



# New England League of Middle Schools Call for Presenters

**Don't  
Wait!**

## 28<sup>th</sup> Annual Conference

### April 5-7, 2009

Submission Deadline: September 21, 2008

(Please check [nelms.org](http://nelms.org) as this form can be completed online)

New England League of Middle Schools  
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(download form from [nelms.org](http://nelms.org))

NELMS use only	Day	S	M	T
Session # _____	Time	_____	_____	_____
Hotel _____	Room	_____	_____	_____

### Presenter Information

Name \_\_\_\_\_ Title \_\_\_\_\_ Teaching Level ( )  
School/Organization \_\_\_\_\_  
Mailing Address (Work) \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip/Postal Code \_\_\_\_\_  
Home Address \_\_\_\_\_  
Telephone-Work \_\_\_\_\_ Home \_\_\_\_\_ Fax \_\_\_\_\_  
E-mail \_\_\_\_\_ Soc. Sec.# \_\_\_\_\_

(NOTE: Resume and Social Security number are requested to fulfill Connecticut CEUs, Massachusetts PDPs and Rhode Island PDCs.)

### Conference Strand    A   B   C   D   E   F   G    (circle one)

Indicate the **one** strand that best represents the content of your presentation. Conference strands listed on reverse of this form.

1. Preferred Presentation Method: (select one)    Lecture     Panel     Groups     Discussion     Hands-On
2. About you:    First Time Presenter  
                   Presented at NELMS conference in 2008, 2007, 2006, 2005 (please circle)

*Annual Conference workshops are 75 minutes in length*

### Presentation Title

Title \_\_\_\_\_

Abstract (In the space below paste or type, in 50 words or less, your presentation abstract including the focus and goals of your session as you would like it to appear in the conference program. You may submit via email to [nelms@nelms.org](mailto:nelms@nelms.org) as long as the presenter and strand information requested above is provided.)

Proposals must be clear, concise and describe the focus and goals of the presentation. Only proposals that avoid negative references to ethnicity, gender, age, sexual preference, and beliefs will be considered. Please make sure the title is interesting yet reflects the content of the session. All information must be neat and contained within the space provided on the application form. Do not add additional lines to the form or attach supplemental materials other than those requested.

**NOTE: Overhead projectors and screens are provided in all meeting rooms. Arrangements and payment for additional AV equipment must be made by the presenter.**

# Call for Conference Presenters

Dear Educator,

For over 30 years NELMS has been dedicated to helping young adolescents learn. The themes and topics contained in our conferences represent the best of current thought and practice regarding effective education.

Proposals are read as part of a process by the Conference Review Committee. Information may be edited for space and clarity.

Selections for the 28th Annual Conference will be made by September 21, 2008. Information regarding the status of applications will be available by the end of November. At that time, letters will be mailed to all applicants accepted by the Annual Conference Review Committee.

Send two copies of your proposal to NELMS. A brief resume must accompany this proposal. Your proposals will be considered for our Annual Conference and other conferences. All presentations must be consistent with the NELMS mission, beliefs, and position statements.

Thank you for taking the time to complete this form and your ongoing work to improve learning for young adolescents. For your convenience the form is available at [nelms.org](http://nelms.org).



Robert C. Spear, Ed.D.  
Executive Director

## Annual Conference Information

Each year NELMS receives hundreds of applications to present at the Annual Conference. Generally, presenters serve on a contributing basis. Conference registration for the day of the presentation and a special "presenter rate" are the tangible benefits presenters receive. Please consider the following:

## Conference Strands

Please indicate the one strand that best represents your proposal on the application. Embedded in all sessions should be the application of State Standards, ways to include technology and the principles contained in Turning Points 2000 and This We Believe.

### **A** Varied Instructional and Learning Strategies

Teachers recognize that their students represent a broad range of interests, abilities, learning styles and skills. Middle level educators accommodate these differences by engaging learners and incorporating effective methods that include team based instruction, brain-based methodologies, effective use of technology, a variety of teaching and learning strategies, and teaching to multiple intelligences. Other possible topics might be: differentiated instruction, hands-on learning, problem-based learning, and other inquiry methods.

### **B** Challenging and Relevant Curriculum

Developmentally responsive middle level schools provide a curriculum that is challenging and relevant to students. Team based and/or subject focused (including Unified Arts subjects), curriculum, exploratory curriculum, the various iterations of curriculum integration, vertical and horizontal curriculum alignment, and interdisciplinary curriculum provide teachers with options to meet the varied needs of their students. Other possible topics might be: strategies used in specific subjects, (math, science, etc.) curriculum design and implementation, curriculum mapping, integrated and/or interdisciplinary curriculum design and implementation.

### **C** Assessment and Evaluation that Promotes Quality Learning

Assessment, the process of measuring a students' progress toward a goal or objective, is integral to student learning. Rather than restrict good teaching practices, assessment efforts should inform and strengthen teaching and learning. Assessments can be either formative or summative in nature. Possible topics might be: looking at student work to change

instruction, using test data to inform instruction, authentic and formative assessments, alternative assessments, team portfolios, student-led conferences, standards-based reporting systems, and other models of student assessment and evaluation.

### **D** Organizational Practices that Enhance Relationships and Learning

The ways schools organize teachers, students and teams around schedules, relationships, and effective practices to meet the educational and developmental needs of young adolescents. Use of advisory, common and team planning times, team schedules and a variety of other ways teachers and schools group and regroup students to capture interest and implement best practices. Other possible topics might be: teaming practices including looping, multiage, smaller teams, effective scheduling practices both team-based and school-based, creating physically and emotionally safe learning environments, bullying, gender issues, fragile students, and discipline issues.

### **E** Effective Leadership in the Middle Level

This strand will assist leaders at the middle level (i.e., principals, team leaders, instructional leaders, building and central office administrators) to develop effective practices, programs, and learning climates. Effective leadership is critical to the success of teachers, teams, and schools. Other possible topics might be: supervision of instruction, school assessments, improvement plan development, leadership development, instructional leadership, team leadership, leadership "best practices" and skills, school based data driven decision-making, organizing schools for success, mentor programs, democratic governance, building support, and advocacy for the school.

### **F** Technology in Classrooms to Improve Learning

The utilization of technology as a tool and resource for improved learning is the strand focus. Ways to integrate technology into content and relevant learning are keys to success. The strand includes hardware, software, program funding, and most importantly, ways to think differently about learning. Other possible topics might be: student web page development; electronic portfolios, assessing software, managing a few computers in a classroom, cyber ethics, use of the internet, internet safety, and infrastructure issues.

### **G** Middle Level Beliefs, Research, and Advocacy School/Parent/Community Partnerships

Practices and research that support the precepts articulated so well in This We Believe and Turning Points 2000 and the ways schools and districts build on-going support for middle level practices both in the school/district and in the community. Sessions will tell the stories of how educators and schools successfully address challenges. Other possible topics might be: results of research projects, building school board and central office support, developing supportive parent groups, public relations programs, internal and external advocacy, sharing test and NCLB data, conducting local research, tracking learning results, and overcoming crisis and negative news. Also included are ideas about service connections, health issues, increasing home/school communications, involving parents in the learning process, homework issues, establishing and maintaining a student volunteer corp, mentoring, and tutoring programs.