

Western Carolina University Chapter of Collegiate Middle Level Association Officers

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College of Education
Allied Professions

From: Holly Henderson Pinter
Associate Professor, College of Education and Allied Professions
Western Carolina University

Date: April 10, 2019

Re: Letter of Support for WCU CMLA Chapter Grant Application

I'm writing regarding the attendance of students in the Collegiate Middle Level Association (CMLA) chapter at WCU to the Association of Middle Level Educators (AMLE) annual conference this November, 2020. As the faculty sponsor of our CMLA, I feel strongly that the attendance to a national professional conference is a really important experience for our teaching candidates. It is really wonderful to see CMLA chapters connect with each other at the conference and for candidates to find sessions that further their understanding of middle level practice. This year I will be making a presentation related to a methods course that our CMLA members took last fall. It is my hope that these teaching candidates will have the opportunity to present this session with me, giving them invaluable professional experience. It is an excellent chance for our candidates to engage in professional development at a time where they are just beginning to find their identity as middle level educators. This will prepare them to enter their field placements with confidence and a strong knowledge base towards professional practice. I fully support their application for the CMLA chapter grant and will work with other Middle Grades faculty to support their travel.

Thank you,

A handwritten signature in black ink that reads "Holly H. Pinter".

Holly H. Pinter, Ph.D.
Associate Professor, College of Education & Allied Professions
One University Drive, Western Carolina University, Cullowhee, NC 28723
828-227-3306; hhpinter@wcu.edu

Office of the Dean

204 Killian / 1 University Drive / Cullowhee, NC 28723 / 828.227.7311 tel / 828.227.7388 fax / ceap.wcu.edu



College of Education
Allied Professions

From: Kim K. Winter
Dean & Professor, College of Education and Allied Professions
Western Carolina University

Date: April 2, 2019

Re: Letter of Support for WCU CMLA Chapter Grant Application

Students in the Collegiate Middle Level Association (CMLA) and their professors from the School of Teaching and Learning in the College of Education and Allied Professions at Western Carolina will attend the Association of Middle Level Educators (AMLE) annual conference this November, 2020. This experience is an integration of purposeful academic and co-curricular activity in which students will experience both intellectual and experiential skills needed for success as future teachers. The AMLE conference will afford these preservice teachers an opportunity to make a formal presentation, interact with peers as well as practicing teachers, administrators, and university faculty. Furthermore, the conference will supply hours of professional development in content, pedagogy, assessment, classroom management, and a wealth of other topics. Engaged learning is a way to incorporate teaching, learning, and scholarship by faculty, students, and community partners. This opportunity is the perfect characterization of this kind of exchange. What better example of knowledge-building that extends beyond the classroom? I fully support their application and will, in fact, attend the conference alongside the other professors. The CMLA group at WCU will be working on additional funding sources to support their travel.

Thank you,

Kim K. Winter

Kim K. Winter, Ph.D.
Dean & Professor, College of Education & Allied Professions
One University Drive, Western Carolina University, Cullowhee, NC 28723
828-227-3306; kkruebel@wcu.edu

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3.1 Activities Involving Middle School Students

Shadow study: A Day in the Life of a Middle Schooler

- Each member of our chapter shadows a student at The Catamount School (TCS) for an entire school day. Members look for student engagement and interactions between subject areas and activities. This also encourages the observation of student interactions with their peers and how they changed throughout the school day. The chapter then reflects and discusses how we as teachers can support different students in the classroom to maximize student success.

Outsiders Day

- The CMLA chapter sponsored an event at The Catamount School where we provided games, activities, and snacks for students in relation to the novel *The Outsiders*.

Book Club

- The CMLA chapter at WCU partnered with The Catamount School to provide students with a book club. Our members volunteered time to read and work individually with students.

Pen-Pals

- CMLA members worked with faculty from The Catamount School to write Pen-Pal letters to students that we would be working with to support their writing. These letters gave members a great opportunity to connect with students to build meaningful and trusting mentor relationships.

Math 1

- During Fall 2019, many of our members observed and helped 8th graders taking Math 1 at The Catamount School every Monday throughout the semester. Regardless of content area expertise, CMLA members capitalized on the opportunity to work with small groups of students to utilize pedagogical practices we were learning in our methods courses. Members became active in the classroom through teaching lessons and providing support for students during class activities with the help of Dr. Pinter.

