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 Lady"**
 Coming
October 29–30, 2015

**New England
 Principals &
 Assistant Principals
 Conference**
 Coming
November 8–9, 2015



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Fall 2015
 Volume 5 • Number 3
 New England League of Middle Schools

MidLines

Welcome to Our New Executive Director, Jerry Frew

As Interviewed by Brenda Houle

For Educational Institutions the New Year begins in July with the presentation of a new budget, curriculum changes, new staff, deliveries of fresh supplies, and clean and shiny buildings awaiting the arrival of students. Much is the same at NELMS as we welcome our new Executive Director, Jerry Frew. I had the opportunity to ask Jerry some questions upon his arrival that he would like to share with MidLines. The following is his reply to those questions.

Brenda: Share with us your background in Education and your connections to the middle school level.

Jerry: 2016 marks my 40th year in public education. The first 11 years were at the high school level, and in 1987 got my indoctrination to the Middle Level at the then Rundlett Junior High School in Concord, NH as an Assistant Principal. During the time at Rundlett, I had the opportunity to contribute significantly to the development and transition of the school to the middle school concept. We were immersed in research, professional development,

and practical application of that exciting transition. Having gained that experience, I, then, had the opportunity to help implement that same type of transition in SAU 16 in Exeter NH. In total, 16 years of my career have been spent surrounded by the raging hormones and complexities of the adolescent learner,

that offered the flexibility at this stage of life that we were looking for as a family. In addition, this organization had a significant role in my development as a Middle Level educator, and I have a deep appreciation for what it has to offer for the development of young adolescents and the staff members who serve

"...we must be the relevant, innovative, and proactive Association..."

and the dedicated staff trained to meet those complex needs!

Since 2003, I have served as a systems leader as an Assistant Superintendent of Schools in SAU 16 and, then, Superintendent of Schools, SAU 65 in New London, New Hampshire. I have always had a special place in my heart for the quiriness of the adolescent learner.

Brenda: What attracted you to NELMS?

Jerry: In all honesty, I was attracted to NELMS as it was a part time opportunity

them. The opportunity of planning the 35th Conference as a celebration honoring our past, celebrating our present, and contemplating our future is energizing and presents a level of challenge that is renewing and exciting. I am hopeful that we can extend to our retired members as ambassadors for the Association, engage with our existing members to help us identify their needs, and combine the two to re-energize the middle level concept throughout New England. Personalizing student learning,

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News in Brief

**University of Illinois
 Researchers Link
 Physical Fitness To Better
 Mathematical Skills**

Physical activity and exercise, such as aerobic, thin out the gray matter in the children aged between 9 and 10, claims a new

study. According to a team of researchers at the University of Illinois, the thin gray matter or the layer of brain cells in the cerebrum is associated with better mathematical skills."

[International Business Times](#)
 (8/14)

**Teach Climate Change
 Through Positive Action**

A new school year is beginning, and many teachers might find themselves teaching about climate change and energy conservation in your classroom.

We all know that we want to avoid fear tactics and focus instead on giving students the knowledge and confidence to make a positive impact on the environment.

[MiddleWeb.com](#) (8/16).

120 Water Street – Suite 403
North Andover, MA 01845
P: (978) 557-9311
F: (978) 557-9312
www.nelms.org

The NELMS Mission: We are leaders in promoting middle level best practices by providing collaborative learning experiences that support students' academic, social, and emotional growth and success.

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MidLines welcomes your thoughts and suggestions as well as your editorial comments. Please send them to MidLines, c/o NELMS, 120 Water St., Suite 403, North Andover, MA 01845

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NELMS OFFICE STAFF

Jerry Frew,
Executive Director
jfrew@nelms.org

Mary Jean Fawcett,
Assistant Executive Director
mjfawcett@nelms.org

Karin Wilmarth, Events Coordinator,
kwilmarth@nelms.org

Stephen Nicholas,
Graphic Designer/Web Developer,
snicholas@nelms.org

Donna Arnold, Business Practices
Coordinator, darnold@nelms.org

Brenda Houle, MidLines Editor,
bhoule@comcast.net

ADVERTISING IN MID LINES

Publications of the New England League of Middle Schools are read by thousands of middle level educators. We invite you to strive with NELMS to continuously refresh the learning experience for young adolescents. NELMS only advertises products and services which serve the professional and educational needs of our membership.

