

President's Message:

On October 6, 2000, Governor Tom Vilsack greeted 1,000+ middle level educators at the Polk County Convention Center in Des Moines, Iowa. He took this opportunity to issue a statewide proclamation recognizing October as Month of the Young Adolescent to draw attention to the academic and developmental needs of 10-to-15 year old students across Iowa and the nation. Created in 1997 by the National Middle School Association (NMSA) in alliance with 31 other national educational, youth, and health organizations, this endeavor now enjoys the collaboration of 39 organizations and 57 NMSA affiliates including the Iowa Association for Middle Level Education.

Why the focus on a national campaign regarding young adolescents? For generations the general public has often misunderstood and has been misinformed regarding the academic and social needs of this admittedly challenging age group. More importantly, public policy has been formed and fostered because of it. In an era when state leaders are debating teacher salaries and student accountability it is important to keep a keen eye on recent research findings that identify effective programs and practices that help young adolescents reach their full potential. Never before has it been so important for communities to work together to assist young people as they make the transition from childhood to adulthood.

In 1989, the Carnegie Council on Adolescent Development published a document entitled, *Turning Points, Preparing American Youth for the 21st Century*. Developed by a task force of educators and other American leaders, *Turning Points* called upon our nation to "develop the talent of all our people if this nation is to be economically competitive and socially cohesive in the different world of our next century." Middle level education was identified as "potentially society's most powerful force to recapture millions of youth adrift, and help every person thrive during early adolescence." The Carnegie report did not just leave us with an identified problem; it provided us a blueprint to make the most of the opportunity before us. During the decade that followed, many schools

adopted those recommendations with varying degrees of success. And now, it is time to step back and examine our efforts and the research findings that followed.

We now have comprehensive research (Project on High Performance Learning Communities and the Michigan Middle Start Initiative) that clearly supports that implementation of the recommendations found in *Turning Points* results in greater student achievement gains, higher student self esteem, and greater teacher satisfaction. In addition, the research demonstrates a relationship between greater levels of implementation and increased student achievement

gains. Schools that team teachers and students together throughout the day, allow for adequate planning time to discuss student needs and develop integrated learning experiences, provide an adult advocate for each student, and encourage flexible block scheduling demonstrate significant gains with regard to student achievement. Additionally, schools that employ teachers who use these structural opportunities to engage students in an interactive classroom using varied instructional approaches enjoy even greater levels of success.

Comprehensive examination of those successful practices is now available to assist schools in their efforts to further meet the needs of the young adolescent. *Turning Points 2000*, a new publication that revisits the recommendations made in 1989, provides us with a thorough examination of what has worked and what remains to be done if we are to meet the challenge before us. Yet our efforts cannot be limited to a two-day conference or a month dedicated to the young adolescent who would be our future. Each teacher holds in their hand, the opportunity to create an environment in their classroom devoid of lecture, worksheets, repetitive homework, and isolated seatwork restricted to the curricular boundaries of textbooks. The real challenge we face is to respond to what the research says and begin that journey "to recapture millions of youth adrift, and help every person thrive during early adolescence." Every journey begins with that first step.

Rick Herrig, President



Middle level education... "potentially society's most powerful force to recapture millions of youth adrift, and help every person thrive during early adolescence."

classroom using varied instructional approaches enjoy even greater levels of success.

Comprehensive examination of those successful practices is now available to assist schools in their efforts to further meet the needs of the young adolescent. *Turning Points 2000*, a new publication that revisits the recommendations made in 1989, provides us with a thorough examination of what has worked and what remains to be done if we are to meet the challenge before us. Yet our efforts cannot be limited to a two-day conference or a month dedicated to the young adolescent who would be our future. Each teacher holds in their hand, the opportunity to create an environment in their classroom devoid of lecture, worksheets, repetitive homework, and isolated seatwork restricted to the curricular boundaries of textbooks. The real challenge we face is to respond to what the research says and begin that journey "to recapture millions of youth adrift, and help every person thrive during early adolescence." Every journey begins with that first step.

