

IN THE MIDDLE

OHIO MIDDLE LEVEL ASSOCIATION

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OHIO MIDDLE LEVEL
ASSOCIATION

IN THE MIDDLE

Winter 2019-2020

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In the Middle is the official newsletter of the Ohio Middle Level Association and is published three times per year. Submissions on topics relevant to middle level education are encouraged and should be submitted to newsletter co-editor KristenMSmith223@gmail.com.

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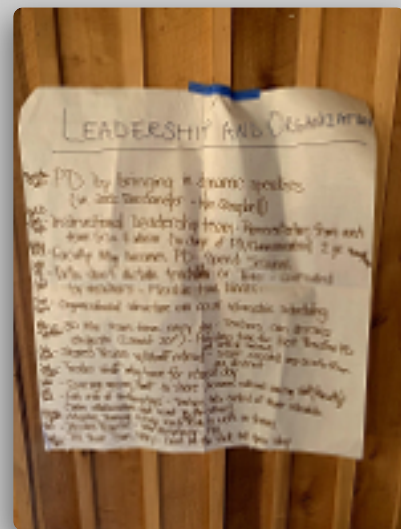
President's Message

Nicki Bertke
OMLA President



“Leaders never stop learning.” ~ Anonymous

As with any school or organization, the Ohio Middle Level Association Executive Board is always looking for opportunities to learn and grow professionally. This past summer, the OMLA Executive Board met in Hocking Hills for a three day workshop. During this time, board members participated in professional development activities, planned regional events, met in committees, and finalized plans for our annual state conference. One of the professional development activities included the OMLA board revisiting AMLE's, This We Believe: Keys to Educating Young Adolescents. Board members joined one of three groups (Curriculum, Instruction, and Assessment; Leadership and Organization; Culture and Community) representing the 16 Characteristics and shared ideas/strategies for how they support the topic in their classroom/school. Some of the ideas mentioned from the OMLA Executive Board included: faculty meetings become PD speed sessions; creating an instructional leadership team comprised of teachers and school administrators; allowing teachers flexible time blocks so time and teaching is not dictated by bells; and using creative scheduling to create an organizational structure. The many ideas shared from our board members produced rich discussions and meaningful learning. As you read through the articles in this issue of *In the Middle*, I hope the insights shared concerning Leadership and Organization provide you with new or refreshed learning!



The OMLA Executive Board has already started planning #OMLA2020, October 22-23 at Kalahari Resort and Convention Center! Keynotes Weston Kieschnick (@Wes_Kieschnick), Kevin Honeycutt (@kevinhoneycutt) and featured speaker Jack Berckemeyer (@jberckemeyer) are sure to inspire and energize

you with new ideas. We are currently accepting presentation proposals for #OMLA2020! If you are interested in sharing a strategy or practice that is working for you in your classroom or school, I encourage you to submit a presentation proposal. Presentation proposals should be submitted by following this link or visiting our website.

In addition to our annual state conference, OMLA hosts a number of regional events across the state. These regional events include professional development, networking, student recognition and student leadership opportunities. Check our website or your inbox for the next scheduled OMLA regional event in your area.

I look forward to seeing you at Kalahari for our annual conference October 22-23, 2020!

I'm a Teacher, I Can't Lead

Jeremy Evans

Dover Middle School

East Region

Have you ever heard this? Maybe not in so many words, but I'm sure the sentiment carries over into other statements as well. I don't think it's laziness, I think there are many reasons and motivations for teachers to pass the buck onto someone that has a leadership "title."

The fact is that teachers can and should be leaders. I actually could argue that teachers have more impact on initiatives than the leaders that enact them. Here are a few things to think about with teacher leadership.

1. Build Relationships - The best leaders that I have worked with are masters of this. I am still working on this myself, but teachers have the best opportunity to do this. Besides students, who spends more time with teachers than teachers? Make the best of the time with other teachers to build a relationship that can lead to positive change.
2. Conversations - Teachers can lead through one-on-one conversations with other teachers. You don't have to give lengthy speeches at staff meetings to be a leader. Sometimes the most powerful acts of change can start with a small conversation.
3. Stay Positive - I know it's hard. I didn't say you can't ever vent. That's different. Venting every day is not venting, it's just being a Debby Downer. Even in the face of negativity, the best leaders spread positivity. The change that leaders enact should focus on the positive, not the negative.

