement with content. Practical and research-based, join us for a provocative session in which we explore the pedagogical ethics and logistics for students re-doing assignments and assessments for full credit, and in such a way as to increase student maturation and achievement over that which could be achieved with “No re-do’s allowed” policies. Don’t miss it!

CEU: Accommodation, Modification, and Adaptation of Curriculum Materials and Instruction

Veranda 1: Web 2.0 in the Middle School Classroom

Marti Sievek, Instructional Technology Coordinator, Mankato Area Public Schools

Tracy Brovold, Instructional Technology Coordinator, Mankato Area Public Schools

How in the world do we manage Web 2.0 tools (Facebook, Twitter, Blogs, Wikis, Google Sites, and more!) being used by middle-school prosumers? Which tools can and should we utilize with 6th-8th graders? And, how do we manage student added content appropriately? Come to this session to explore (1) options for middle school student collaboration tools (2) how to best manage student use, based on tool(s) chosen and (3) what is 'ok' and not 'ok' for use of social media at the middle school level.

CEU: Integrate Technology Effectively with Student Learning to Increase Engagement and student Achievement.

Veranda 2: Transferring Knowledge by Teaching Big Ideas

Robb Virgin, Social Studies Teacher, Levi P. Dodge Middle School, Farmington

Too rarely do students view courses as relevant and meaningful to their lives. Teaching big ideas connected to students' lives outside of specific units, classrooms, and the school itself, as opposed to disjointed, singular facts, can help combat this problem and engage students. This presentation will specifically discuss how essential questions can be written and employed to connect learning, transfer knowledge, and differentiate instruction and assessment between units, the middle school experience, and lives outside of the classroom. Data collected in multiple seventh grade social studies classrooms will provide the evidence for the discussion.

Veranda 3: TI-Nspire Navigator and the Flipped Classroom

Ethan Anderson, Math Teacher, Dakota Meadows Middle School, Mankato

This session will focus on how flipping the classroom while using the TI-Nspire Navigator to assess and engage students in the Algebra classroom. TI-Nspire Navigator is a wireless classroom learning system that is shown by research to engage students, encourage classroom participation and increase achievement. Through a wireless network of TI-Nspire Graphing Calculators, the TI-Nspire Navigator enables a new dimension of interactive teaching and learning with instant assessment, increased student engagement, and maximized classroom-learning time.

CEU: Integrate Technology Effectively with Student Learning to Increase Engagement and student Achievement.

The direction in which education starts a man will determine his future in life.

- Plato

Veranda 4: Against the Odds: Achieving Academic Success – Session I

Lori Posch, Integration Coordinator, Sauk Rapids-Rice Middle School

Larry Stracke, Principal, Sauk Rapids-Rice Middle School

Irene Wilcox, Science Teacher, Sauk Rapids-Rice Middle School

Learn how one Minnesota middle school has successfully developed programs to meet the learning needs of every student – high, low, and in between. This school has consistently scored 90% or more on MMR, despite significant budget reductions, a high percentage of students receiving special education services, and increasingly higher poverty rates. This is a general overview of Sauk Rapids-Rice Middle School's programming success to meet the academic needs of every student.

CEU: Accommodation, Modification, and Adaptation of Curriculum Materials and Instruction

***Veranda 5: Circle of Power and Respect (CPR) Advisory Meeting: Connecting Adolescents to School**

Sharon Greaves, Consultant & School Services, Developmental Designs

Adolescents often come to school not ready to learn. The Circle of Power and Respect (CPR) advisory meeting can take the struggle out of the beginning of the day. CPR pulls students in, develops the social skills they need to succeed, connects them to an "anchor" adult and each other, and sharpens their focus. Learn about CPR - how it meets fundamental adolescent needs for relationship, fun, competence, and autonomy, and sets the stage for social and academic achievement. Educators will gain an understanding of the structure and will become familiar with the Circle of Power and Respect Advisory meeting.

CEU: Positive Behavior Intervention Strategies

Veranda 6: What to Look for in a Gifted-Friendly Classroom

Dr. Stephen Schroeder-Davis, Curriculum & GT Specialist, Elk River Area School District

Due primarily to the requirements of No Child Left Behind, most educators are necessarily focused on ensuring that all students reach "proficiency," usually defined by grade/age - related standards. During this session, we will redefine a "poor learning outcome" as applying to any student not learning to capacity. Given that definition, what can middle school teachers do to create gifted-friendly classrooms despite scarce resources and support?

