

SDAMLEmail

December 2019

Updates from South Dakota Middle Level Education

Feature Topic

AMLE Position Papers

The Association for Middle Level Education (AMLE) offers the following position papers to share the stance the AMLE Board of Trustees takes on specific middle level education topics and concerns.

[Curriculum, Instruction, and Assessment](#)

The Association for Middle Level Education (AMLE) has set forth its vision of the educational program needed to provide a fully effective program for young adolescents in *This We Believe: Keys to Educating Young Adolescents* (National Middle School Association [NMSA], 2010)). This paper is a supplement to that foundational document focusing on the critical areas of curriculum, instruction, and assessment.

[Curriculum Integration](#)

The Association for Middle Level Education (AMLE) has set forth its vision of the educational program needed to provide a fully effective program for young adolescents in *This We Believe: Keys to Educating Young Adolescents* (National Middle School Association [NMSA], 2010). This paper is a supplement to that foundational document and to AMLE's position paper focused on curriculum, instruction, and assessment. AMLE recognizes that to achieve this vision of curriculum, we must encourage middle level educators to push themselves beyond the conventional, separate subject format to expand their use of integrated curriculum formats.

[Supporting Young Adolescents' Transition In and Out of the Middle School](#)

Though there are more than 30 different school configurations that include middle grades students, entry into middle school for sixth grade and entry into high school for ninth grade signals a transition for the majority of students in the US. These school transitions have the potential to evoke a wide variety of emotions, behaviors, and concerns for both young adolescents and their families. For many students, the transition in and out of the middle school are considered major milestones on the road to becoming an adult. For administrators, teachers, and counselors, these transitions are an opportunity to welcome students into a new environment, support them as they try new things, and build relationships while guiding them through their schooling experience.

[Professional Preparation and Credentialing of Middle Level Teachers](#)

The Association for Middle Level Education (AMLE) strongly supports the specialized professional preparation and credentialing (i.e., licensure, certification, endorsement) of middle grades teachers at both the preservice and graduate levels. It is widely understood that one of the most effective ways of improving student learning is to ensure the strong professional preparation of classroom teachers (McCabe, 2004; Rice, 2003)—this is especially true at the middle level where young adolescents experience phenomenal periods of growth and change. States must promote the unique knowledge, dispositions, and skills needed to successfully teach these young adolescents. Demands for specialized professional preparation of middle level teachers first appeared in the literature in 1920 (Briggs, 1920; Koos, 1920), and the calls for specialized preparation have continued in the years since (Alexander & McEwin, 1988; Cook, Howell, & Faulkner, 2016; Curtis, 1972; Eichhorn, 1966; Floyd, 1932; Howell, Faulkner, Cook, Miller, & Thompson, 2016; McEwin, Dickinson, & Smith, 2003, 2004; National Middle School Association [NMSA], 2010; Van Til, Vars, & Lounsbury, 1961).

[Violence Prevention](#)

The Association for Middle Level Education (AMLE) strongly supports efforts to prevent future acts of violence in our nation's public schools. As an organization we especially know first-hand what is needed to ensure the social and emotional health of our students. We have a lifetime commitment to schools that are inclusive, developmentally responsive, and geared to meet the social-emotional and academic needs of students. We strongly support efforts that include an investment in more robust mental health programs and increased number of school counselors, and development of strong partnerships with the community based on open lines of communication.



Holidays Are Stressful for Middle Schoolers, Too

According to the National Association of Health Education Centers, the chief stressor for students ages 9-13 is school. No middle grades educator is surprised by this, given the factors involved in a student's school day—grades, homework, friends, bad hair, etc.

As the holidays approach, these stressors are compounded. For kids from abusive and alcoholic families, the holidays are filled with anxiety, if not danger. For the vast majority of middle schoolers, there will be long stretches of time with nothing to do.

For many, interactions with family members are not particularly pleasant, and 10- to 15-year-olds often don't know how to change this dynamic (to be honest, they often add to it!).

Sometimes schools deepen the stress by ramping up the schoolwork as a way of keeping kids focused and busy. Even preparation for holiday programs and projects changes the routine enough to bring on new stress.

Teachers and parents can help kids in the middle grades deal with this stress.

[Read the rest of the article here.](#)



It's Different Now

Four experiences for educators to consider about today's young adolescents

It's not our imagination, kids really are different.

Today's youth face four constructs that adults either did not experience at all or did not experience in the same way as youth today.

Athletics...

Devices...

Development...

Diversity...