MidLines is e-published three times a year and circulated to 15,000 educators through their membership. Contact NELMS for current advertisement rates. Deadlines:

November 1 for Winter issue
March 1 for Spring issue
July 1 for Fall issue

View from the Chair



Welcome Back!

This time of year is always full of energy and excitement. As educators we look forward to meeting new students, seeing our colleagues, and trying new ideas. The same holds true for us; with our newly formed dynamic team of Executive Director Jerry Frew, and Assistant Director MJ Fawcett, NELMS is offering new professional development, a free principal mentorship program, and creating new partnerships.

Check out the NELMS website for upcoming events such as workshops on personalized learning, literacy instruction, and an essay contest for students who can win 25 tickets to the NASCAR Sprint Cup Sylvania 300!!

Planning for celebrating our 35th year at the annual conference in March is well underway. We are looking forward to having Jack Berckemeyer, Monte Selby, and Kim Campbell as keynote speakers along with the evening reception recognizing excellence among middle level educators. I encourage each of you to review those award descriptions posted on the webpage and nominate a colleague. It is a great way to support people who are the magicians in the profession.

The NELMS Board will be meeting in early October to work on a five-year strategic plan along with setting annual goals. If you have any feedback or would like to give input to that process, please feel free to email your regional representative, our leadership team or me. I can be emailed at casbell4765@gmail.com. Any suggestions would be greatly appreciated as our board moves forward in this process.

As board chair, I am honored to represent such a dedicated group of educators who every day works to build relationships with each student. Thank you for your continuous efforts to bring your magic to the middle level learner... have a wonderful start to the new school year!

Esther Asbell

Editor's Desk



Another summer has gone and another school year begins. Hopefully, your recharge button was on overdrive during July and August and will hold steady for the sometimes not-so-neat opening of school. With middle schoolers one never knows! As educators, we are given the gift each school year of "starting over", a new year, new students, and a new chance. As I have said many times over the last year, it is the time to connect with students and, particularly, those students who may not have any support. We need to become, first, a cheerleader for students and then a teacher. It is very

difficult, if not impossible, to teach those who do not trust us. So trust is paramount. Middle schoolers, sometimes, do not make it easy for us to establish that trust but that is what makes us worthy middle school teachers. We keep trying! Besides trust in our kids, there is that necessity for humor. Sometimes, one just does not believe the stories we share about middle schoolers! Sometimes, even we can't believe what is in front of us. But beyond the drama, the constant movement, the occasional aloofness, there is a young human trying to grow and change and they need a cheering squad behind them and that is our charge! The articles in this newsletter are intended to support you, intrigue you, and inspire you to begin another year's journey. For NELMS it is, also, a new beginning with new leadership that supports our vision and Mission Statement and the anticipation of the up-coming 35th Anniversary Conference. More about this in the newsletter.

As we embark on a new school year, our desire is to support all the wonderful work you do for the middle level. We appreciate feedback and suggestions that will improve our effectiveness. In each MidLines, watch for the opportunities, such as conferences, pedagogy, and websites that we present to support you.

Good luck in the year ahead! Ready, set, go!

Feedback to:

Brenda – bhoule@comcast.net

Steve – snicholas@nelms.org

Summer NELMS Explodes With Technology Integration Ideas!

By Jill Spencer

Teachers, principals, and professors gathered with Chris Toy, Barbara Greenstone and Jill Spencer in Portsmouth, NH this past July to explore the power of technology integration to motivate students and extend their learning.

Four big ideas were addressed:

1. Models of effective digital integration
2. Powerful learning with online tools that foster student voice and collaboration
3. Formative assessment with cross-platform apps
4. Unlimited, free instructional ideas with Open Education Resources (OER) for middle level curriculum

The group delved into three models of technology integration ([SAMR](#), [TPACK](#) and [TIMS](#)) and investigated how they overlapped and could be applied back home at their individual schools.