CEU: Accommodation, Modification, and Adaptation of Curriculum Materials and Instruction

***Veranda 7: 10 Strategies Proven to Inspire Even the Most Difficult Student**

Christian Moore, Founder, The WhyTry Program

How do you engage the most challenging students? This session will provide ten strategies that have proven to build relationships, grab attention, and inspire students in K-12 schools, mental health, and correctional organizations worldwide. Learn to speak the language of today's youth using relevant multimedia, physical activities, and visual metaphors. Participant will walk away with how to empower youth to overcome poverty, violence, and failure; how youth can take the challenges they face in life and channel them in a positive direction; and how to help youth build a positive support system.

CEU: Positive Behavior Intervention Strategies

***Veranda 8: Reading for Meaning - Fluency**

Claire Hayes, Senior Solutions Manager, Read Naturally

Learn how to develop fluency, support vocabulary, and promote comprehension by combining the powerful, research-based strategies of teacher modeling, repeated reading, and progress monitoring. Accelerate the reading achievement of Title I, special education, ELL, and mainstream students using these research-proven strategies. This session describes Read Naturally, but the strategies can be used with any classroom reading materials.

CEU: Evidence of Reading Preparation

*Do not anticipate trouble, or worry about what may never happen. Keep
in the sunlight.*

- Benjamin Franklin

Friday: Session Three ~ 1:15 – 2:05

* Denotes Corporate Presentation

Bloomington: What One Middle School White Teacher Has Learned Working with Students of Color

Kim Campbell, Proud Middle School Geography Teacher/PBIS Coordinator/SOAR Coordinator, Hopkins West Junior High 2012 MMSA Educator of the Year!

One of the most important issues facing education in America today is the achievement gap. Please join me as we discuss strategies and techniques that I have found helpful in motivating, engaging, and working with students of color. Strategies will be based on best practices, research, after school program, and years of personal experience.

CEU: Accommodation, Modification, and Adaptation of Curriculum Materials and Instruction

Edina: 21st Century Homework Success: Principles and Practicalities

Rick Wormeli, Keynote Speaker

Dealing with homework is a big stress for students, teachers, and parents. What's ethical and doable, and what gets in the way of student success? Boost your students' homework completion rate with these highly motivating, easily applicable homework practices for the modern classroom. Yes, you can assign complex homework, get it returned with thoughtful responses, and have a life outside of school! We'll look at when to give homework and when not to give it, as well how to assess it, how to motivate students to do it, how to design developmentally appropriate assignments for diverse students, how much homework to assign, and much more. Join us for research-based, myth-busting and insightful ideas from a classroom veteran that generate inspired efforts by your students. 'Tonight's assignment? Reserve a spot in this session!

CEU: Accommodation, Modification, and Adaptation of Curriculum Materials and Instruction

Veranda 1: High Altitude Balloon Class - Sending Payloads to the Stratosphere

Jim Reed, Media Teacher, Forestview Middle School, MMSA Mini-Grant Recipient

Cory Olson, Technology Education Teacher, Forestview Middle School, MMSA Mini-Grant Recipient

The STEM model will be used to teach students about the Earth's atmosphere and its impact on everyday existence. This project involves researching/designing a scientific payload. The payload will be designed to carry various weather instruments and photographic equipment. The payload will be attached to a 1200-gram helium balloon and launched to approximately 110,000 feet and parachutes back to Earth. Mobile technology will be used to track the payload throughout its flight and its recovery. Science and math teachers will collaborate to help determine payload content to allow for study of changes of atmospheric pressure on specific organisms.

CEU: Integrate Technology Effectively with Student Learning to Increase Engagement and student Achievement.

***Veranda 2: Customized, Engaging Minnesota Middle School Science**

Dave Seela, Author, Seela Science

Seela Science will show you how you can meet Minnesota's science standards with an electronic-based curriculum you can print on demand, as well as use it on your electronic boards, computers, or even your school's server or website. This presentation will show you how we integrate STEM into our hands-on science, as well as how we use reading, everyday applications, higher level thinking skills and literacy components. Be prepared to see science taught like you've never seen it taught before. At Seela Science we think science is NOT a noun, but it's really a verb, let's just do it and have fun! Materials will be supplied – come and join us!