[Read the rest of the article here.](#)



Activities to Strengthen Students' Interdisciplinary Social Studies Thinking, Literacy, and Argumentation Skills

Presenter: Jeremiah Clabough

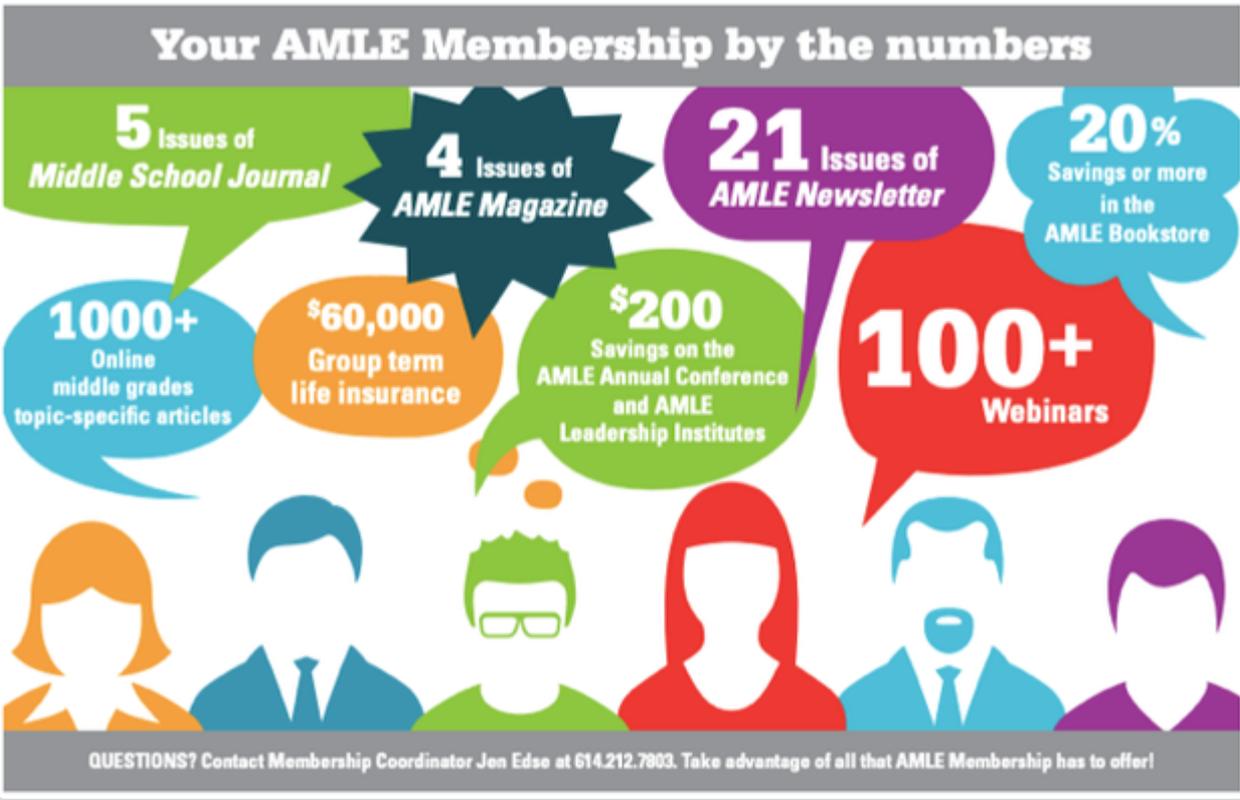
Wednesday, January 22, 2020, 4-5pm ET

In this webinar, we will explore four classroom-ready activities that can be utilized by middle school social studies teachers to strengthen their students' economic, geographical, civic, and historical thinking, literacy, and argumentation skills.

[Click here for more info about the webinars.](#)

Your AMLE Membership by the numbers

- 5 Issues of *Middle School Journal*
- 4 Issues of *AMLE Magazine*
- 21 Issues of *AMLE Newsletter*
- 20% Savings or more in the AMLE Bookstore
- 1000+ Online middle grades topic-specific articles
- \$60,000 Group term life insurance
- \$200 Savings on the AMLE Annual Conference and AMLE Leadership Institutes
- 100+ Webinars



QUESTIONS? Contact Membership Coordinator Jen Edse at 614.212.7803. Take advantage of all that AMLE Membership has to offer!



What's Cool In Our Schools!



- Do the Right Thing
- Treat Others with Respect
- Do Your Best

The mission of MMS is to provide students with personalized instruction from certified faculty through diverse class offerings in a technologically enhanced environment.