Going beyond the models, the participants also discussed the role of social media in schools, blogging with students, literacy in the digital world, and using cross-platform sites such as [TodaysMeet](#) and [Kahoot!](#) to check on student understanding.

A wonderful sense of camaraderie quickly developed, and everyone was sharing resources and ideas about teaching and learning with digital devices. The conference ended with an OER SLAM! Similar to a Poetry Slam where people recite their original work, participants

and facilitators alike shared and demonstrated some of their favorite apps and digital instructional tools. Included were:

- [Quizlet](#): a site for practicing vocabulary in engaging ways
- [Voki](#): a site where students create speaking avatars to demonstrate their learning
- [Smithsonian Quests](#): Digital badges for students
- [Pics4Learning](#): A site where students can find copyright-free images to use in projects

All of the resources used and discussed during the Summer NELMS conference are available online. Go to [Portaportal.com](#). Look on the right hand side for the *Guest Access*. In the box labeled *Guest Name*, type SummerNELMS2015—all one word and case doesn't matter.

Exploring new ideas and sharing resources in a relaxed, interactive atmosphere is invigorating and enjoyable. Everyone, participants and facilitators, left Portsmouth with a deeper understanding of what it means to effectively implement digital learning in middle school.

A senior partner with Learning Capacity Unlimited, Jill works with educators across the country to increase their capacity to be more effective in the areas of literacy, technology integration, leadership, school culture, instructional practices, differentiation, curriculum development, and middle level practices.

Support your state organization!

These organizations are great resources for support, information about local events and issues, and advocacy opportunities.

Commonwealth of Massachusetts Middle Level Educators
www.commle.org/

Connecticut Association of Schools
www.casciac.org

Maine Association for Middle Level Education
www.mamleonline.org

New Hampshire Association for Middle Level Education
<http://www.nhamle.org/>

RI Middle Level Educators
www.rimle.org

VT Association for Middle Level Education
www.vamle.org

NELMS Middle Level Scheduling Workshops

ARE YOU...

Challenged by your schedule?
Looking for ways to create a schedule that "works" for your particular school?
Then NELMS Scheduling Workshops are designed for you!

ATTEND THIS WORKSHOP TO:

Gain information about components of a middle school schedule
Look at a variety of schedule types
Think about the pluses and minuses of your current schedule
Take time to identify your school's non-negotiables
Identify priorities
Share challenges and solutions with colleagues
Begin the work of revitalizing your schedule



For more info and/or to register for one of these events [click here](#).

**ASCD Author, AKA “The Homework Lady”
Cathy Vatterott
Rethinking... Homework:
Best Practices That Support Diverse Needs**

October 29, 2015

SERESC, Bedford, NH

“Rethinking” homework requires us to reexamine some ingrained beliefs about homework, to question some traditional homework practices, and to take a fresh look at how the move to standards based grading affects homework. In addition, this presentation will outline five steps to effective homework: creating quality tasks, differentiating homework, decriminalizing grading and late policies, improving student ownership of homework, and establishing support programs.

The presenter will share the latest homework research and examples of K-12 homework reform taking place across the country. Expect a spirited dialogue in this thought-provoking and practical presentation.

**Cathy Vatterott
Rethinking... Grading:
Meaningful Assessment for Standards/
Competency Based Learning**

October 30, 2015

SERESC, Bedford, NH

Traditional grading systems often focus more on compliance and working than on learning. Standards/competency based grading is a paradigm shift in how learning is defined, structured, and experienced, as well as how grades are used. This workshop will take a fresh look at traditional beliefs about grading in light of recent research and will illustrate what standards/competency based learning “looks like” day-to-day in the classroom. Through discussions and activities, participants will explore concrete strategies and logistics for giving feedback, organizing retakes, separating learning and work habits in the grade, and communicating with parents about grades. Whether you are one teacher, a department, or an entire school faculty, learn how others like you from around the country are implementing standards/competency based grading, often within traditional grading systems.

Registration

[Please click here for a registration form.](#)

About the Presenter



Dr. Cathy Vatterott is a Professor of Education at the University of Missouri-St. Louis, as well as a parent and former teacher and principal. She is the author of four books, including *Rethinking Homework: Best Practices That Support Diverse Needs* (ASCD, 2009). She has presented her homework research to over 10,000 educators and parents in the United States, Canada, and Europe.