Teachers can be leaders. We have the opportunity to be leaders and we need to make the most of those opportunities.

Converging in the Middle

Rob Gonda

ESC of Central Ohio

Central Region

For students, parents, teachers, and administrators, the middle years are dynamic times of learning and the right guide is essential to success. Regardless of who the person is in the leadership equation, that leader requires an understanding of change, and more importantly, convergence. This concept of convergence from the book “The Future is Faster than You Think” by Peter H. Diamandis and Steven Kotler outlines how many technological advances and thinking work in concert with one another to provide a new service. For example, Amazon is the modern-day version of the once-popular mail catalog. Yet it was not just the posting of things for sale electronically that made this business successful. It was the ability to deliver packages in two days, the ease of use to purchase, the infrastructure of having products available that made the one-click online shopping experience a regular and practical practice for consumers. Much the same could be said about the convergence in the middle school years and leadership. Leadership in the middle not just making sure there is a successful block schedule or that all social and emotional needs are met; it is a convergence of all elements during these critical years which makes this a fun and energetic time for all stakeholders. Here are a few attributes to reflect upon, not in a specific order of importance, but as a convergence of the attributes that yield effectiveness in the middle.

A leader at the middle level needs to be caring: The ability to establish and build relationships is key to building community and helping students be prepared to access information and be willing to understand other points of view.

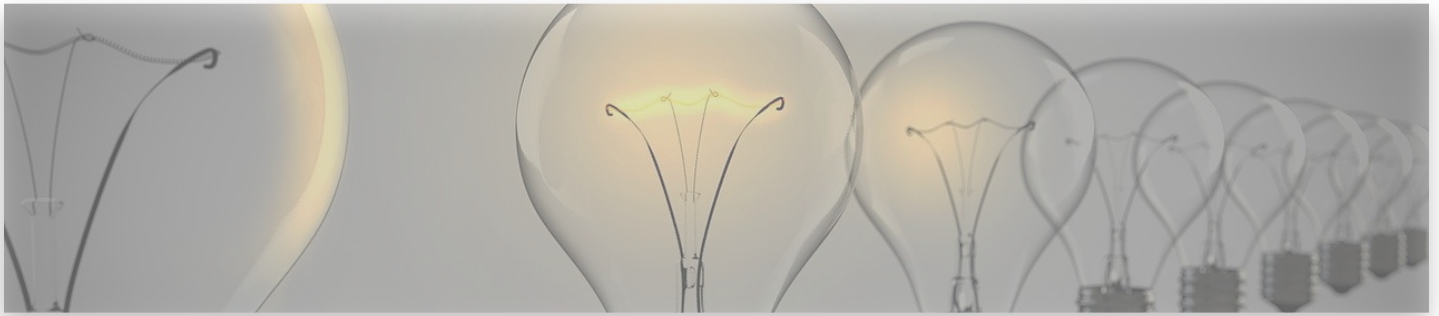
A leader at the middle level needs to be creative: With our students caught between childhood and adulthood, it takes creative and bold leadership to make sure student unique needs are met throughout the school year. From creating positive recognition programs to mindfully designing moments of wonder, building in surprise and experience is an important part of the overall experience.

A leader at the middle level needs to be communicative: The days of sending one newsletter and making a few announcements over the PA being enough to reach all members of the learning community is behind us. Today’s leaders need to leverage social media, video messaging, and constantly interact on a personal level with students in order to ensure a strong connection to the school.

A leader at the middle level needs to be connected: Building a bridge with not only the

people in the learning community but the people who are the leaders in the field of education and beyond is vital. A leader at the middle level needs to continually connect with the latest educational research, a great book, blog, podcast, and other leaders who can share ideas about how to help kids. (Shameless plug: The Ohio Middle Level Association would be a great organization to connect with throughout the year. There are many leadership opportunities and ways to get involved with the organization. Check out our website at www.omla.org for contact information for your region.)