3.2 Activities Done in a School Setting

Student Interventions

- Our chapter provided support to students in their areas of need during their flexible time which is called “WIN” (What I Need). Students were able to receive specific help in language arts, science, math, and social studies and the CMLA members worked with content teachers to provide targeted interventions in their content area.

Writing Groups

- Members of our chapter worked with small groups of 8th grade students to support the improvement of their writing skills. Members analyzed student work and created mini lesson plans to provide students with new skills and editing techniques to enhance their writing abilities and confidence in their writing.

Interview Panel

- CMLA set up an opportunity to learn from in-service teachers. College students were able to interview first year/ beginning teachers on their experiences in the classroom thus far. Members gained better insight into the teaching world for beginning teachers in preparation for after graduation.

3.3 Activities Focused on Professional Development

National and State Conferences

- CMLA members enjoy traveling to the National AMLE Conference. For the 2019 AMLE Conference, students participated in networking, research roundtables, and many other presentations. Unfortunately, our CMLA chapter was not able to travel to the North Carolina Middle Level Association conference due to the outbreak of COVID-19. Several CMLA members were planning on presenting with their faculty advisor Dr. Pinter as well as participating in the state CMLA meeting with chapters from other universities. The chapter is looking forward to planning the AMLE 2020 conference and the 2021 NCMLE conference.

Regular Team Meetings

- Students involved in the CMLA chapter at WCU are passionate and excited about their futures. They take pride in leading and participating in regular team meetings which have helped create a sustainable and successful environment.

Networking

- Through school partnerships with Western Carolina University, students in the CMLA chapters are exposed to many different school environments. In their time as undergraduates, students typically interact with public, charter, laboratory, and magnet schools. CMLA members are prepared to interact with different school personnel and environments. Several CMLA members are also part of our “WHEE Teach” organization that offers opportunities to collaborate with pre-service teachers in all areas across K-12.

Intervention Training

- Currently the most time intensive commitment of our CMLA chapter is the strong partnership at The Catamount School, our laboratory school operated by the university. Many of the TCS students thrive on individualized interventions. This past year, members of CMLA along with The Catamount School teachers and our university professors trained and implemented interventions for 10-15 selected students. College students worked to teach math, science, and ELA strategies to help with the middle school students' schoolwork.

3.4 Activities Done as Part of Middle Level Education Month

Unfortunately, due to the outbreak of COVID-19 and the restrictions our school and state honored to flatten the curve, our CMLA chapter was unable to complete any planned activities for the month of March. Our chapter is planning to save our plans for the 2020-2021 school year in which we will honor the Middle Level Education Month.

#AMLE20

The World's Largest Middle School Conference

November 12-14, 2020 • National Harbor, MD

CMLA Application for Presentation

Primary Contact/Presenter Information

Note: Please provide only one person's name at this time. All communications will go to this person. *If you have co-presenters, you will have an opportunity to add them at a later date.

Name: Alyssa Potts

School: Western Carolina University

School Address: 1 University Way, Cullowhee, NC 28723

Cell Number: (704) 267-7916

Email: arpotts2@catamount.wcu.edu

Presentation

Session Title: (under 90 characters with spaces) **What Do Your Students Want to Tell You?**

Conference Track: Tracks guide attendees toward sessions that align with highlighted themes. Please identify which track, if any, aligned with your session (Your session may not align with a track, and may better be captured by a "topic" category, requested below):

- | | |
|---|---|
| <input type="checkbox"/> Access and Equity | <input type="checkbox"/> SEL and Wellness |
| <input checked="" type="checkbox"/> Understanding Young Adolescent Learners | <input type="checkbox"/> Leveraging Technology |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Middle Level Essentials for New Teachers |

Conference Topics (Please select your top 3 topics that apply to your presentation)