CEU: Accommodation, Modification, and Adaptation of Curriculum Materials and Instruction

*One must learn by doing the thing, for though you think you know it,
you have no certainty until you try.*

- Sophocles

Veranda 3: Building a Brand: School Pride as a Motivator to Improve Academic Achievement

Josh Eidem, Social Studies Teacher, Cottage Grove Middle School

Sam Dummer, Language Arts Teacher, Cottage Grove Middle School

Chris Foss, Language Arts Teacher, Cottage Grove Middle School

Adam Quale, Language Arts Teacher, Cottage Grove Middle School

Megan Waldbillig, Math Teacher, Cottage Grove Middle School

Let's face it: we have to compete against the likes of Honey Boo Boo for students' attention. How did one school's staff gain students' focus, and increase their MMR score nearly twenty percent in a single year? Cottage Grove Middle School used its strengths to build a vision, a brand, and a climate where what students do matters, where hard work is valued, and where both students and staff are proud of their middle school and academic gains. After presenting information about their "Cougar Pride" program, presenters will lead a brief workshop to help you capitalize on your school's strengths.

CEU: Positive Behavior Intervention Strategies

***Veranda 4: Students Making a World of Difference**

Patty Hall, President, H₂O for Life

Are you looking for ideas that will engage and inspire your students? H₂O for Life will educate, engage and inspire youth to take action focused on the global water crisis. H₂O will provide a new STEM: WATER action guide, and our H₂O for Life Tool Kit. Youth will identify and investigate a local water concern while helping a school partner in a developing country that desperately needs water sanitation and hygiene education. By pairing local and global actions, students become educated global citizens who learn they can make a difference.

Veranda 5: Reading and Writing Strategies to Take a Bite out of the Common Core

Heather Willman, Secondary Literacy Specialist, Rochester Public Schools

This interactive session will include research-based activities that meet the common core standards. The presenter will model nine strategies that students can use before, during and after reading to improve their comprehension. We'll also explore writing strategies that can be used in all content areas. Handouts and websites will be shared!

CEU: Evidence of Reading Preparation

Veranda 6: When to Worry About a Child or Adolescent's Worries

Heather Burke, Licensed Mental Health Professional, Eastern Carver County Schools

While feeling anxious is a natural reaction to stressful situations, anxiety becomes a disorder when it interferes with a child or adolescent's ability to handle everyday situations, or prompts him or her to avoid things that most people his or her age enjoy. This workshop helps adults recognize when their student's worries are actually signs of anxiety or mood disorders that can be treated. This workshop will provide information on several types of anxiety disorders common in children and adolescents, as well as their signs and symptoms.

CEU: Understanding Key Warning Signs of Early-Onset Mental Illness in Children/Adolescents

***Veranda 7: Data Driven Differentiated Instruction Provides Algebra Readiness in Middle School**

Andrew Scott, Educational Consultant, Math Teachers Press, Inc.

Amy Johnson, Educational Consultant, Math Teachers Press, Inc.

Caryl Pierson, President, Math Teacher's Press, Inc.

Assessment, hands-on activities with manipulatives matched to Minnesota Academic Standards and research-based strategies will prepare the lowest 20% of middle school students for success in algebra. Differentiated instruction with fractions and integers for RtI, ELL, and special education students will be demonstrated. Participants will receive handouts with strategies and activities they can easily implement in their schools.

***Veranda 8: Take Aim! At Vocabulary**

Claire Hayes, Senior Solutions Manager, Read Naturally

Vocabulary knowledge has been identified by the National Reading Panel as one of the strongest predictors of reading achievement (NICHD 2000). There is also evidence that limited vocabulary development is a major deterrent to reading success. Participants will learn how the Take Aim curriculum can be used to effectively support the vocabulary development of middle-grade readers. This presentation will explain the curriculum's research-based strategies and demonstrate how the curriculum components support vocabulary development as students learn high-quality vocabulary words in the context of nonfiction stories.

CEU: Evidence of Reading Preparation

Friday: Session Four ~ 2:25 – 3:15

* Denotes Corporate Presentation

Bloomington: If You Can't Manage Them, You Can't Teach Them

*Kim Campbell, Proud Middle School Geography Teacher/PBIS Coordinator/SOAR Coordinator, Hopkins West Junior High
2012 MMSA Educator of the Year!*

Having the ability to manage kids is a must in creating a classroom where all students have an opportunity to learn. Please join me as we discuss practical techniques you can implement into your classroom to help create a positive learning climate.