Dr. Vatterott is considered a national expert on the topic of K-12 homework and is often interviewed by media such as the New York Times, National Public Radio, BBC World News Service, USA Today, as well as writers from parenting magazines and educational organizations.

Discussions about the grading of homework in her presentations in the U.S. and Canada revealed a major disconnect between how grades are typically used in K-12 classrooms and our goal of helping students meet academic standards. These discussions inspired her latest research about K-12 standards based grading and her latest book, *Rethinking Grading: Meaningful Assessment for Standards-based Learning* (ASCD, 2015).



Tech Corner

Activating Educational Technology

In chemistry, we learn about reactions; under the proper conditions, "stuff" will change into other "stuff." When teaching middle school science, I demonstrated the oxidation of iron ("rusting") as a slow reaction and the oxidation of carbon as a fast reaction. Students paid more attention to the oxidation of carbon, as there were spectacular flames.

In many chemical reactions, the products are at lower energy than the reactants, but the reaction requires the input of energy; chemists call this activation energy. We can have the same phenomenon when we observe educational technology: Once we become comfortable using technology the task becomes easier, but learning to use the technology takes time and energy.

This activation energy can be a serious impediment to the adoption of technologies by educators, and this is a reasonable--and even expected--situation. Teachers are busy people, with responsibilities in many (and frequently contradicting) areas and initiatives. For these individuals, it makes more sense to continue with existing practices rather than use resources to learn how to use technology for a task.

We are all familiar with this situation, and most understand the conflict that arises: "Yes, I know the technology will help me do my job, but it will require too much effort right now." Using online gradebooks

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A Look at Spotlight Schools

With the academic year now underway, here is an opportunity to take a look at the NELMS SPOTLIGHT SCHOOLS Program.

What is a Spotlight School?

It is a school that provides its early adolescents with research-based middle level practices in which to learn and thrive. Practices such as a teaming model, a strong Advisory program or personalized learning program, flexible block scheduling, and a variety of exploratory courses in the Unified Arts are among those regarded as best practice for the middle level learner.

How Does a School Become a Spotlight School?

Schools interested in becoming a NELMS Spotlight School can complete an application (\$300.00 application fee), complete a brief self-assessment and submit school data and supporting documentation. NELMS assigns 2-3 representatives with a deep knowledge of middle level practices to visit the school for a day to complete the formal assessment and arrive at a determination.

What does a Spotlight School Do?

Practitioners in Spotlight Schools provide workshops at the Annual Conference to showcase their talents and programs. Spotlight Schools host visits for those interested in seeing exemplary practices at work and often are the host site for NELMS One Day Workshops and Institutes. Spotlight Schools receive a 50% reduction in registration fees at NELMS events.

How Do I Arrange a Visit to a Spotlight School?

If you would like to see a Spotlight School in action or wish to investigate implementing a best practice, please call the NELMS office

and arrangements will be made for you. You can also set up a visit by contacting Spotlight Schools Coordinator Kathleen Hill at khill@nelms.org

Who Are the Current Spotlight Schools?

There are currently 31 Spotlight Schools in New England:

Massachusetts:

Coolidge Middle School, Reading
JFK Middle School, Natick
Littleton Middle School, Littleton
Norton Middle School, Norton
Parker Middle School, Reading
Reid Middle School, Pittsfield
Remington Middle School, Franklin

Rhode Island:

Barrington Middle School, Barrington
Exeter-West Greenwich Regional Junior High, West Greenwich
Joseph Jenks Junior High, Pawtucket

New Hampshire:

Dover Middle School, Dover
Hampstead Middle School, Hampstead
Pennichuck Middle School, Nashua
Oyster River Middle School, Durham
Richmond Middle School, Hanover
Somersworth Middle School, Somersworth
Timberlane Regional Middle School, Plaistow

Vermont:

Peoples Academy Middle School, Morrisville

Maine:

Maranacook Middle School, Readfield

Connecticut:

Albert Griswold Middle School, Rocky Hill
Bethel Middle School, Bethel
East Hartford Middle School, East Hartford
East Lyme Middle School, Niantic

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Teacher Tips!

