

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*.

Annual Conference Strands

(Based on the concepts contained in NMSA's *This We Believe*)

A: Varied Instructional and Assessment Strategies that Promote Quality Learning

Middle level educators design instruction that meets the broad range of interests, abilities, learning styles and skills of their students. They understand that assessment, the process of measuring a students' progress toward a goal or objective, is integral to student learning and should inform and strengthen teaching and learning. Topics in this strand may include but are not limited to:

- Team based instruction
- Teaching/learning strategies
- Hands-on learning activities
- Reviewing student work
- Student/team portfolios
- RTI
- Brain-based methodologies
- Multiple intelligences
- Project-based learning
- Using test data to inform instruction
- Alternative assessment
- Data Teams
- Effective use of technology
- Differentiated instruction
- Differentiated assessment
- Higher order thinking skills
- Authentic assessment
- Student-led conferences

B: Challenging and Relevant Curriculum in All Content Areas for School Improvement

Developmentally responsive middle level schools provide standards based curriculum that is challenging and relevant to students in all content areas including unified arts and technology. Integrating unified arts and technology into content and relevant learning experiences are keys to student success and school improvement. Topics in this strand may include, but are not limited to:

- Team based curriculum
- Subject focused curriculum in all content areas including unified arts and technology
- Curriculum integration
- Vertical and horizontal curriculum alignment
- Interdisciplinary curriculum
- Data Teams
- Specific strategies in all content areas including art, health, physical education, music, family and consumer science, performance, drama and technology
- Curriculum design and implementation
- Team Curriculum mapping
- Grade level teams
- New Effect Practices
- Team schedules
- State testing
- Student web page development
- Electronic portfolios
- Assessment software programs
- Cyber ethics
- Internet safety

C: Effective Leadership and Organizational Practices that Impact Student Success at the Middle Level

Effective leadership in the middle level is critical to the success of teachers, teams, schools, and most importantly students. The ways in which schools organize around schedules, relationships, and effective practices to meet the educational and developmental needs of young adolescents have a direct impact on student achievement. Topics in this strand may include, but are not limited to:

- Advisory
- Building and team schedules
- Looping
- Multi age teaming
- Personalization of learning
- Smaller teams
- Effective scheduling practices
- Creating physically and emotionally safe learning environments
- Establishing climate for learning
- Common/team planning
- Gender issues
- Fragile students
- Classroom management
- Drop-out intervention
- Supervision of instruction
- School assessments
- School improvement planning
- Team Improvement planning
- Leadership development
- Organizing schools for success
- Mentor programs
- Democratic governance
- Building support for your school
- Advocacy for middle level
- School-based Data Teams

D: Middle Level Beliefs, Research, Advocacy, Relationships, and School/Parent/Community Partnerships that Improve Student Achievement

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 are reflected in this strand. Topics in this strand may include, but are not limited to:

- Challenges successfully resolved
- Research projects
- Building school board and central office support for middle level practices
- Developing supportive parent groups
- Public relations programs
- Effective Guidance practices
- Internal and external middle level advocacy
- Sharing testing and NCLB data
- Conducting local research
- Tracking learning results
- Dealing with crisis and negative news
- Involving parents in the learning process
- Service Learning
- Health & wellness issues
- Increasing home/school communications
- Homework issues
- Establishing and maintaining a student volunteer program
- Mentoring
- Tutoring programs
- Anti-bullying program