Rick Herrig, President

Highlights of this issue:

Suggested Activities for Leadership Groups pg. 4
Call for Board Nominations pg 5

Features:

President's Report..... pg. 1
"What is the Impact of Inclusion?" pg 2.
Central Region Conf.Call for Presenters pg 6.

Next Issue of UPDATE...

R. Paul Brimm Grant Application

The Idea Corner - Transition Activities

"Experiences of a Middle School Associate Principal"

UP
DATE

M
I
D
D
L
E

I
A
A
M
L
E

Executive Director,
Steve Kwikkel
President,
Rick Herrig
President-Elect,
Jeff Schumacher
Past President,
Sharon Wolter
Treasurer,
vacant
Secretary,
Steve Triplett
Membership,
Betty Smith
Newsletter Editor,
Wendy Parker
Directors-At-Large,
Terry N. Tomke
Marc McCoy
Directors:
Central Regional,
Deborah Rose
Northwest Region,
Steve Kwikkel
Southeast Region,
Fred McElwee
Southwest Region,
Bev Maronn
Northeast Region,
Sharon Hauser

What is the Impact of Inclusion on Students and Staff in the Middle School Setting?

To understand inclusion, we must look at its definition, origins, implications, and past and present research. In the educational setting, inclusion means that all students, including those with mild and those with severe disabilities, be placed in the least restrictive environment available. This often means the regular classroom.

The structure of most middle school programs facilitates professional collaboration and peer support - important ingredients for successful inclusion. Diversity is a hallmark of middle level learners. Middle schoolers range from child-like to adult-like, from socially awkward to socially adept, from emotionally insecure to brimming with confidence, and from concrete to abstract in thinking - sometimes seemingly all in the same student on the same day (Tomlinson, Moon, & Callahan, 1998).

Inclusion advocates typically support the argument that the segregation of a child by diagnosis or handicap is not in the best interest of the child (Schleien & Heyne, 1997). In a study by White, Swift and Harman (1992) eighty-six percent of parents felt their children made more academic progress in the co-teach (or all inclusive) model and sixty-two percent said



their child had improved behaviorally. Of the students questioned, forty-two percent said they preferred the co-teach model and twenty-eight percent said they preferred the traditional “pull-out” model. Teachers have found that skills taught in isolation rarely transfer in applicability to the context of the regular classroom.

Even if inclusion of special education students is morally right, some educators and the public sector have questioned whether this approach is the best for regular education students (Hines & Johnston, 1996). Researchers (Logan, et al., 1995; Staub & Peck, 1995) have concluded

that the inclusion of special students created a caring and accepting community of learners as well as improved student learning for non-disabled peers.

Although most regular classroom teachers support and believe that inclusion, philosophically, is the best answer, most prefer the traditional “pull-out” model for delivering special education services. Regular classroom teachers believe they are not adequately prepared to handle special education challenges within a regular classroom (Hines & Johnston, 1996). Many teachers believe that if they were to receive appropriate training, the inclusive classroom would offer unlimited opportunities to develop more flexible and responsive classrooms.

Vaughn and Schumm (1995) provided several characteristics of effective inclusion programs. They noted that in effective programs, teachers choose to participate and they have adequate resources for the inclusive classrooms. They also indicated that professional development is continuous. Perhaps their most significant conclusion was that the basic philosophy and belief structure that undergirds inclusion guides the school’s practices and sets the tone of acceptance of all students.

-NMSA

IAMLE Board Goals

The Board of Directors of the Iowa Association for Middle Level Education has organized work around three goals for the 2000-2001 school year. These goals are focused on serving the needs and expectations of the membership, designed to reinforce quality programming for middle level students. First, the Board is looking at collaborating with Regents institutions to create summer workshops on middle level educational opportunities. In addition, the Board is investigating opportunities to provide support and assistance to school districts wishing to transition to middle level education and districts taking their middle level programs to higher levels. The Board is preparing to increase membership benefits and communication. Third, the Board is actively supporting sectional conferences and statewide ICN presentations. Finally, the Board is developing building level representative networks as a function of promoting active participation in IAMLE.