Check out the Teaching Channel, a website filled with videos in which teachers demonstrate various instructional techniques and how teachers incorporate questioning into their classes: www.teachingchannel.org/videos/dealing-with-unexpected-questions.



A Look at Spotlight Schools



Fairfield Middle School, Fairfield
Hartford Magnet Middle School, Hartford
Hillcrest Middle School, Trumbull
Jared Eliot Middle School, Clinton
John Winthrop Middle School, Deep River
Old Saybrook Middle School, Old Saybrook
Scofield Magnet Middle, Stamford
Wamogo Middle School, Litchfield

NELMS welcomes new applications for Spotlight School status and encourages you to apply soon. Here is a Spotlight on **Barrington Middle School, Rhode Island.**

Watch for additional Spotlight features in our next issue.

Barrington Middle School

The BMS Learning Community is Respectful, Responsible, and Ready to Succeed!

Grounded in the tenets of a Professional Learning Community, Barrington Middle School's mission is to empower all students to excel! All members of the BMS Learning Community are committed to meeting a student where he/she is, and to implementing and supporting the best curriculum, instructional teaching strategies, and differentiated instruction techniques to ensure academic, social, and emotional growth for all students. This approach entails implementing practices different, deliberate, and specific for students who are identified as significantly below the standard, just below the standard, meeting the standard, and students who are exceeding the standard.

These beliefs are rooted in providing all members of the learning community with what we hold as the 5 pillars of a successful "Spotlight" middle school: a safe and supportive learning environment; a strong home/school partnership; a transparent data culture; comprehensive Response to Intervention and Positive Culture programs; and a strong middle school model which includes individual teaching teams, common planning time, school wide intervention/enrichment block, and robust curriculum areas.

In particular, our school emphasizes that the learning environment must be safe, supportive and healthy, where effective teaching

and learning may take place, and, just as importantly, where the middle school aged child can take appropriate academic/social risks without fear of failure or ridicule. The communication and cooperation between the school and home is a major factor. Every member of the school community recognizes that respect and trust are key elements of our school's culture. We strive to take a proactive approach to all situations. We have also made a significant effort to create a climate that emphasizes personal responsibility, supports honesty, and encourages the value of each individual.

BMS teachers have embraced a transparent data culture where they are provided with daily time to meet with either their teaching team or department members to analyze student performance data. As a PLC, they are asked to identify trends, strengths, and areas of weakness. During common planning time, teachers are able to share and to reflect on their own teaching practices, visit classrooms to observe colleagues, and, also, to create individualized plans to meet the varying needs of their learners.

Through a comprehensive Response to Intervention and Positive Culture program, students receive an array of interventions based on student academic/social emotional performance. In addition to students receiving in-class intervention and supports, in an effort to close the achievement gap, we built a school wide intervention/enrichment block where students are identified through an RTI process to receive intervention, extra practice, or enrichment/extensions.

Our curriculum documents at Barrington Middle School are living and breathing digital documents that are expected to adjust throughout an academic school year. Guided by our Assistant Superintendent, our administrators, curriculum chairs, and teachers dive into the curriculum and ensure our curriculum is aligned to State Standards. In addition, all of our curriculum documents include common assessments and assessment protocols, anchor tasks, relevant resource banks, embedded technology, and daily differentiated instructional opportunities into their respective curriculum maps. Curriculum documents are revised after each unit based upon feedback and data.

Overall, it is evident within every facet of the academic experience, Barrington Middle School is committed to providing every student with a meaningful, rewarding, and valuable education.

Activating... continued from page 5

is an excellent example of this effect. Rather than learn how to configure the gradebook to reflect their syllabus and to input grades, they continue keeping paper gradebooks and spending hours entering grades into handheld calculators. Especially for those school leaders who seek to increase the use of technology by teachers, there are several strategies that can support educators to overcome this activation energy.