- | | | |
|---|---|---|
| <input type="checkbox"/> Active Learning | <input type="checkbox"/> Health/Wellness/Guidance | <input type="checkbox"/> Science |
| <input type="checkbox"/> Advisory/Advocacy | <input type="checkbox"/> Inspiration | <input type="checkbox"/> Special Education/Inclusion |
| <input type="checkbox"/> Assessment <i>*formative and summative</i> | <input type="checkbox"/> Language Arts and Literacy | <input checked="" type="checkbox"/> Social Emotional Learning/SEL |
| <input type="checkbox"/> At-risk/RTI | <input type="checkbox"/> Leadership | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Bullying/School Safety | <input type="checkbox"/> LGBTQ | <input type="checkbox"/> STEM/STEAM |
| <input type="checkbox"/> Classroom Management | <input type="checkbox"/> Math | <input type="checkbox"/> Student Leadership |
| <input type="checkbox"/> Common Core State Standards | <input type="checkbox"/> Middle School Concept | <input type="checkbox"/> Teaching |
| <input type="checkbox"/> Curriculum | <input type="checkbox"/> Organizational Structures | <input type="checkbox"/> Teaming |
| <input checked="" type="checkbox"/> Differentiated Instruction | <input type="checkbox"/> Project-based Learning/PBL | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Diversity and Social Equity | <input type="checkbox"/> Professional Development | <input type="checkbox"/> Transitions to/from Middle School |
| <input type="checkbox"/> ELL/ESL/ESOL | <input type="checkbox"/> Professional Preparation | <input checked="" type="checkbox"/> Trauma-informed Classroom |
| <input type="checkbox"/> Family and Community | <input type="checkbox"/> Research | <input type="checkbox"/> Young Adolescent Brain |
| | <input type="checkbox"/> School Culture/Climate | <input type="checkbox"/> Young Adolescent Development |

Will attendees need to purchase curriculum, materials, and/or resources to implement ideas you present?

☒ No

☐ Yes

Will attendees need to bring an electronic device (BYOD) to your session to implement ideas you present?

☐ No

☒ Yes

Audience: (please limit your selection to only those specifically applicable to your presentation)

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Administrators | <input type="checkbox"/> Media Specialists/ Librarians | <input checked="" type="checkbox"/> Teachers |
| <input type="checkbox"/> Community Leaders | <input checked="" type="checkbox"/> Parents | <input type="checkbox"/> Team Leaders |
| <input type="checkbox"/> Consultants | <input checked="" type="checkbox"/> Pre-Service Teachers | <input type="checkbox"/> Technical Coordinators |
| <input checked="" type="checkbox"/> Counselors | <input checked="" type="checkbox"/> Principals | <input checked="" type="checkbox"/> University/College Educators |
| <input type="checkbox"/> District Personnel | <input type="checkbox"/> Researchers | |

Abstract:

Please TYPE the **OUTCOME GOALS** of your presentation. **limited to 500 characters (not word count) or less*

This presentation will provide you with different accommodation strategies, including differentiated instruction, to provide your student(s) with the best environment and tools for their success. You may learn first-hand student accounts to determine thoughts, anxiety triggers, and unknown pressures that influence their lives and schoolwork.

Please TYPE the **RATIONALE** (why the concepts presented are important to middle level education) of your presentation. **limited to 500 characters (not word count) or less*

As prominent people in a middle school child's life, it is important to understand their thoughts and actions even if they are not verbally responsive. As students develop through their middle school years, they are searching for their individuality and their voice. As personalities develop and grow, we can determine accommodations for students to achieve maximum success.

Please TYPE the **ENGAGEMENT and CONNECTION ACTIVITIES** with attendees that will be incorporated into this session. **limited to 500 characters (not word count) or less*

Upon entering, audience members will be asked to complete a short survey. The results of this survey will be used within the presentation to determine which personality types the presenters should focus on the most. Through provided interviews from current middle school students, teachers can see the diversity of the personalities of students in their own classroom.

Online Description: Please TYPE the description of your presentation that you wish to appear in the conference programming. Session descriptions should be in paragraph form (not bullet point). AMLE reserves the right to edit program book descriptions. **limited to 500 characters (not word count) or less*

As they develop through their middle school years, students are searching for their individuality and voice. This presentation will demonstrate different accommodation strategies to provide students with the best environment and tools for their success. You may learn first-hand student accounts to determine thoughts, anxiety triggers, and unknown pressures that influence their lives and schoolwork. It is important to understand student's thoughts and actions.

Main Presenter Bio: Please TYPE a short statement about your qualifications to present on this topic. Your bio may be used on our conference website, conference app, and in printed materials. Your bio should be in paragraph form (not bullet point). **limited to 500 characters (not word count) or less*

Alyssa Potts is currently a senior (fall 2020) at Western Carolina University in the Middle Grades Education program. In her undergraduate years, Alyssa has worked with a research team at The Catamount School, the laboratory school for WCU. Through research observed, Alyssa has witnessed many students' success because of the focus on Social and Emotional Learning as well as teacher-student relationships.

Submission Deadline

Application documents, including presentation proposal, should be sent to membercenter@amle.org by May 1, 2020.

For further information visit <http://www.amle.org/AboutAMLE/AMLEAwards/CMLAGrant/tabid/260/Default.aspx> or contact membercenter@amle.org.