

Browning Public Schools
Board Agenda Request
Meeting To Be Held: 10/25/2017



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- Recognition:** Students Staff Parents
- Information:** Building Report Old Business Superintendent's Report
- Action:** Resignation Hiring Contract Service Agreements
- Travel Out-of-State Travel In State Approvals
- Termination Legal Matters Other:
- This action request pertains to Elementary (only) High School/District Wide
-

Date: 10/12/17

To: **Corrina Guardipee-Hall**
 Superintendent

From: John Salois
Title: Principal

Subject: **National Council of Teachers of English.**

Description: Request approval for Quentin Miller to attend the National Council of Teachers of English National Convention in St. Louis, Missouri 11/15/2017 - 11/19/2017.

Financial Impact: Registration and Flight \$785.15

Funding Source (Budget/grant, etc.): Salaries, benefits, and payroll costs to be charged against budget for respective building/program/grant as applicable.

Attachment(s): Travel Request, conference agenda

Approval: Superintendent's Office/Finance/Personnel as applicable (Initial) _____

Comments: _____

Board Action: N/A (Info) Approved Denied Tabled to: _____

To: Quentin Miller <quentinm@bps.k12.mt.us>

Yasssssssss
[Quoted text hidden]

Quentin Miller <quentinm@bps.k12.mt.us>
To: "Wynhoff Olsen, Allison" <allison.wynhoffolsen@montana.edu>

Mon, Sep 15, 2017 at 4:18 PM

Dr. WO,

That will be a resounding yes from me. I have a few questions regarding your offer - are there any funding opportunities available to me this late in the game? I have already reached out to my principal (as you know) and have yet to hear a reply from him so I thought I would check with you as well given the update. If not, that has no bearing on my decision to present. I am just really hoping that my school with help with some of the cost (perhaps this recent update might help them decide, finger's crossed). Also, it is really serendipitous that the panel is addressing this particular topic -- and including two professionals whom share so much in common with my situation no less -- because I happen to have just began a unit on James Welch's *Foots Crow* with my juniors and would love to discuss the unit's historical and cultural relevance for my particular, rural students (which will likely conclude well before the conference giving me plenty of time to draw some conclusions from the study) at the conference. So, one last thing about protocol -- if I do intend to use this unit as the content of my presentation, you are saying I will first need student, parent, and admin consent to pursue and present the research? Or I can approach this however I please? That is the only part in need of clarification so far. If you would like, we could schedule a Skype session when it is convenient for us both and talk details.

Thank you so much for thinking of me in this situation and I do hope all falls into place!

Best,
Quentin
[Quoted text hidden]

Wynhoff Olsen, Allison <allison.wynhoffolsen@montana.edu>
To: Quentin Miller <quentinm@bps.k12.mt.us>

Mon, Sep 18, 2017 at 9:34 PM

Hi. I would love to set up a skype early Oct. I'm simply slammed with writing deadlines right now but look forward to talking.

I don't know about any funding but will do a little searching in case I come across anything.

With regard to protocol, my suggestion is that you talk to your principal and let her/him know you will be presenting (hurray! Beyond excited about your idea for topic, as well!) and that you plan to talk about your journey with this curriculum, specifically, as you wrote to me about context. I assume this person will say: awesome. And you're good to go. If you in the experience, come across some amazing sample of student work that you want to use, that will be an anonymous share at conference but a lot of teachers ask that student if it's okay to share it (albeit anonymously). If, on your school that feels to you that it should be also inform and ask a parent, go for it. But that is not required bc you are not publishing. If you end up wanting to write this up for English Journal or something, you would need full permissions if you wanted to feature students. Again, if you are the focus as you create and navigate, nothing needed. Not sure if you know Megan Motley (I think you do) or Liz Reilly, now Relerson, you could ask them how they thought about all of this when they presented. Alan focused his talk on his experiences I think, but you could surely ask him as well.

More from me in Oct. For now, congratulations and thank you!
Allison

Sent from my iPhone
[Quoted text hidden]

TITLE OF SESSION

Reclaiming the Rural: Innovations in Teaching English in Rural Contexts

SESSION FORMAT

- 5-minute overview of panel
- (3) 15 minute paper presentations
- 10 minutes for the discussant
- 15 minutes for discussion with audience members

TOPICS OF EMPHASIS

Secondary Rural English Education, Place-based pedagogy

AUDIENCE LEVEL OF INTEREST

Primary: middle (6–8), secondary (9–12)

Secondary: Elementary (K-5)

Annotation (50 words)

Join a discussion about how secondary English teachers utilize the unique features of their rural teaching contexts to engage their students in powerful, place-based literacy learning. Presenters will discuss specific activities and units of study they have developed, and audience members will leave with practical ideas to implement.