First, avoid directives. While requiring educators to use technology tools can result in compliance and the illusion of increased use, the educators usually perceive that to be an intrusion and they will stop with the required use. Many student information systems have valuable tools and features that are unused because educators comply with the expectation, but do not engage with the tool. Educators who engage with the tools will both increase their use and share their success with others.

Second, ensure many methods of support are available. Tech-savvy educators expect to have help available "on-demand," some educators can become independent with printed "how-to's," but others need a one-on-one "show-and-tell." For any one of these groups of educators, training designed for another group will be wasted.

Third, ensure the technology leaders and those responsible for teaching teachers have a positive affect and the patience necessary to support educators. Recently, an assistant principal asked me to show him how to use a particular web site that he wanted to share with the mathematics teachers in his school. I asked for permission to "drive" his computer for a brief tutorial. His response was, "yeah, but don't give me that tech guy lecture."

I was intrigued by his comment,

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THE ULTIMATE GROUP EXPERIENCE

Scholar Leaders Celebrated

By Brenda Houle

During the months of May and early June, select groups of students from each New England state, chosen by their schools, were recognized at dinners hosted in each state. Rhode Island Middle Level Educators (RIMLE), Maine Association for Middle Level Educators (MAMLE), Commonwealth of Massachusetts Middle Level Educators, (COMMLE), New Hampshire Association for Middle level Educators (NHAMLE), Vermont Association for Middle Level Educators, (VAMLE), and

that are designed to meet the unique needs of pre-and early adolescents. In the belief that it takes a village to raise a child, these dinners bring together schools, students, parents, and communities who value the growth of the whole child. A big “thank you” goes to Lifetouch Photography for its support each year in this endeavor. In these, sometimes, tumultuous years for middle school students, it is, particularly, important to highlight and congratulate them for their wonderful achievements. Well Done, Scholar Leaders!



the New England League of Middle Schools (NELMS) feted both students, their teachers, and parents. These chosen middle schoolers had to attain certain criteria: demonstrated academic achievement, provided service to classmates and schools, a positive role model for peers and demonstrated integrity, honesty, self-discipline, and courage. This selection of students represented all of the many middle school students who might qualify. The celebrations began with entertainment by bands from the various middle schools in their states and greetings to all of the students who attended. Guest speakers delighted and praised the audience. Parents beamed and clapped for their children. Many of the students gave voice to what it meant to be chosen and what it meant to be a middle schooler. Various educational and state officials presented the awards and the cameras worked overtime! It was their day, their opportunity to shine, and to be thankful for the acknowledgement of their achievements.

Each student received a plaque with his or her name on it. A photograph of the Scholar Leader receiving the award was also presented to students. These educational institutions that supported the Scholar Leader dinners all have a mission to promote support of schools and best practices for middle level students

Activating...cont. from page 6

so I asked more questions as his computer booted up and he logged on. As it turned out, the technology coordinator (and the technicians who worked for him) had a lecture they gave everyone who complained about computer performance that focused on users' mismanagement of files and programs, and well as warnings about which sites they visit and use which violated unspecified and unavailable acceptable use policies. Because of this aspect of the personalities, many educators avoided getting the technology help they needed; they avoided contact with those hired to provide the support.

In general, educators want to use those technologies that will help them do their work. School and technology leaders who provide tools, training, and supportive attitudes have a chance at facilitating this work; otherwise they are doomed to failure.

Dr. Gary Ackerman has taught middle school science and math and computers for more than 20 years in Vermont schools.

Read Gary's blog:

<http://nelmstech.blogspot.com/>

New Executive Director...cont. from page 1

developing student and teacher leaders, supporting the PD needs of our members, and offering support to building administrators and systems leaders in the area of Middle Level education are all of the possibilities that attracted me to this position.

Brenda: What are your goals for NELMS, short-term and long-term?

Jerry: My goals for NELMS, both short and long term, are to meet the expressed PD needs of the membership by providing timely, relevant, and practical professional development.

I believe that we need to offer sustainable PD through a balanced combination of face-to-face, and ubiquitous programs that are attractive, relevant, and address the immediate needs of building leaders, teachers, and students.

We must be the voice of the adolescent learner, and understand “what makes them tick”. We have to help parents and guardians understand the adolescent years, and keep them engaged as partners in their child's learning.