This is a start with many other attributes that could be added to this list depending on the individual situation, the time of year, and age of the person leading or learning. Regardless of the attributes defined, successful leadership at the middle level comes down to that leader's ability to focus all of the all the myriad working parts in order to help students learn and grow during this dynamic time of convergence.



Organization Tips from a Binder Queen

Katelyn Dendinger

Ayersville High School

Northwest Region

Have you ever seen a picture of that dreamy, spotless classroom on your social media and think to yourself, “Is that for real?” That one classroom decorated to the tee that looks like it’s fresh off of a Pinterest board and you wonder how long it took for that teacher to be that well organized? Unfortunately, organization is not a strength for everyone. Now we don’t need to have those pristine classrooms to model for our students how to be organized, however, we do need to have a method to our madness. And, our students need to understand that method.

We all have some type of organization system we favor, but if you're anything like me I'm always looking for alternative ways to organize myself, my students, and all the paperwork I have piling up from being an Intervention Specialist. Throughout my years of teaching, I have personally come to favor the three-ring binder to organize pretty much everything. I have done a great deal of trial and error and I'm sure I'll change things slightly next year too as I work with different students and co-teachers. Below are the top three ways I utilize binders in my classroom to stay organized.

Task Card Binders



My students love task cards and I love all the ways I can use them as a math center, group activity or entrance/exit ticket. When I first started laminating them, I'd cut them out and rubber band them together in a small plastic box. Since my students enjoyed them so much, I soon had too many boxes and the cards would curl. It was also hard for me to find which ones I wanted and where I had the matching recording sheet and answer key. In trying to think of a way to have all of those items within reach, I turned to my trusty binders.

I labeled the spine of the binders with a topic. I work with the math department, so my topics included expressions, functions, geometry, stats & probability, and so on. Inside, I put a copy of the recording sheet and answer key in a plastic page protector. In front of there, I put the corresponding cards in a photo sleeve specifically made for a three-ring binder. If you Google it, you'll find all sorts of places sell them from Walmart to Amazon; there are a wide variety of sizes also. For my smaller cards I use a 3-pocket photo page and for larger cards I use a 2-pocket photo page. I am a visual person by nature, so being able to grab a binder and quickly flip through the cards has definitely saved me time as opposed to my original box method. We all know how precious that 40 minute period of planning time is! I originally had my recording sheet and answer keys in my course binders. Those have since been replaced with a one page print out of the cards in thumbnail size to jog my memory the following year.



Student Binders

The student binders my math students use are one-inch binders that are mostly kept in my classroom. The homework debate is for another time, but I generally have my students do their independent work during my class time, so it is rare they have work to do outside of my class period. In their binders are index tabs with the labels: Notes, Homework, Assessments, Warm-ups, and Old Notes. I've taught my students how to use these to store the items we're using in a unit. At the conclusion of a unit, we go through their binders together and I tell them certain notes and graphic organizers they should hang onto for future reference. They put those items behind the "old notes" tab for quick reference. Anything they need graded (or

re-graded as I use standards-based grading) they place in the front pocket. This just saves me time flipping through tabs to find what they need me to grade. The papers I have graded I then move to the back pocket of the binder. When students grab their binders at the beginning of class, they know to look back there to see what they may need to file away under their index tabs. It seems basic, but it works very well for my students.

Progress Monitoring

One of the professional development offerings I always sign up for at our local ESC is a session over progress monitoring. Even though I go year after year, I like to see how other Intervention Specialists are organizing all of their paperwork and if I can adapt it somehow to make it work for me. The intervention setting is different in each school building, however, we all have the same paperwork to track. When the state added the monitoring of transition goals a few years back I decided I needed a new system. Previously, we had used three-inch individual student binders to keep work samples, checklists, and so on, as that is what our district had decided to do. That got tricky as the students moved up through the grade levels as it wasn't just one Intervention Specialist working with the student since we are vertically aligned in the English and Math areas.