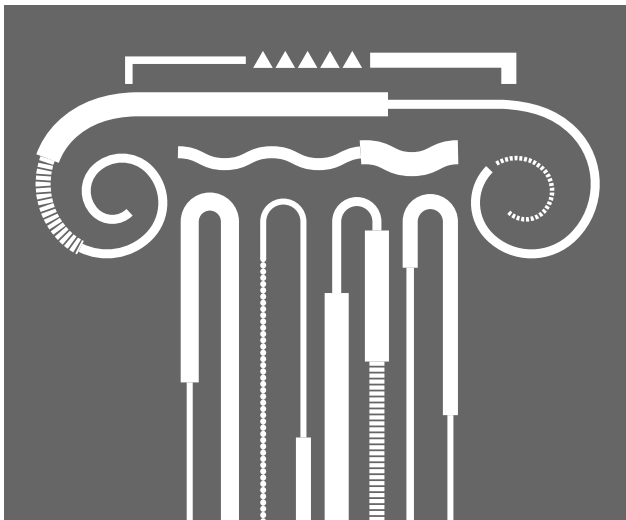
IAMLE Board Elections

With the election season upon us, it’s probably a good idea to remind members of IAMLE’s board elections coming up this fall. In this newsletter, you will find information regarding board positions that either need to be filled or have an incumbent candidate. If interested in a sectional director’s position on the board, please ask yourself one very important question: “How could I, as an IAMLE board member, help promote best practices in middle level education in the state of Iowa?”

Our board’s sole purpose *IS* to promote exceptional practices in middle level education. Throughout the state of Iowa, and within our own buildings, board members have been introduced to some very talented teachers and administrators who would make exceptional board members. If you or someone you know is interested in taking on a new (or additional) leadership role, complete the nomination form and send it to me. The quality of service to our membership begins with quality people serving on the board.

Steve Kwikkel – Executive Director





School Improvement Plans Will Iowa Schools Accept the Challenge?

Like death and taxes, House File 2272, or Iowa's School Accountability legislation, is inevitable. HS 2272 is here to stay. Whether your school's Comprehensive School Improvement Plan (CSIP) is having the desired impact on student achievement probably won't manifest itself for several months yet. I am not promoting my thoughts on the matter, but I would like to offer what I feel is our responsibility as professional educa-

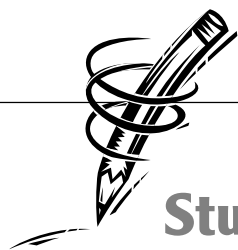
tors in implementing these plans.

I do believe the process has been made extremely cumbersome. I also believe that once the plan is in place, it is important that everyone is responsible to use the plan to enhance student achievement. I'm sure every school has those that will brush

this off as a fad or minimize their role in making the plan work to its potential. The only possible result from any lack of interest and effort is that students and school districts will lose. Schools, which fail to meet their goals sufficiently, will be asked, "Why?"

Spencer CSD is fortunate to have our assistant superintendent, Richard Magnuson, and Shirley Johnson, Lakeland AEA consultant working us through this process. I am confident we have a solid plan in place. My hope for our district is that the hours of training in writing content standards and benchmarks, unit planners, alternative assessments, and action plans will impact on student achievement. Until then, I am encouraging all of us to do our part. This is a great challenge for the state of Iowa and our educational system. Let's once again show the nation, "Nobody does it better!"

Steve Kwikkell - Executive Director



Student Writings

I AM

I am sensitive, yet totally in control of my destiny.
I wonder if I will ever really fulfill my dreams.
I hear little parts of myself in my favorite songs.
I see good intentions through the eyes of the ones I know best.
I need people to love me.
I want to be able to feel completely satisfied and happy with myself.
I am a sensitive, yet totally in control of my destiny.

