



ROSEVILLE AREA MIDDLE SCHOOL

The Raider's Den

THE HEARTBEAT OF 623

News for January 20, 2017

Principal's Message -

Thursday night RAMS hosted and AVID family night. We all enjoyed a Subway meal, heard speakers from Macalester, U of MN and past AVID college graduates. It was a great night to reconnect with past RAMS AVID students, family/mentor time, enjoying great conversations, building relationships and community! Take a look!



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Brain Development in Young Adolescents

With the use of a new platform to deliver the weekly newsletters we now have the ability to reach more families. With this new expansion, I will be running past information on brain development.

Given what we know about brain development and the other changes taking place in the young adolescent, teachers work to maximize student learning by doing the following things:

1. Present limited amounts of new information, to accommodate the short-term memory.
2. Provide opportunities for students to process and reinforce the new information and to connect the new information with previous learning. (Encourage students to talk with their classmates about the new information; have them debate or write about it; create small group discussions.)
3. Provide lessons that are varied, with lots of involvement and hands-on activities. Brain stimulus and pathways are created and made stronger and with less resistance, if they are reinforced with a variety of stimuli. (Create projects; use art, music, and visual resources; bring guest visitors into the classroom.)
4. Provide lessons and activities that require problem-solving and critical thinking. Brain growth is enhanced and strengthened through practice and exercise.

As with other developmental changes, students reach the "starting point" of this brain growth cycle at different times and progress through it at different rates. Some students will be ready for problem-solving activities, while others may still be working at their best when dealing with concrete information. Given these facts and the fact that students learn in different ways and respond to different stimuli, the direction is clear: The middle school classroom should be an active, stimulating place where people talk and share, movement is common and planned for, and the teacher uses a wide array of approaches to introduce, model, and reinforce learning.

RAMS Practices

When planning lessons, RAMS teachers keep the goal clearly in mind and make sure that students can reach the goal in multiple ways. They check in with students along the way to keep them working toward the learning objective. As thinking and learning become more abstract, students need predictable and safe environments so that they can risk, explore, and grow. RAMS teachers structure and facilitate these experiences for your child. We recognize that students need to learn how to problem solve, think critically, and develop processes for learning. Teachers:

- Teach students how to study. We emphasize the use of Focused Note-Taking and have your child interact with their notes.
- Establish, teach, and practice consistent expectations and routines. We do not expect to tell students once and have them remember and follow the "rules." This is painful at times :)

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- Use process charts to detail steps on a long-term project and revisit these steps periodically.
- Use graphic organizers to assist in visualizing problem-solving.
- Distribute assignment sheets that clearly articulate benchmarks, timelines.

These steps and others are tools that RAMS teachers use to facilitate learning through the new experiences and adventures in thinking that are part of your child's educational experience.

No. The thirteen-year-old brain is not over-the-hill. It is just discovering the higher peaks of thinking. And its owners are ready to explore, understand, and maximize their developing abilities. Young people experience tremendous brain growth during the adolescent years. It is up to educators to capitalize on this time in their lives.

RAMS Restorative Practices

“For restorative measures to be really effective, they cannot be just another process to use when students get into trouble. If the Circle process is only used to repair harm, then this simple yet profound communication process becomes associated with frustration, anger, and shame.

By contrast, if Circles are also used to build relationships and community, then, when you have to use Circle to mend harms, the really hard conversations can look like magic. As with most things, the magic is in the practice. Clarity and reconciliation

come as a result of practicing the Circle process.” by Nancy Riestenberg, from Circle in the Square (p. 6)



Date	Time	Event
January 23, 2017	5:30 – 7:00	Curriculum Night: Incoming Grade 6 Parents

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January 26, 2017	3:30 – 8:00	Parent Teacher Conferences
January 27, 2017	8:00 – 12:00	Parent Teacher Conferences
January 27, 2017	12:00 – 3:30	Teacher Professional Development Day

For more information about Roseville Area Middle School and the Raider's Den, contact Dr. Brookins, Principal at tyrone.brookins@isd623.org or 651.482.5280.

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