With Google Docs becoming more and more popular, we decided as a district to give that a shot as a way to keep student documentation. Our supervisor set up a Google drive for us to access with student folders. Here is the progression of how we organize each sub-folder: Student Name - IEP start & end date - goal areas (reading, math, behavior, etc). It is within the goal areas folder that I scan and drop in the work samples and checklists I've used to track my student's progress for that particular IEP goal. I started off scanning each student's in after every quarter, but that was pretty time consuming. Now I scan in all of the items I've collected after their annual IEP rewrite. Yes, I have a good pile to scan for one student, but I'm not having to stand at the copier with multiple stacks of student items. Plus the shelf space I'm getting back is awesome!

So that is how we keep the necessary documentation from year to year in the event we would be audited. Wondering how I organize myself without those individual student binders? After combing through my notes from previous professional development meetings and scouring social media for methods, I decided to try a three-inch binder with two parts. I will be honest in saying this took me an entire day's worth of work during the summer to prep, but now that it's done it is a breeze to use. The front part of the binder is a large stack of plastic page protectors where I store student documentation and the back part of the binder is full of index tabs and progress monitoring resources. At the front half of the binder, each student has the following: cover sheet, goal log, objective log, transition log, parent contact log, and an IEP checklist. All of the previous items mentioned are in page protectors as it makes it easier to flip through. As I grab work samples to track progress, I write the percentage on the corresponding log and slide it behind the log inside the page protector. This has worked best for me as everything for that one goal or objective is right there in the same place. I put index tab stickers off to the right of the cover page for each student so I can rearrange them as needed with students moving in and out of the district. The back half of the binder is where all

of my resources are arranged by topic. For example, I have a tab for math operations, two-step equations, and story problems. Behind those tabs are task cards, worksheets and answer keys I can pull for a student to use if I, or the co-teacher, forgot to grab a work sample from class. This has been especially handy for my students who are mostly mainstreamed that I may not see on a daily basis.

Organization is an important life skill that can help you stay focused and manage the many demands in your fast-paced world. I have found that my students are able to get to work faster and are more responsible for their class information. For myself, organization is essential to my job as an Intervention Specialist. I must have documentation for progress monitoring and need to follow a strict timeline for legal special education requirements. Binders have been the best method for me to organize and stay on top of the madness we call teaching!

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Learning Outside the Classroom

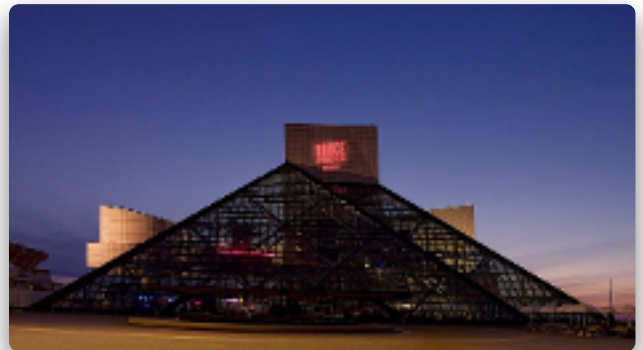
Stefanie Bitto

Nowak Tours

As an adult when you look back on your school days, what do you remember? Sitting in class counting away the minutes? Planning your weekend with friends? Maybe stressing about a group project? For me the highlights are from class field trips. I loved going somewhere new, researching the location, and seeing or learning something I didn't know. When I consider my middle school years, I vividly remember the seventh-grade field trip to Dearborn, MI to visit the Henry Ford Museum and the eighth grade Washington D.C. trip. I can remember who I sat with, the funny stories, what we saw, and the shared experiences that formed life-long friendships and personal development.

All my memories and experiences aside, school is for learning. The fun memories are not the goal, right? The awesome part of a field trip is the ability to connect that learning to something in the real world. That is when the learning becomes more meaningful. Perhaps that is why I transitioned my teaching degree into a position in the educational travel industry, which like teaching, has been rewarding.

During my time with the music education department at The Rock and Roll Hall of Fame and Museum, I would walk through the exhibits. There was one small exhibit about the history of how people listened to music. More than once, I would walk by a group of kids that had never even seen a record, a cassette, or even a CD, and they would be laughing or baffled by each device. Technology has come so far, but to see how an old device works makes it more real than a picture or even someone just telling you (especially your boring parent or teacher). Another simple idea is to take a group of students who are studying ecosystems in science class, to a nearby park or stream to trudge through the water and the mud. The experience might just bring the concepts to life.