CEU: Positive Behavior Intervention Strategies

Edina: Middle Schoolers and B.Y.O.D. (Bring Your Own Device) - Are You Nuts?!

*Mary Jost, Language Arts Teacher, Dakota Meadows Middle School
Sherry Miller, Earth Science Teacher, Dakota Meadows Middle School
Carmen Strahan, Principal, Dakota Meadows Middle School*

Many students' lives today are filled with media that gives them mobile access to information and resources 24/7. Outside school, students are free to pursue their interests in their own way and at their own pace. The opportunities are limitless, borderless, and instantaneous. In an effort to put students at the center and empower them to take control of their own learning, we allow students to use personal technology devices. For the purpose of this presentation, the word "device" means a privately owned wireless and/or portable electronic piece of equipment that includes laptops, netbooks, tablets/slates, iPod Touches, cell and smart phones. The presentation will be interactive and participants are asked to bring a device. Procedural documents, parent and student expectations, and classroom strategies will be shared with participants. Join us for this session and you decide if we are nuts or not!

CEU: Integrate Technology Effectively with Student Learning to Increase Engagement and student Achievement

Veranda 1: On the Road to an Effective Advisory Program

*Susan Nielsen, Advisory Coordinator/GT Resource Teacher, South View Middle School, Edina
Caitlin Bailey, Language Arts Teacher, South View Middle School, Edina
Jenny Buckley, Language Arts Teacher, South View Middle School, Edina
Kaela Loo, Language Arts Teacher, South View Middle School, Edina
Tricia Pettis, Language Arts Teacher, South View Middle School, Edina*

Ever wonder how to make Advisory a relevant part of a middle school student's day? Over the last three years we have built a successful program, but the work is not done yet. Please come and hear how we "re-imagined" our program. We will discuss the framework of the program, how we have worked to implement the program into the school along with the roadblocks we faced, and some initial data we have collected from our building that shows the "re-imagined" program has affected the students and families at our school in positive ways.

CEU: Positive Behavior Intervention Strategies

Veranda 2: College Readiness for All, in the Middle School: What is it, Why do we need it, and How do we get it?

Ramp-Up to Readiness™

Katie Pekel, Principal in Residence, University of Minnesota, College Readiness Consortium

As middle schools across the state develop ways to improve academic performance, we have created a significant supply of opportunities for improvement and challenge for kids. What we now need to do is examine how we create demand for those opportunities among our students and their families. Ramp-Up to Readiness™ is a school-wide guidance program designed to increase the number and diversity of students who graduate from high school with the knowledge, skills and habits necessary for success in postsecondary education. Through participation in the Ramp-Up to Readiness™ advisory or course based models, students in grades 6-12 progress toward readiness in five areas: Academic, Admission, Career, Financial and Personal and Social readiness.

What does it take to be a champion? Desire, dedication, determination, concentration and the will to win.

Patty Berg

Veranda 3: Developing a Collaborative School Culture to Support 21st Century Learning

Dr. Dan Edwards, Principal, Twin Oaks Middle School, Prior Lake

Holly Bartholow, Language Arts Teacher, Twin Oaks Middle School, Prior Lake

Melissa Knettel, District Staff Development Coordinator, Prior Lake-Savage Area Schools

Collaboration is an essential skill to teaching and learning in the 21st century. How does a school begin the cultural shift needed to support this growing emphasis? How does a staff model these behaviors for students? This session is one school's story, told from multiple viewpoints, of the effort required and the strategies employed to begin this cultural shift. Participants will leave with a better understanding of the power of collaboration, the challenges that come with working together, and strategies for addressing those challenges.

CEU: Positive Behavior Intervention Strategies

Veranda 4: At Risk Education: Students in Motion

Libby Daniels, ATLAS Teacher, Twin Oaks Middle School, Prior Lake

Carrollyn Rogers, ATLAS Teacher, Twin Oaks Middle School, Prior Lake

This presentation will briefly introduce the ATLAS program, a middle school At-Risk program, and show how movement is incorporated into the classrooms. As grant recipients, we were able to purchase foot peddlers and stair steppers that fit under students' desks to support movement while learning. Also included will be an overview of research that shows how movement increases students' attention and ability to learn. We will show how this works in our classrooms and you will hear from students who use them daily!