Madison Middle School offers a curriculum strong in building basic skills while offering a rich variety of exploratory opportunities that range from art, music, robotics, study skills and community service. Students meet with their START (Students and Teachers Are Really Terrific) groups for 15 minutes daily. START is a program designed to develop positive relationships between students and teachers. Activities focus on environmental, community, national and personal awareness.

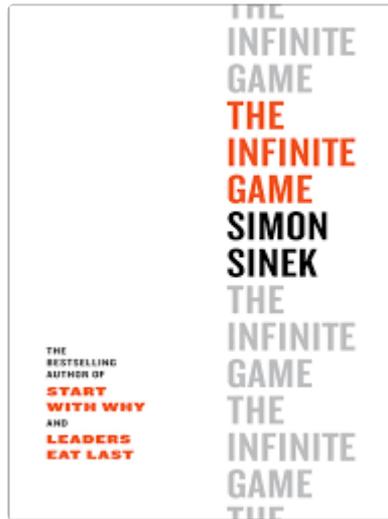


Didn't get to go to #AMLE19? Check out the keynote here!

#AMLE19: General Session II - 46th AMLE Annual Conference



READ THIS



The Infinite Game

In finite games, like football or chess, the players are known, the rules are fixed, and the endpoint is clear. The winners and losers are easily identified.

In infinite games, like business or politics or life itself, the players come and go, the rules are changeable, and there is no defined endpoint.

There are no winners or losers in an infinite game; there is only ahead and behind.

The more Simon started to understand the difference between finite and infinite games, the more he began to see infinite games all around us. He started to see that many of the struggles that organizations face exist simply because their leaders were playing with a finite mindset in an infinite game. These organizations tend to lag behind in innovation, discretionary effort, morale and ultimately performance.

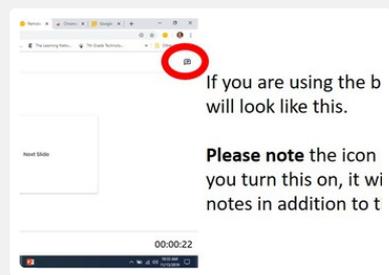
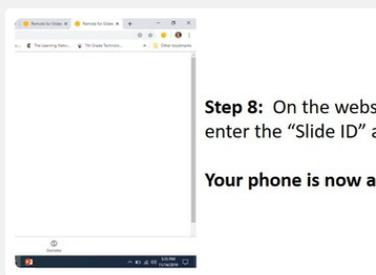
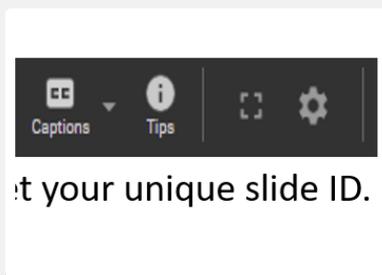
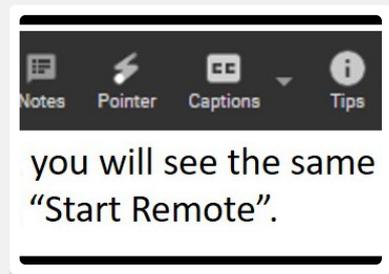
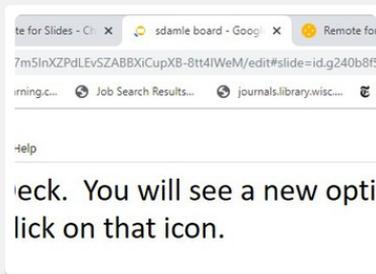
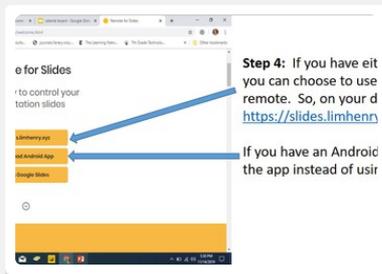
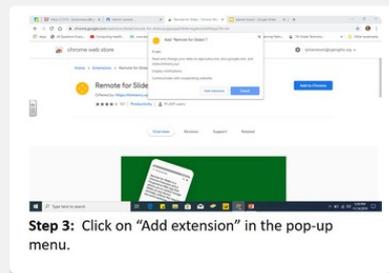
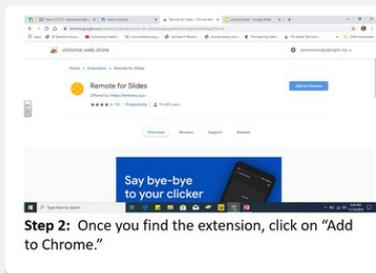
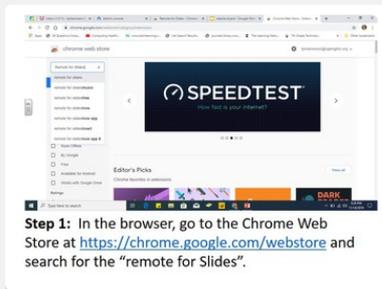
The leaders who embrace an infinite mindset, in stark contrast, build stronger, more innovative, more inspiring organizations. Their people trust each other and their leaders. They have the resilience to thrive in an ever-changing world, while their competitors fall by the wayside. Ultimately, they are the ones who lead the rest of us into the future.