We must leverage our awards winners and engage them in sharing their practices with others to help strengthen middle school practices

We must establish strong business partnerships to extend to the greater community of parents, businesses, and community members.

We must establish partnerships with the next generation of middle level educators through strengthening our ties and presence in programs that certify middle level educators with our higher education partners.

We must expand our cadre of consultants to help better support regional efforts that require less travel and time commitments by members so as to increase commitment and participation.

In short, we must be the relevant, innovative, and proactive Association that Schools who serve the adolescent population looks to first for support, training, and collaboration to address the needs of their students.

Please join us and accept the challenges presented as opportunities for your professional growth, collegial networking and support. The middle matters!

Brenda: Welcome to NELMS, Jerry!



New England League
of Middle Schools

2015–2016 Professional Development Activities

Rethinking... Homework

Cathy Vatterott

October 29, 2015 • SERESC, Bedford, NH

Rethinking... Grading

Cathy Vatterott

October 30, 2015 • SERESC, Bedford, NH

Essential Literacy Instruction for Middle School Teachers

November 6, 2015 and December 4, 2015

Wyndham Boston Andover, Andover, MA

New England Principals & Assistant Principals Conference

November 8–10, 2015

Portsmouth, NH

35th Annual Conference

Keynote Presenters: Kim Campbell • Jack Berckemeyer • Monte Selby

March 31 & April 1, 2016

Providence, RI

Middle Level Scheduling

2015-2016 dates

October 23, 2015–John T. Reid Middle School, Pittsfield, MA

December 11, 2015–Littleton MS, Littleton, MA

March 4, 2016–Dover MS, Dover, NH

April 8, 2016–Jared Eliot MS, Clinton, CT

April 29, 2016–Peoples Academy Middle Level, Morrisville, VT

Personalized Learning

October 28, 2015–Dover Middle School, Dover, NH

November 18, 2015–Littleton Middle School, Littleton, MA

January 20, 2016–John Reid Middle School, Pittsfield, MA

March 9, 2016–Barrington Middle School, Barrington, RI

April 27, 2016–Maranacook Community Middle School, Readfield, ME

New England Principals & Assistant Principals Conference

November 8–10, 2015

Portsmouth, NH

Why this conference?

This conference is designed to address some of the most pressing topics that confront building leaders at any level on a daily basis. On Sunday afternoon, “Stepping Up to the Mic” will address why you need to be a voice in your community as a leader—and what happens when you go silent. On Monday, establishing a positive culture for risk management, minimizing your risk as an employer in a culture of intensified and less inhibited social interaction of employees, and best practices for school administrators in supervising staff will be discussed.

In addition, the New Hampshire Interscholastic Athletic Association will give an overview of their “Life of an Athlete” program and the piloting this year of a Middle Level component.

On Tuesday morning, Principal Tort Liability for Negligent Acts will be discussed, and the program will move to topical round table discussions concluded by noon so that you can get back to the office!

These dates are selected to coincide with the City of Portsmouth’s “Restaurant and Culture Week” and conference attendees will have the opportunity on Sunday and Monday evenings to partake in that celebration!

A limited number of rooms are reserved so book early!

Early Bird Registration expires on **October 8th**.

Registration

[Click here for a registration form.](#)

Schedule

Sunday, November 8, 2015

- 3:00–4:00 **Registration**
- 4:00–5:00 **Welcome and Introductions**—Identify Topics for Round Table Discussions
- 4:30–5:30 **Keynote: Scott Spradling**
“Stepping Up to the Mic”–
Why you need to be a leader and a voice in the community and what happens if you are not.
- 5:30–6:30 **Reception & Raffles**
- 6:30 Dinner on your own