CEU: Accommodation, Modification, and Adaptation of Curriculum Materials and Instruction

***Veranda 5: Meeting the New "Minnesota Studies" Standards: Northern Lights Curriculum**

Suzi Hunn Gran, Curriculum Specialist, Minnesota Historical Society

Shana Crosson, Web Content Manager, Minnesota Historical Society

By 2013, schools will need to cover Minnesota Studies benchmarks at the 6th grade level. Learn about a comprehensive curriculum designed for that purpose. Northern Lights has been a popular tool for teaching Minnesota history for more than 20 years. The Revised 2nd Edition includes print and digital components. Revised version features: 1) activities exploring civics, economics, and geography; 2) enhanced coverage of Minnesota's connection to the nation and world; 3) a fully interactive prototype app of Ch. 8, "The Civil War" (see a demo of this new digital tool!). This session includes promotion of Minnesota Historical Society products, both free and fee-based.

Veranda 6: Differentiating Honors/Advanced Courses for Secondary Students

Dr. Richard Cash, Innovation Specialist, Bloomington Public Schools

No consensus exists for a definition of an "honors" course for secondary students. Therefore, the rigors of an honors course are suspect without a standard articulation or definition. In some cases, course inflation can have a devastating effect on students' future achievement. This session will clearly define the rigors specific to an honors course and the alignment to the general curriculum and standards. Participants will learn strategies and methods to differentiate curriculum and instructional practices to address the sophisticated learning needs to advanced students. Additionally, an accountability system will be presented that can assure integrity and fidelity of practice.

CEU: Accommodation, Modification, and Adaptation of Curriculum Materials and Instruction

Veranda 7: Interdisciplinary Activities for a World of Seven Billion

Angie Lawrence, STEM Teacher and Coordinator, Schools of Eastern Carver County

Since today's middle school students were born, we've added a billion more people to the planet with two billion more expected by 2050. Discover inquiry-based, hands-on activities that build understanding of global issues -- world population growth, natural resource use, and environmental sustainability -- while honing skills in life sciences, geography, and mathematics. Engage in cooperative group problem solving, graphing and analysis, and role-playing simulations. Receive a CD-Rom of lessons.

CEU: Integrate Technology Effectively with Student Learning to Increase Engagement and student Achievement.

Veranda 8: Using Reciprocal Teaching to Enhance Comprehension of Content-Area Text

Lexy Wenzel, Reading Teacher, Dakota Meadows Middle School

Eva Hendrickson, Art Teacher, Dakota Meadows Middle School

This session will focus on using Reciprocal Teaching, a research based method as a way to enhance instruction and engage students in all content areas. Reciprocal Teaching uses predicting, clarifying, questioning, and summarizing to intensify the thinking process and support student understanding. Participants in the workshop will walk away with more knowledge of the method, as well as some suggestions for implementing Reciprocal Teaching in their content-area classrooms.

CEU: Evidence of Reading Preparation

Welcome to the 2012 PUBLICATIONS TABLE!