I pretend that everything in my future goes as I want it to.
I feel understood when someone really listens and pays attention to what I do.
I touch my family when I do something unexpected for them.
I worry about what others think of me.
I cry when something i do isn't good enough.
I am sensitive, yet totally in control of my destiny.

I understand that not all people are kind, but all people have a good heart.
I say I am fine, but sometimes my pain is hidden by many insecurities.
I dream about a world with no pain.
I try to please everyone.
I hope I will see my grandma again in heaven.
I love to laugh and cry with my closest friends.
I am sensitive, yet totally in control of my destiny.

Jessica Ahern
Spencer Middle School



Violent

Vulture
Carnivore and Large
Hunting
Viciously
Ivory and Secret
Tiger

Megan Hoger
Spencer Middle School

Surf the web at
www.iamle.org.

Check out our services: outstanding teacher links by content area, detailed information about our Regional 2000 conference in Des Moines, access to our publications. All of this AND MORE are just a mouse click away. Place us on your "list of favorites". Coming soon, you will be able to access the Journal, in real time, on the web.



Suggested Activities for Leadership Groups

Community Outreach

- Sponsor a back-to-school night for senior citizens. have a school bus pick up residents from local retirement homes. Plan activities such as bingo, computer, dancing, a cake walk, or crafts.
- Hold a "scavenger hunt" food drive for the needy. Students (and staff) form teams of eight, give themselves a name, and collect items on a list.



- Each item (generally food or money) is worth a set number of points. The winning team earns a "night on the town" - pizza, movie coupons, bowling, for example. Leadership kids plan a breakfast or lunch for the winning staff team.
- Participate in community events. Help out with Special Olympics or a Down's syndrome buddy walk. Sponsor a booth at a local festival. Build a float for a holiday parade.

School Climate Builders

- Leadership students can plan and host fun assemblies based on game shows (try "Family Feud" or "Who Wants to Be a Millionaire?") or athletic competitions (staff and students on tiny tricycles, run an obstacle course, etc.). Assemblies can also serve to introduce staff to students at the beginning of the year or to teach students school rules in an interesting way.
- Recognize staff. Students can create a silly costume from the costume closet and visit staff members on their birthdays, sing a song, and serve birthday treats on a fancy tray. Give ornaments at Christmas. Bring treats for teacher appreciation day or host a brunch for support staff.
- Organize spirit days (everyone wears school colors). Theme days (the 50s), holiday events (decorate doors for the holidays), or contests (how many candy hearts in the glass display case).
- Produce a video to encourage appropriate behavior. Act out harassment situations. Have the narrator ask the viewers to stop the tape for a discussion. Finish by acting out several solutions.
- Invite members of the community to attend an assemble to take part in the

"Hands are Not for Hurting" program. Visitor cut out purple hands and take a pledge in front of the school not to participate in violent activities. All students are then encouraged to make

the same pledge throughout the week. Name of the Day activity. Each morning draw a student's name from a can and announce him/her as the "Name of the Day". The winner comes to the office to receive

- special recognition or treat.
- Form a greeter's group to welcome new students and help them find their way around the school.
 - Lobby to change outdated school policies. One group successfully lobbied the entire staff to change a long-standing "no gum" policy.
 - Organize an activity night. Think beyond the traditional dance - show videos, have a carnival with pace painting, a beanbag toss, games in the gym, bingo, and a karaoke contest.
 - Organize a skate night for students and parents from the entire school district or you feeder elementary.

Fundraisers

- Hold a penny war. Containers are created for each grade level as well as one for the staff. A penny placed in a container gives that group one point. Silver or paper money counts for negative points (a dime is -10, a dollar -100). Students try to put pennies in their team's jar and silver or paper money in the other teams' jars.
- Sell hats passes. If your school has a not hats policy, on a given day let students purchase a hat pass. For example a "Hats on, Drugs off" day. Students who purchase a button with an anti-drug message may wear their hats as long as the button is showing.
- Get donations from the community for every book, article, play, or magazine that students read.