A highly popular middle school travel destination is Washington D.C. Students study government and how a bill becomes a law or the balance of powers in the branches of government. History and government may not be every kid's favorite topic. However, if you add the excitement that comes from being with friends, traveling in a huge bus, and getting to stay in a hotel to touring the Capitol Building, visiting the White House or exploring a Smithsonian the facts get to come alive. Information students have been told for years



becomes real, and they realize people actually live history every day. The lessons from class then connect to their experiences.

Mark Kurz, Principal at Olmsted Falls Middle School, explained the benefits he saw in his own students on two sides. The first being there is always a connection to the curriculum. Olmsted Falls Language Arts students read Shakespeare, then get the opportunity to experience live theater of a Shakespearean play. The second part of getting out of the classroom was more intangible, but just as important. When students get to experience more things in real life, they grow a little more. Mr. Kurz considers their annual eighth grade Washington D.C. field trip a coming of age, growing experience. Many students for the first time are away from their parents, and they get to build memories with friends. They are treated like adults who get to stay in hotels and visit restaurants. These memories last a lifetime.

He has worked with Nowak Tours for 19 years, and says, “it has been fun to see each trip has a similar experience from year to year, but with unique memories that cater to each new group of students.” Mr. Kurz fondly remembered one of his students, while visiting Arlington National Cemetery, mentioned that she had recently lost a cousin in military action. While at Arlington he was able to ask guides for help, and they searched through the cemetery to find the tombstone of her cousin. It was an emotional memory coupled with a 45-minute walk through so many graves of those who died so we could be free. It really set in for that student and her friend, that freedom is not free.



Students need to get outside of their bubble to see lessons in a new light. There is a lot of information students must learn in a school year, teachers may feel that students do not have the time to go on a field trip. However, with proper planning, a field trip can tie it all together. That is where Nowak Tours comes into play. A teacher knows the content standards and what needs to be solidified in a student’s learning. Nowak Tours works with the teachers to simplify the process of getting the students out of the classroom. They take care of the headaches of transportation, lodging and eating with a plethora of background knowledge of many locations, but also add in the aspects of educational value and content a teacher is looking to include. With a little added fun, a simple one-day trip to somewhere close like Columbus, Pittsburgh, Cincinnati, Detroit or Cleveland or even a more elaborate overnight excursion can be that lasting memory that influences a student to find a passion in learning or maybe influence a future career.

Leading by Releasing Control

Nick Discenza

Northeast Region

Leadership and Organization are identified through This We Believe to be an essential set of attributes for schools servicing the middle level child. Five distinct characteristics fall within the heading of Leadership and Organization:

A shared vision developed by all stakeholders guides every decision.

Leaders are committed to and knowledgeable about this age group, educational research, and best practices.

Leaders demonstrate courage and collaboration.

Ongoing professional development reflects best educational practices.

Organizational structures foster purposeful learning and meaningful relationships.

As a middle school administrator for the past 14 years, the topic of leadership and organization at the middle school level has been an important area for me to investigate, question, and learn more about. As I continue to grow my understanding of leading at the middle level and leading in the educational setting, I find myself continually coming to the realization that the best work is done when I release control, get out of the way, trust the great talent around me, and pitch in when I can.

As a teacher leader and an administrator, I have spent much of my career as a problem solver and someone who takes on the majority of the workload on tasks in my building. This came naturally to me and I certainly welcomed the opportunity to help resolve problems or improve the practices in my classroom or school. I felt that I needed to do those things in order to grow my experiences and improve myself as a leader. I took pride in being someone who controlled or took responsibility for tasks, projects, and initiatives. I felt accomplished and satisfied having the opportunity to play these roles.

