Call for Presentations

Middle grades educators from around the world gather at the Association for Middle Level Education (AMLE) Annual Conference. Participants engage in dialogue, learning, and exploration of topics critical to the education, development, and growth of students ages 10-15 years old. We are particularly interested in sessions that include practical, hands-on solutions and research-based presentations. Our goal is to offer a varied program selection in which each professional middle grades educator can find what they need to support their professional learning goals. Session types include Concurrent Sessions and Speed Learning Sessions.

Session Types
Concurrent Sessions
60-minute sessions dealing with current topics relevant to middle level educators. Innovative instructional methods and special programs are featured. Each concurrent session is assigned to a session room. You will present to an audience of 50-250 depending on your assigned room. Podium, microphone, LCD projector, audio sound patch, Wi-Fi, and screen will be provided. Additional AV can be purchased for each session. Completed proposals are accepted February 3 – April 5, 2020. Applicants are notified via email of their selection status by May 12, 2020.

Speed Learning Sessions
Popular among our attendees, these repeated 15-minute sessions allow for collaboration and interaction between the presenter and attendees, in an energizing environment. The goal of this session format is to give participants an informal venue to meet experts in various topic areas. Each 60-minute session is divided into three 15-minute segments, allowing you to get more personal attention from the experts and more information in a short amount of time. This flexible format gives participants three opportunities to exchange thoughts and questions in an intimate seating arrangement. These sessions will run concurrently with other speed learning sessions, within the same space. Each speed learning session is assigned to a roundtable that holds 8-10 participants (please keep this in mind if you have co-presenters as it will limit the number of participants for your session). It is estimated that there will be 15-20 roundtables set up in the space. There will be (3) session rotations within 60-minutes, allowing you to present the same 15-minute session three times in a row, each time to a different audience. Participants will have an additional five (5) minutes to move to their next table selection between session times. The AMLE Moderator will signal the participants and presenters when each session begins and ends. Completed proposals are accepted February 3 – April 5, 2020. Applicants are notified via email of their selection status by May 12, 2020.

Proposal Review Process
Proposals are read as part of a juried process by the Program Review Committee. Applicants will be notified of their proposal’s status on May 12, 2020, after the Program Review Committee’s evaluation of all entries.
Applicants must:
- Develop a proposal to represent a selected track, if applicable.
- Make sure the proposal is relevant and significant to middle level educators.
- Clearly describe the goals and rationale for the proposed presentation.
- Indicate the intended audience (e.g., teachers, administrators, professors).
- Make sure the title reflects the content of the proposal.
- Avoid pejorative references and discriminatory comments.

The Program Review Committee looks to include a diverse range of presenters and proposals. In addition to the guidelines listed, evaluations from previous AMLE Annual Conference presentations and the number of proposals submitted per presenter are taken into consideration. Presenters are not guaranteed sessions in the program, even though past sessions may have been well received. AMLE is always seeking new, fresh ideas. Proposals are graded based on the rubric on page 3.

Guidelines for Completing the Proposal
Presentation
Abstract content must be clear and contain the three listed requirements (goals, rationale, and activities). Presentations that contain negative references based on ethnicity, gender, age, sexual orientation, or beliefs will not be considered. Please make sure the title reflects the content of the session. Please review the Conference Tracks, Topics, and Session Selection Grading Rubric located on pages 2-3 for additional details to help you with the proposal process.

Speaker Profile & Co-Presenter Info
Your speaker profile is included with your proposal during the review process. Please update your contact information and biography online at http://www.amle.org/annual/Presenters/SpeakerProfile/tabid/701/Default.aspx. If you have co-presenters for your session, you may add their names and bios during the online proposal submission process.
Please Note: If you are accepted to present at the conference, you serve on a contributing basis and are required to purchase registration. You will not be reimbursed for registration, lodging, travel, audiovisual equipment rental, or additional costs. All Presenters MUST be registered by August 7, 2020 or your session will be removed from the program and replaced.

Tips
Focus on pedagogy. Educators increasingly tell us they need help creating meaningful learning experiences for their students. The more you model your presentation to reflect instructional strategies, the more relevant your session will be to conference participants.

Consider what success looks like. The best sessions offer tangible takeaways and immediately applicable information for attendees to bring to their schools. What are the goals and objectives of your session? With what do you want participants to walk away?

Get interactive. Conference participants want to be actively engaged and do not prefer lectures. Encourage participants to interact with you and other attendees. Try making your session a bring-your-own-device (BYOD) session. Be sure to consider the best way for your audience to engage with the material you’re presenting.

Conference Tracks
Tracks guide attendees toward sessions that align with highlighted themes. You may 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, listed below):

- **Access and Equity**
  (inclusion, special education, learning differences, assistive tech, diversity, culturally responsive classroom, LGBTQ)

- **Leadership**
  (central office and principal/AP, scheduling, school climate/culture, teacher leaders)

- **Leveraging Technology**
  (STEM, STEAM, tech use in classrooms)

- **Middle Level Essentials for New Teachers**
  (classroom management, lesson planning, differentiating instruction, work-home balance)

- **SEL and Wellness**
  (mental and physical wellness, trauma-informed practices, restorative practices)

- **Understanding Young Adolescent Learners**
  (YAD, brain-based learning, active learning)

Conference Topics

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

The following scales will be used to determine if a presentation should be included at the annual conference. Each dimension is graded on a scale of 0-5.

Is content important/relevant or innovative/new to middle level education?

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<th>3</th>
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<td>5 = Very relevant and reflects current knowledge.</td>
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<td>0 = Outdated, incorrect, or irrelevant.</td>
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Are learning objectives clear, relevant, and realistic?

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<td>5 = The learning objectives (Goals) are clear, relevant to the topics, and realistic.</td>
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<td>0 = The learning objectives are unclear, not relevant to the topic being presented, or unrealistic to accomplish in the time allotted.</td>
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Does the presenter demonstrate expertise in the topic?

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<td>5 = The presenter is clearly an expert on the topic.</td>
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<td>0 = The presenter does not appear to be an expert on the topic.</td>
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Will the session offer tangible takeaways and immediate applicable information to implement at school?

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<td>5 = this session will offer takeaways and immediate tools to use in their school.</td>
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<td>0 = this session does not offer tools or is not indicated in the proposal.</td>
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Will the presenters use effective educational practices and be interactive and engaging?

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<td>5 = Active engagement activities are planned.</td>
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<td>0 = Active engagement activities are not planned or are not indicated in the proposal.</td>
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Past session evaluations

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<td>5 = Very positive past evaluations. These represent the top 1/6th of all evaluations received.</td>
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<td>0 = Very low past evaluation ratings. These represent the bottom 1/6th of all evaluations received.</td>
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Expected session attendance

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<td>5 = The topic or presenter is expected to draw a large number of session attendees.</td>
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<td>0 = The session or presenter is very unlikely to get many session attendees.</td>
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