Advisory: Finding the Best Fit for Your School	\$11.00	Advisory	<p>We hope you enjoy your conference and leave feeling refreshed & inspired for middle level education!</p> <p>One benefit of belonging to MMSA is being invited to attend this conference - we are glad to have you here! As a service to our conference attendees these books are made available for your purchase at a discounted rate and without S&H fees for materials purchased during this conference. If you would like to use our "in house" charging option we have that option available for your convenience for orders of \$25 or more, just ask at the publications table. After the conference you may order these publications on your own through AMLE & Incentive Publications websites for a higher price plus S & H. A limited number of copies are available - so purchase yours ASAP..... before the tile you want is sold out.</p>
Taking the Lead Implementing & Improving Advisory	\$8.00	Advisory	
Fostering Student Accountability - Student-Led Conferences	\$19.00	Conferences	
Differentiation: From Planning to Practice (Wormeli)	\$25.00	Differentiation	
Drumming to the Beat of a Different Drummer	\$19.00	Differentiation	
Fair Isn't Always Equal (Wormeli)	\$25.00	Differentiation	
A Handbook For Closing The Achievement Gap: S.O.A.R	\$19.00	general	
Authentic Assessment - New Edition	\$19.00	general	
If You Can't Manage Them, You Can't Teach Them - NEW!	\$22.00	general	
Learn To Love Teaching Again - New!	\$22.00	general	
Learning to Learn	\$22.00	general	
Meet Me in the Middle (Wormeli)	\$25.00	general	
Metaphors & Analogies (Wormeli)	\$23.00	general	
MS Years-Love Me When Most Unlovable	\$12.00	general	
Quotes To... (Spark Discussion), (start day),(stretch brain)	\$9.00	general	
Stop the Bullying Now! (latest and greatest)	\$6.00	general	
Strategies for Practicing Postive Choices (latest and greatest)	\$6.00	general	
Study Skills Planner (latest and greatest)	\$6.00	general	
Ten Differentiation Strategies for Building Prior Knowledge	\$12.00	general	
The End of Molasses Classes (Ron Clark)	\$12.00	general	
The Nuts & Bolts Of Active Learning (Wormeli +)	\$14.00	general	
Zip Around Directions Games	\$17.00	general	
A-Z Literacy Strategies	\$14.00	LA	
BASIC/Not Boring 6-8 (Reading Comp)	\$9.00	LA	
Confusing Words: Interactive Digital Lessons	\$19.00	LA	
I've Got it - Reading & Literature	\$12.00	LA	
Language Literacy Lesson: Writing	\$10.00	LA	
Vocabulary Escapades	\$14.00	LA	
Word Meaning: Interactive Digital Lessons	\$19.00	LA	
Science & Math in Motion	\$11.00	Science/Math	
Math Conundrums	\$14.00	Math	
Math Minds Pre-Algebra	\$12.00	Math	
Puzzle It! Math Computation Puzzles	\$9.00	Math	
Middle School Matters (Wormeli+)	\$24.00	MS	
This We Believe in action	\$12.00	MS	
BASIC/Not Boring 6-8 (Geography)		Geography	
Geography Mysteries	\$14.00	Social	
Quotes That Bring History To Life	\$9.00	Social	
Implementing and Improving Teaming	\$24.00	Teaming	

Conference Schedule Planner

Thursday	Session	Location
<u>Session 1</u> : 10:00 - 10:50		
<u>Session 2</u> : 11:10 - 12:00		
<u>Session 3</u> : 1:15 - 2:05		
<u>Session 4</u> : 2:25 - 3:15		
Friday	Session	Location
<u>Session 1</u> : 10:00 - 10:50		
<u>Session 2</u> : 11:10 - 12:00		
<u>Session 3</u> : 1:15 - 2:05		
<u>Session 4</u> : 2:25 - 3:15		

Executive Directors

Steve Norlin-Weaver	2009-Present
Kitty A. Krueger	2001-2009
Dr. Cheryl Hoversten	1993-2001
G. Edward Schramm	1990-1992
Larry Putbrese	1979-1990

Presidents

Dan Edwards	2012-present
Patrick Fox	2010-2012
Tami Jo Cook	2008-2009
Steve Norlin-Weaver	2006-2007
Mark Fodness	2004-2005
Noel Schmidt	2002-2003
Kathleen Jorissen	2001
Susan Jessico	2000
Kitty A. Krueger	1999
Jodi Owens-Kristenson	1998
Dave Larkin	1997
Linda Huff	1996
Fred Sanford	1995
Richard Rominski	1994
Scott Wardell	1993
Richard Truman	1992
Moe Kingele	1991
Pat Nelson	1990
Harold Gresseth	1989
Dr. Cheryl Hoversten	1988
Muriel Robinson-Nunn	1987
Ron Mitchell	1986
G. Edward Schramm	1985
Michael Wyatt	1984
Richard Wakefield	1983
Dennis Psick	1982
Mary Alexander	1981
Sandy Hayes	1980
Richard Menzel	1979
Larry Putbrese	1978



MMSA Distinguished Service Award History

Lynn Scearcy	2010
Sue Thelen	2007
Doug Deragisch	2005
Susan Jessico	2002
Marjie Blaisdell	2001
Dr. Cheryl Hoversten	2001
Ron Mitchell	2000
Dr. Dave Larkin	1999
Jennifer Berg	1998
Dennis Psick	1998
Muriel Robinson-Nunn	1997
Dick Rominski	1996
Scott Wardell	1995
Moe Klingele	1995