Description (500 words)

This panel highlights examples of powerful literacy teaching in rural schools. Specifically, this panel showcases the work of three English teachers who have utilized unique features of their rural contexts to engage their students in place-based literacy learning. Thus, this panel provides important counter-narratives to deficit perspectives often tied to rural youth, teachers, and schooling.

PRESENTATION #2: “Living in an Identity Bowl: Teaching Students to Explore the Complexities of the Self in a Small Rural Town”

Teaching literacy means helping students explore their sense of self. One of the challenges that is unique to teaching identity in a rural setting is encouraging students to break the barriers of reputations and labels that have been imposed upon them by the community in which they live. This presentation highlights how one teacher’s attempt to teach stereotyping (of adolescents) morphed into a yearlong exploration of identity through literature and writing. Specifically, this presentation explains how students’ engagement with literature and writing provoked them to contemplate the nuances, complexities, and often contradictions of their own identities, particularly in relation to their rural community. Attendees will leave with concrete ideas to use literature and writing to teaching identity within rural contexts.

Presentation #3: “Every Student Succeeds: Developing a Personalized Learning Curriculum within a Rural Language Arts Classroom”

While rural schools face a variety of challenges (e.g., feelings of isolation), a school’s small size can lead to exciting opportunities to develop personalized learning experiences to meet each student’s needs and interests. This presentation highlights an English teacher in rural Montana whose school partnership with a personalized learning program allowed her to establish and implement a Language Arts curriculum that created opportunities for students to work through individualized content and assessments at their own pace, as well as building habits of success (e.g., emotional intelligence, growth mindset). This presentation examines how the implementation of this program helped

reinvigorate learning experiences for students and gives practical information about how features of an individualized learning curriculum can be integrated into any classroom.

Respondent: The respondent, a nationally renowned scholar in Rural English Education, will have 10 minutes to discuss implications of these presentations.

Audience: The final 15 minutes will be for audience questions and discussion.

BROWNING PUBLIC SCHOOLS
Leave Report/Travel Request

Employee Name Quentin Miller
 Building B115

Employee # 13817
 Substitute Name N/A

LEAVE REPORT

<u>Date of Leave</u>	<u>Hours</u>	<u>Type of Leave</u>
<u>Wednesday 11/15</u>	<u>8 hours</u>	<u>School Related</u>
<u>Thursday 11/16</u>	<u>8 hours</u>	<u>School Related</u>
<u>Friday 11/17</u>	<u>7 hours</u>	<u>School Related</u>

Employee Signature *Quentin Miller*

Approved; Condition upon the specific leave being available for the specific employee Not Approved

Principal/Supervisor *John* Date 9-29-17

TYPE OF LEAVE

AN Annual	PL	ALWO Approved Leave w/o Pay
SL Sick Leave	JD	ULWO Unapproved Leave w/o Pay
*EX/SR Extra-Curricular/School Related	NG	SWP Suspended w/ Pay
	FN	SWOP Suspended w/o Pay

**If taking School Related/Extra-Curricular Leave only, In or Out of District, you MUST list Conference Name/Location*

TRAVEL REQUEST (If receiving payment for EX/SR leave please fill out entire form completely)

Conference/Workshop National Council of Teachers of English Annual Convention (Attach Brochure/Agenda)

Location St. Louis, Missouri

Departure Date 11/15/2017

Return Date 11/19/2017

Departure Time 5:50 AM

Return Time 9:54 PM

Transportation: Personal Vehicle
 District Vehicle
 Professional Development

Mileage
 Per Diem

Registration PO# -\$260.00
 Hotel PO#
 Other PO# Flight=\$525.15
 Other PO#

Sub Total \$785.15

Budget (100%) 22460150 ²⁰¹³ 1700582
(%)

Check Total

Employee Signature *Quentin Miller* Date

Principal/Supervisor *John* Date 9 9 17

Superintendent Signature Date