-NMSA

Moved?

If you have moved please contact Betty Smith at bsmith@cen-pt-urb.k12.ia.us.

Need a Membership Renewal Notice?

If you went to the 1999 Regional Conference in Sioux Falls, South Dakota as an IAMLE member and have not received a membership renewal notice, please contact Betty Smith at bsmith@cen-pt-urb.k12.ia.us.



Midwest Regional Middle Level Conference 2000

The Midwest Regional Middle Level Conference held in Des Moines October 4-6 and hosted by IAMLE was a rousing success. Almost 1300 middle level educators came together to share ideas, listen to experts in middle level education, and have a great time. Conference topics focused on interdisciplinary instruction, technology, teaming, multiple intelligences, collaboration, behavior management, middle school concept, and a variety of other relevant and engaging topics. Next year the conference will be in Omaha, Nebraska - hope to see you there!

The Idea Corner

In each issue of the UPdate we will be choosing a middle school topic and asking IAMLE members to share effective strategies that they have used in their school to address that particular area. For the February issue we are looking for strategies to use with middle school students and transition from elementary to middle school and from middle school to high school. Please send your ideas to Wendy Parker at parker_wendy@mail1.newton.k12.ia.us.

IAMLE Call For Nominations • 2001-2002 Board of Directors

The Iowa Association for Middle Level Education has the following sectional representative seats on the Board of Directors open for election:

Northeast Region
Approx AEA 1,2,7

Southeast Region
Approx AEA 9,10,16

Northwest Region
Approx AEA 3,4,12

Southwest Region
Approx. AEA 13,14,15

(Contact Jeff Schumacher with specific questions as to which section you are in.)

Responsibilities of sectional representatives include:

1. Attend quarterly Board meetings;
2. Coordinate an annual sectional conference;
3. Assist in the establishment of Board policy;
4. Appoint an Executive Director, Newsletter Editor, Midwest Regional Conference Chair, Treasurer, and Membership Coordinator
5. Collaborate in goal setting and actively participate in achieving board goals.

Nominees must be members in good standing of IAMLE and in the section where the nominations are available.

Timeline:

- Call for nominations closes February 15
- Candidate nominations confirmed March 6
- Ballots mailed to membership March 12
- Ballots due back March 30
- Elections certified April 3
- Results posted on website and in Update Beginning April 9 (candidates notified by April 6)

Persons interested in nominating themselves or others should access our website for more information OR fill out the nomination form accompanying this information and return it to:

Steve Kwikkel
PO Box 200, Spencer, IA 51301
W (712) 262-3345 • Fax (712) 262-1116
E-mail skwikkel@spencer.k12.ia.us

Nomination Form For Elected IAMLE Board Positions

Candidate Name _____ Position Sought _____

School District and/or School Name _____

Work Phone Number _____ Fax _____ E-mail _____

School Address _____ County _____ AEA _____

1. Please give a brief description of your job and/or interests as they relate to your interest in joining the IAMLE Board (may be used as information to membership accompanying the ballot).

2. Please list you past work related experiences:
Year _____ Title and Location _____
Year _____ Title and Location _____
Year _____ Title and Location _____

3. Please respond to the following question in 100 words or less (portions of which may accompany your information to membership on the ballot): What qualities do you possess and what experiences have you had that make you the best candidate for this position?

I, _____ (applicant's signature)

hereby apply for the Iowa Association for the Middle Level Education Board position of (check one):

Northwest Region Northeast Region Southwest Region Southeast Region



**Those
Who
Can,
Teach
In The**



Central Region Middle Level Educators' Sectional Conference

Presented by:

Iowa Association for Middle Level Education
& Berg Middle School

Thursday, March 29, 2001 • 5:00 - 9:00 p.m.
at Berg Middle School • 1900 N 5th Ave E, Newton, IA

Watch for registration information in your building!



