February 2020: Easing the Transition
What are the components of programs that successfully transition students to and from middle school? How are students involved in developing and orchestrating the transition plan? What effect does student social interaction have on transitions to and from middle school? How do schools educate and involve parents and families during transitions? Closed

April 2020: Positive School Culture
Effective schools take responsibility for creating a culture that focuses on relationships, trust, and respect in addition to fostering the academic success of students. How do we align all aspects of school culture to student and adult learning? Closed

August 2020: Student Success Reimagined
We know that success is not adequately measured with test scores. So, how are we defining and measuring student success? What does success mean in an inclusive environment? How is Social Emotional Learning integrated into our measure of success? How are we fostering student teamwork and collaboration that prepares them for success in the workplace? Due February 15, 2020

October 2020: Leading Learning in the Middle
How can peer coaching and mentors enhance teacher learning? In what ways can principals expand instructional leadership capacity by empowering teacher leaders? What can you do when new ideas for classroom instructional practices bring resistance and anxiety? How do adults in the school model for students the importance of leading your own learning? Due April 15, 2020

February 2021: The Young Adolescent Brain
Adolescents are rapidly changing physically, emotionally, psychologically, and socially. Some changes are obvious, but many are not including transitioning from concrete to abstract thinking, learning impulse control, and developing decision making skills at a time when they're facing more temptations, pressures, and stresses than ever before. How do we use insights from the wealth of neuroscience research now available to inform instructional practices and school programs? What does it tell us we should continue to do or not do? Due July 15, 2020

April 2021: Safe and Healthy Schools
Does your school offer students medical and mental health supports? Do disciplinary policies and practices focus on student learning and growth? Does the school facility set a positive tone by being clean, well-maintained, and flexible? Due September 15, 2020

August 2021: Teams that Make a Difference
"The ways schools organize teachers and group and schedule students have a significant impact on the learning environment," (This We Believe: Keys to Educating Young Adolescents, NMSA, p. 31). What are the characteristics of high-functioning school teams, including interdisciplinary teams, departmental teams, leadership teams? What supports do they need to be high-achieving, accountable, and autonomous? How do teams support its members taking intellectual risks? What are the best ways to use common planning time? What about multiage teams and looping; do these practices work? Due February 15, 2021

October 2021: Becoming a Better Teacher
You want to improve your teaching practices and kick things up a notch or two, but how? And where do you start? We’re seeking new ideas, theories, and techniques for improving how you work with 10- to 15-year-olds. How do you participate in a professional learning community, observe other teachers, set goals, and determine impact? And how do you foster your own continuous learning with intention? Due April 15, 2021