More recently, however, I have come to realize that my focuses were narrow, my reach was short, and my impact was far less extensive when I was assuming so much responsibility and control for the success of a project or new idea. I have come to realize that around me are amazingly talented people that are passionate about a variety of exciting new ideas. These people, when empowered to lead, can have a much greater impact in moving our building forward. All it would take from me is releasing control and trusting the talent around me. Instead of being the reason a new idea does or doesn't materialize, I can focus my time and

energy on supporting the great ideas of others by saying yes and removing barriers for them. Releasing control and trusting those around me has re-energized my leadership and opened doors for far greater growth for myself and the building I work. I now find myself challenging others around me to release control to become a better leader of a building, a classroom, or a team. When we release control and empower our teachers, colleagues, and students, magic happens. We far far surpass what we thought we could possibly accomplish alone. I challenge you to release control in at least some little way today and just sit back and see how it turns out. What is the worst that can happen?

Seeing Beyond

Kristen Smith

Southeast Region

I have to be completely honest with you— I cringe when I hear the words “junior high.” I hear the term and they immediately conjure up an image of a miniature high school that’s in no way developmentally sound. However, my reaction is very short-sighted. A school is far more than a name. There are countless examples of junior highs that are doing exemplary things for students. The reality is that when we fixate on one detail, we often ignore or overlook the deep value that exists. This extends to how we view the structures and leadership in our schools every day. In one of the foundational texts for middle level education, *This We Believe*, we are introduced to 16 characteristics for successful schools serving young adolescents. Let’s take a look at the five characteristics under “Leadership and Organization” by examining potential barriers and suggestions to help us see beyond them.

“A shared vision developed by all stakeholders guides every decision.”

The barrier: you’re not the team leader, so you feel like you aren’t helping to guide decisions in your school or perhaps even on your team. A suggestion: be a good teammate. Participate actively in team meetings and support your team leader where you can. Being a good teammate does not mean just blindly supporting every initiative, so speak up where you can, but do so respectfully. Plant seeds of best practices where you can. You might not have the title, but you can still help the team leader filter important feedback up the chain of authority.

“Leaders are committed to and knowledgeable about this age group, educational research, and best practices”

The barrier: your administrator(s) doesn’t have a “middle school background.” A suggestion: be an advocate for best practices. Just because your administrator never taught in a middle school, doesn’t mean he or she doesn’t want to know more about best practices for young adolescents. Share information as is appropriate. If you can, share a copy of *This We Believe*. If you think that might just get tossed to the side and never opened, print out a copy (or email

the PDF) of the This We Believe poster that highlights the 16 characteristics and 4 essential attributes (link: https://www.amle.org/portals/o/pdf/twb/TWB_colorchart_Oct2013.pdf).

“Leaders demonstrate courage and collaboration.”

The barrier: your team won’t collaborate on an interdisciplinary unit or lesson. A suggestion: create an interdisciplinary lesson or unit that you can use in your classroom on its own. It’s not the ideal that we want, but it is a start. As you do more integrating across the curriculum (and likely engage students on a deeper level), other teachers will eventually start to ask questions and be more inclined to work together.

“Ongoing professional development reflects best educational practices.”

The barrier: your school won’t pay to send you to OMLA’s Annual Conference. A suggestion: keep reading *In the Middle*! In all seriousness, though, there are plenty of professional development opportunities that are free of charge and don’t require you to get a sub! OMLA has regional events throughout the year that are free for OMLA members. Plus, there are countless podcasts, blogs, and twitter feeds that share best practices. Find one or two that you can revisit every month to keep you up to date on the latest and greatest ideas for middle level educators.

“Organizational structures foster purposeful learning

The barrier: your schedule/structure doesn’t allow for teaming. A suggestion: create a home base within your classroom. Be the safe, stable place for the 40, 50, or 80 minutes you have with your students. None of us can control what happens when students leave our rooms. Heck, sometimes we can barely control what happens when they are in our rooms. But do what you can to take an interest in your students—not just in the progress they’re making in your class. Check their grades in every class. You don’t need to do this in a super time-consuming way, either. If you still have paper report cards, ask students to show you at the start of class the day they go home. If it’s all electronic, check to see if you can get access to grades for all your students and make a point to check on 5-10 students a day.