Monday, November 9, 2015

- 7:00–7:50 **Registration & Continental Breakfast (included)**
- 8:00–9:30 **Session #1** – The Principal as Risk Manager—Monica Panait, Primex3
- 9:40–11:10 **Session #2** – Technology Management in the Public Sector: Minimizing Liability Risks from Employee Utilization
Mike Ricker, Esq.
- 11:15–12:15 **Session #3** – HR Best Practices: School Administrators as Employee Supervisors, Part 1
Carol Kilmister, SPHR & David Bullock, Primex3
- 12:15–1:30 Lunch
- 1:30–3:00 **Session #4** – HR Best Practices: School Administrators as Employee Supervisors, Part 2
Carol Kilmister, SPHR & David Bullock, Primex3
- 3:00–3:15 Break
- 3:15–4:30 **Session #5** – NHIAA “Life of an Athlete” Program—Donna Arias, Director, LOA Program
- 4:30 Networking and dinner on your own

Tuesday, November 10, 2015

- 7:00–7:50 **Continental Breakfast (included)**
- 8:00–9:30 **Session #6** – Principal Tort Liability—Professor Todd DeMitchell, University of New Hampshire
- 9:30–9:45 **Overview of Table Talks**
- 9:45–10:00 Break—Organize to tables
- 10:00–11:30 **Round Table Topical Discussions and Networking**
- 11:30–12:00 Wrap Up Session

[For more information about the conference and presenters please click here.](#)



Essential Literacy Instruction for Middle School Teachers

November 6, 2015 and December 4, 2015

Wyndham Boston Andover, Andover, MA

Registration: 8:00 am

Program Hours: 8:30 am – 3:00 pm

A small investment in your time can result in developing student literacy skills that will last a lifetime.

Join us on November 6 and December 4, 2015 for our workshop series – **Essential Literacy Instruction for Middle School Teachers** and learn how to immediately apply instructional strategies needed to develop effective student thinking, reading, and writing skills. These strategies are based on the most current research and give educators the tools they need to implement the Common Core.

The workshop series consists of four instructional routines – Content Writing, Comprehension, Argument Writing and Close Reading. Discounts are available for attending multiple sessions or having multiple teachers attend from the same district.

Sessions will be held at the Wyndham Boston Andover in Andover, MA. Each day consists of two day-long instructional workshop options. Attend one or both days.

November 6, 2015 (select one session)

Argument Writing – Topics include components of argument writing, argument text structure, using text evidence, model of argument writing, planning an argument writing assignment. **(Track A)**

Keys to Close Reading – Topics include close reading lesson characteristics, planning a close reading text, generating text dependent questions, stages of a close reading lesson, supports and scaffolds for struggling readers. **(Track B)**

December 4, 2015 (select one session)

Keys to Content Writing Overview – This workshop provide an overview of best practices to address the writing requirements of the Common Core Standards. Topics include; process writing, quick writes, text structures and writing from sources. **(Track C)**

The Key Comprehension Routine Overview – This workshop provides an overview of how to teach main idea and text structure skills, graphic organizers, note taking, summarizing and question generation at all levels using Bloom's Taxonomy. **(Track D)**

All Middle School teachers play a critical role to build lifelong literacy skills for Middle School students... and that is why there is no better reason to come to our **Essential Literacy Instruction for Middle School Teachers**.

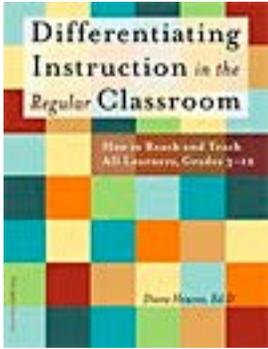
Registration

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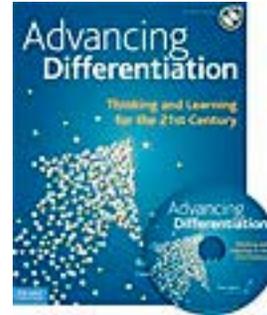
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Diane Heacox, Ph.D.

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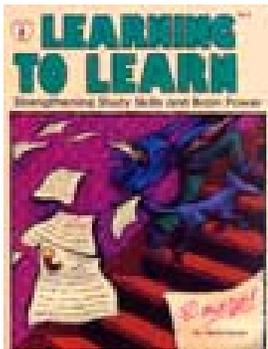
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Gloria Frender

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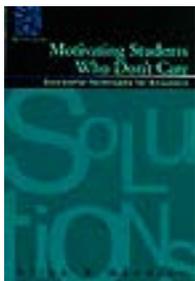


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