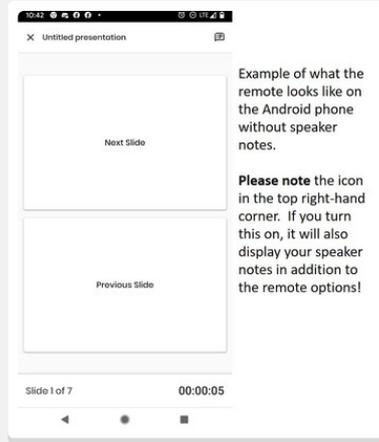
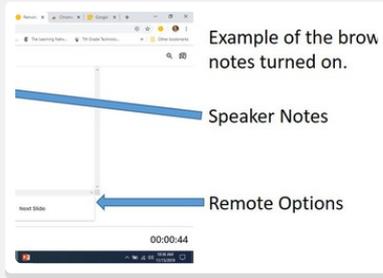
Simon now believes that the ability to adopt an infinite mindset is a prerequisite for any leader who aspires to leave their organization in better shape than they found it.



Tara's Tech Tip

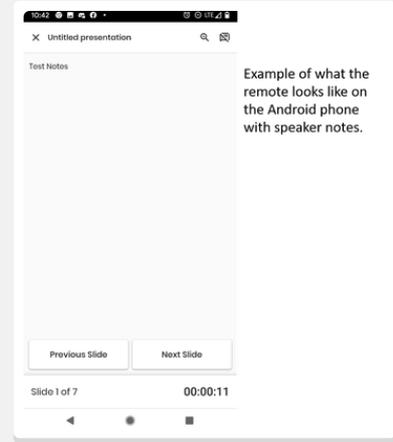
If you need a new presentation remote or forget to take yours to your next meeting and don't want to buy a new one, then you are in luck! Now you can turn your phone into a remote to control your Google Slides presentation. Below are the step by step directions on how to add the Add-On, launch the presentation, and use your phone (via app or browser) to remote control your presentation.





Example of what the remote looks like on the Android phone without speaker notes.

Please note the icon in the top right-hand corner. If you turn this on, it will also display your speaker notes in addition to the remote options!



Example of what the remote looks like on the Android phone with speaker notes.



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"Before I write my name on the board, I'll need to know how you're planning to use that data."



Upcoming Events



#edcampSDAMLE



#EdcampSDAMLE

When

Saturday, March 21st 2020 at 9am

Where

3100 West 41st Street Sioux Falls, SD



The Annual Conference for Middle Level Education

[#AMLE20](#)

47th AMLE Annual Conference

National Harbor, MD (just outside of Washington, DC)

November 12–14, 2020



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South Dakota Association for Middle Level Education is the professional association of teachers, administrators, parents, and other stakeholders who have joined together to support the development of quality programs that serve the needs of young adolescents. SDAMLE exists to promote a better understanding of middle grades education in our state. SDAMLE is *the* source of ideas, information, and support for middle level educators in South Dakota.



Tweets by @EdSDAMLE

SDAMLE
@EdSDAMLE
Thank you for being a part of #sdedchat! So grateful for each and every one of you.
Mar 12, 2019

SDAMLE
@EdSDAMLE



2018 - 2019 SDAMLE Board

MIDDLE SCHOOL



Left to Right--Taylor Hamblin, Lisa Kissner, Kyley Cumbow, Teri Bauerly, Sherri Nelson, Reva Potter, Todd Brist, Steve Gors, and Tara Johanneson



Steven Gors teaches 6th – 8th grade Social Studies at Madison Middle School. He coaches football at the high school and middle school levels, and is the throwing coach for middle level track. Steve earned his undergraduate degree in Elementary Education with Middle Level endorsements from the University of South Dakota and his graduate degree from Northern State University in Educational Leadership. His wife Liz is a paraprofessional at Madison Elementary, and they have five children (Claire, Thomas, Isabel, Joseph, and Lucy) that keep them moving pert-near every day of the week.





SDAMLE

 Facebook  @EdSDAMLE

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