We don’t want our students to make excuses, so why would we allow ourselves to do just that? When all we see are the barriers to best practices in our schools we limit ourselves. This, in turn, limits our ability to meet the needs of our students. My husband likes to say “control the controllables.” None of us can change an entire climate or structure single-handedly. It takes patience and in many cases, time. But there are ways we can make a difference if we are willing to get out of our own way! Quite simply, we need to see beyond the barriers in the name of doing what’s best for our students!

Reference: “This We Believe - Association for Middle Level Education - AMLE.” Amle.Org, 2010, www.amle.org/AboutAMLE/ThisWeBelieve/tabid/121/Default.aspx#122516-the-16-characteristics. Accessed 13 Feb. 2020.

Providing Opportunities to Young Leaders

Andrea Kaercher

Kings Junior High School

Middle school is riddled with decisions: What should I wear today? Should I complete my homework? I wonder if he likes me? That teacher hates me?!? Did I put deodorant on today? Every young mind is not only stressed with decisions, but impacted by hundreds of influences daily. As a middle school teacher myself, I'd like to think that my students hold me to the highest regard— super cool, greatest role model ever! Reality check: many middle school students idolize less-than- admirable role models who ultimately influence the numerous decisions these young minds are making.

Easy access to social media provides ample opportunity for students to idolize a multitude of celebrities and “role models.” Like it or not, we are competing with the entire world as we try to help young minds make good decisions. Leaders from across the globe are impacting the youth within our buildings. Our buildings are filled with young leaders, both positive and negative, all with great influence. As educators, we have the opportunity to help students identify and emulate positive leadership skills. Helping students understand why people follow leaders— whether positive or negative— is a pivotal first step.

Together, the Southwest OMLA and YMCA Camp Kern Leadership Department will present a program designed to assist middle school students in building positive peer relationships, effective communication, recognizing commonalities/similarities among people, understanding differences, developing leadership skills and identifying conflict resolution strategies through group work and team building activities. OMLA strongly believes in providing opportunities to develop young leaders.

The Student Leadership Summit is one of our largest events in the Southwest Region. Last year's Summit included 10 schools from across our region. A total of 175 students and staff members took part in our 2019 Student Leadership Summit. The Leadership Summit brings together the diversity of middle schools throughout Southwest Ohio. Fifteen 7th grade students from each building are placed in small family groups with students from across the area. Together, the family groups engage in activities designed to foster discussion and thoughts revolving around leadership. Despite the varying backgrounds, students quickly find the commonalities from school to school which helps foster a sense of camaraderie. Students are challenged to “Pay It Forward” when they return to their school and share the leadership message. We are looking forward to seeing the growth of student leaders at our conference this year. This year's Summit will be on Wednesday, May 13, 2020.

Evolving Leadership

Andrew Gibson

Amherst Junior High School

North Central Region

“Leadership is not about your level of authority. Rather, it’s about your level of influence that you earn in relationship with the people or team you are leading.”

Tim Kight ([@TimothyKight](#)) CEO, Focus 3

One of the more interesting changes over the course of the last ten years is the evolution of leadership in our schools. Gone are the days of the authoritarian principal who sits in their office and directs the staff, focusing on discipline, building operations, and filling out observations rating staff on a one or two scale. Leadership has gone from a central leader, to collective leadership, no matter your position in the school or your years of experience in education.

We rely on teachers and support staff to lead in schools today and it’s one of the many reasons we are able to do more and find more success in our classrooms. Leading from the classroom, choosing and driving initiatives has allowed the direction of instruction in our schools to be built from the classroom out, with students being the central focus. It’s not uncommon to see teachers leading a learning session on opening day, driving discussion in building leadership meetings or delivering amazing presentations at the OMLA State Conference!

Inspiring leaders are all around us in the classroom and as building administrators we need to embrace the opportunity and empower our teaching staff. Encourage your teaching staff to try new initiatives and then share those with their peers. Celebrate the successes and when a new venture fails, celebrate the attempt to do something great for students. As administrators we can’t be afraid of failure and we can’t create an environment that is stagnant. Commit to your teaching staff, support them, celebrate them & engage them in new & best practices. Ask more questions than you answer and then be there to encourage leadership throughout your building. It’s better for the principal, it’s better for the staff and most importantly, it’s better for the students.



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