Colleen Yatcoske Educator of the Year

1986	Dennis Psick - North Branch Middle School
1987	Larry Putbrese - St. Cloud State University
1988	Cheryl Hoversten - St. Francis Middle School
1989	Ed Schramm - Milaca Middle School
1990	Mike Ennis - Central Junior High School, Alexandria
1991	Muriel Robinson-Nunn - Grand View Middle School, Mound
1992 (tie)	Pat Jones - Orono Middle School
1992 (tie)	Richard Truman - Fairmont Middle School
1993	Cris Anderson, Fergus Falls
1995	Chris Kragenbring - Discovery Middle School, Alexandria
1996	Catherine Kurdziel - St. Francis
1997	Linda Huff - Pequot Lakes Middle School
1998	Mark Fodness - Bemidji Middle School
1999	Dick Rominski - Delano Middle School
2000	Patricia Hughes - Kelliher Secondary School
2001	Gail Singsank - Watertown-Mayer Middle School
2002	Roxie Erlandson-Vik - John Adams Middle School, Rochester
2003	Debbie Trewartha - New Prague Middle School
2004	(no recipient due to national conference)
2005	Colleen Vollmers - Detroit Lakes Middle School
2006	Dar Brandt - Mankato East Junior High
2007	Maureen Haqq - Highview Middle School
2008	Kathy Recor - Orono Middle School
2009	Scott Prescott - Pioneer Ridge Middle School
2010	John Larson - Highview Middle School
2011	Michelle Terry - South View Middle School
2012	Kim Campbell - Hopkins West Junior High



**CONSTITUTION
MINNESOTA MIDDLE SCHOOL ASSOCIATION**

ARTICLE I - NAME

The name of this association shall be Minnesota Middle School Association.

ARTICLE II - PURPOSE AND GOALS

The purpose of this non-profit Association shall be to lead middle level educators, both professional and paraprofessional, students, parents and others who are committed to promoting a developmentally appropriate education for students in grades five through nine. It is organized exclusively for educational purposes within the meaning of section 501(c)(3) of the Internal Revenue Code.

Goals of the Association shall include:

1. To represent middle level education in the state of Minnesota.
2. To sponsor workshops, conferences and educational activities for middle level educators, both professional and paraprofessional, and parents which focus on the social, emotional, intellectual, physical and moral needs of young adolescents.
3. To provide information to people outside the organization regarding the middle level philosophy, which recognizes the uniqueness of young adolescents and the need for developmentally appropriate learning experiences.
4. To provide a support network for those involved in middle level education.
5. To recognize outstanding middle level educators in Minnesota.

ARTICLE III - MEMBERSHIP

Section 1. The membership of this Association shall be open to anyone interested in the education of the young adolescent.

Section 2. The Board of Directors shall establish the annual membership fee.

Section 3. Memberships to Minnesota Middle School Association will be available to individuals.

Section 4. No part of the assets of the organization shall inure to the benefit of, or be distributed to, its members or other private persons except to pay reasonable compensation for services rendered.

ARTICLE IV - OFFICERS

Section 1. The officers of the Association shall be a president, a president-elect, a treasurer and a secretary. These officers must have been members of the Board for two consecutive years prior to nomination.

Section 2. Nominations for officers will be made in February for the next fiscal year. Members of the Board shall put forth nominations for officers. An election will be held in April.

SECTION 3. The president shall serve for a term of two years. The president-elect shall be elected for a period of one year before the second year of the president's term. The treasurer shall be elected for a period of three years. Terms of office shall be July 1 of one year to June 30 of the next year.

Section 4. The officers will be members of the Board of Directors.

Section 5. The executive committee shall consist of the elected officers of the Association, the executive director and the immediate past-president.

Section 6. Members of the executive committee who are unable to serve the elected term may be replaced by the board of directors.

Section 7. The official representative(S) to the Affiliate Leadership seminars sponsored by NMSA and the affiliate leadership sessions provided during the National Middle School Conference shall be the president, the president-elect and/or the executive director OR DESIGNEE(S).

Section 8. Each member shall have one vote.

ARTICLE V – BOARD OF DIRECTORS

Section 1. The Board of Directors shall consist of a minimum of 15 and a maximum of 24 members, including the officers. Members shall serve three-year terms but may be re-elected to serve additional terms. Gender balance, representation from all regions of the state and teacher/administrator ratios will be considered when adding new members to the Board.

Section 2. Nominations for members of the Board of Directors will be made in February.

Members of the Association may put forth nominations for members of the Board of Directors.

Applications to join the Board will be included in MMSA newsletters annually. A committee appointed by the Board will screen nominees. Selection will be determined in April.

Section 3. The Board of Directors shall develop a process to select an executive director for a term of three years. Based upon recommendation from the Board of Directors, the executive director may be re-appointed to serve additional terms.

Section 4. Each member shall have one vote.