Central Region Middle Level Educators' Sectional Conference

March 29, 2001 • 5:00 p.m. - 9:00 p.m.
Berg Middle School • Newton, Iowa

Call for Presenters

Name _____

Position _____

School Name _____

School Address _____

Phone (Home) _____ (School) _____

(Fax) _____ (E-mail) _____

Co-Presenter(s) Information

Name of co-presenter(s) _____

School of co-presenter(s) _____

Title of Presentation _____

Abstract of Presentation for Conference Program _____

Deborah Rose

Berg Middle School • 1900 N 5th Ave E • Newton, IA 50208

Phone: 515/792-7741 • Fax: 515/792-7779 • E-mail: rose.deborah@mail1.newton.k12.ia.us



The Iowa Association for Middle Level Education, the only Iowa affiliate of the National Middle School Association, has, for 25 years, seen steady growth both in memberships and services. Membership dues have stayed constant for many years. In order to continue to provide high quality service for our 1800 members, **membership dues for IAMLE will increase to \$20.00 beginning January 1, 2001.**



Mission...

Dedicated to meeting the needs of young adolescents and committed to promoting educational improvement for middle level students.

IAMLE

Membership Application



Name _____

Date _____

E-Mail Address _____

P.O. Box/Street _____

City _____ State _____ Zip _____

Phone _____

School Mailing Address

School District _____

P.O. Box/Street _____

City _____ State _____ Zip _____

Phone _____

Please send IAMLE mailings to:

Home School

This membership application is:

Renewal New

IAMLE is interested in knowing more about you (Check all that apply)

Teacher - Grade(s) _____

Subject(s) _____

Counselor Parent

Administrator Other (specify) _____

Membership Fee \$15.00

The membership year extends one year from the month of application. Annually members receive a journal, four newsletters and reduced fees to the Midwest Regional Conference.

Make checks payable to IAMLE & mail to:

Betty Smith
Urbana-Center Point Middle School
Box 296
Center Point, IA 52213

Be a Building Contact

IAMLE invites you to volunteer to be a contact for your building to share with staff:

- Timely information
- News updates
- NMSA publications
- Conference Registrations and materials

Are you interested in getting involved with IAMLE but have only 10-15 minutes per month?

By volunteering your help, you will be the building contact to whom critical and timely information will be mailed for sharing with staff:

- On the bulletin board
- On the table in the faculty lounge
- In a mail box
- Etc

Please return the form below or drop a quick email or fax to:

Jeff Schumacher
909 NE 15th Street
Ankeny, IA 50021
Ph: 515-964-5685
Fax: 515-965-9648
Email: jshoe@ankeny.k12.ia.us



Building Contact Information

Name _____

School District _____

Building _____

County _____

Address _____

Fax _____

Email _____

Phone _____

You can download the application form from the website, www.iamle.org, e-mail, or call Jeff Schumacher at 515-965-9640 or 515-964-5685.





PREMIER™
A FRANKLIN COVEY COMPANY

Premier is a corporate sponsor of IAMLE.



The Iowa Association for Middle Level Education

- the only affiliate of the National Middle School Association in Iowa - is dedicated to meeting the needs of young adolescents and committed to promoting educational improvement for middle level students.

The **IAMLE UPDATE** is the official newsletter of the Iowa Association for Middle Level Education and is published four times each academic year. Subscription to the **IAMLE UPDATE** is included in IAMLE membership dues.

IAMLE UPDATE Volume 12, Number 2

Editor: Wendy Parker
Newton, Iowa
parker.wendy@mail1.newton.k12.ia.us
641/792-7741 Work
641/787-0055 Home



MIDDLE LEVEL EDUCATION

IAMLE UPDATE

Iowa Association for Middle Level Education
909 NE 15th Street
Ankeny, IA 50021

BULK RATE
U.S. Postage
PAID
Ankeny, IA
Permit 78

IAMLE homepage <http://iamle.org>