Section 5. The executive director is a voting member of the Board of Directors.

Section 6. A simple majority of the Board of Directors shall constitute a quorum.

Section 7. A member of the Board of Directors may be removed for cause pursuant to procedures established by the executive director.

ARTICLE VI – ASSOCIATION MEETINGS

Section 1. Five meetings of the Board of Directors will be held annually, one to recognize service.

Section 2. There will be one general membership meeting held annually.

ARTICLE VII – COMMITTEES

Section 1. All members of the Board of Directors shall serve on AT LEAST one of the standing committees [Communications, Long Range Planning, Power and Influence, Outreach and Conference.] THAT HAVE BEEN ESTABLISHED AND DESIGNATED FROM TIME TO TIME BY THE BOARD OF DIRECTORS. Each COMMITTEE chairperson will report progress/concerns to the Board of Directors.

Section 2. The Board of Directors will establish ad hoc committees as needed.

ARTICLE VIII – PARLIAMENTARY AUTHORITY

The rules contained in the latest edition of Robert's Rules of Order shall govern the Association in all cases to which they are applicable and in which they are not inconsistent with this constitution and any by-laws or special rules of order the Association may adopt.

ARTICLE IX – AMENDMENT OF CONSTITUTION

This constitution can be amended at any regular meeting of the Association or by a mail vote with 30 days prior notice. Two-thirds of the returned vote must approve the amendment.

ARTICLE X – DISSOLUTION

Upon the dissolution of the Association, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Association, dispose of all the assets of the Association to such organization or organizations operated exclusively for educational purposes and are exempt under the codes of Internal Revenue Service. Any assets not so disposed of shall be disposed of by the Court of Common Pleas in the country in which the principle office of the Association is then located. The jurisdiction of the court shall prevail in the disposition of the assets of the Association, with the guidance of the Board of Directors.

ARTICLE XI – BY-LAWS

Such by-laws as may be deemed appropriate for the functioning of the Association may be adopted by a simple majority vote.

Legislative or Political Activities: the Board of Directors will seek opportunities to provide input to the legislature and Department of Education to ensure that decision-makers understand that students in the middle grades must have developmentally appropriate education and must be taught by teachers who have specialized middle level licensure. The Association may choose to support political candidates who are strong advocates for middle level education and young adolescents.

Operations Limitations: The Association shall not become involved in any activity which would jeopardize its exempt status from Federal Income Tax or jeopardize contributions which are deductible under the Internal Revenue Code.

ARTICLE XII – INDEMNIFICATION

Section 1. To the fullest extent permitted by applicable law, the Association shall indemnify each person who, by reason of being or having been a Board member, officer or employee of the Association, is named or otherwise becomes or is threatened to be made a party to any action, suit, investigation or other proceeding, whether civil, criminal, administrative or otherwise in nature against any and all costs and expenses, including attorney fees, judgments, fines, penalties, amounts paid in settlement, and other disbursements, actually and reasonably incurred by or imposed upon such person in connection with any action, suit, investigation or proceeding, or any claim or other matter herein, including any settlements thereof or any appeals therein, with respect to which such person is named, otherwise becomes or is threatened to be made a party by reason of being or at any time having been a Board member, officer, or employee of the Association, or by being or at any time having been, at the direction or request of the Association, a Board member or officer of or fiduciary for any other corporation, partnership, trust, venture or other entity or enterprise including any employee benefit plan.

Section 2. By action of the Board of Directors, the Association may indemnify any other person subject to the same terms, conditions and limitations set forth in Section 1 of this Article.

ARTICLE XIII – CONDITIONS OF CONSTITUTION

This constitution supercedes any and all previous constitutions and takes effect immediately following a ratification vote.

September, 2006



Thank You for attending our conference!!



SAVE THE DATES!

*AMLE 40th National Conference
Minneapolis
November 7-9, 2013*

*MMSA 34th Annual State Conference
December 4-5, 2014*

Conference Notes

Conference Notes

Conference Notes

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attitudes
 behavior
 education
 middle school
 adolescent
 hormones
 youth
 relevant
 advisory
 developmentally appropriate

challenging
 empowering
 equitable
 impulsive
 instruction
 curriculum
 assessment
 shared vision

exploratory
 integrated
 interdisciplinary
 best practice
 inclusive
 adult advocate
 guidance
 support services
 drama

environment
 wellness
 commitment
 global
 communication
 relationship
 collaboration
 social emotional
 humor