



Straight from the Frog's Mouth!

The Southern Edition

Teaching in a socially networked classroom.

Today's students are always plugged in and ready to learn. So why not take advantage of this trend inside the classroom?

Let's face it: Social networking is here to stay. Whether it is Facebook or Twitter, or the next web application waiting to become a phenomenon, social networking is a part of our students' lives. The only place where it isn't usually present is in our classrooms. And yet, how many of us haven't sensed our students itching to reconnect as soon as class is over?

The moment they leave the classroom, the cell phones come out and the air is abuzz with various versions of, "Where are you?" or "What are you doing?"

Imagine if we could harness this drive to connect for the purpose of learning. Is it possible to use social networking to further learning?

While doing research for my book, *The Socially Networked Classroom: Teaching in the New Media Age*, I spoke with dozens of pioneering teachers across the country and even around the world about how they are figuring out ways create a new media classroom while keeping their students safe and focused on learning.

Their responses covered a range of examples, from social networking in a low tech environment to teaching at the most advanced levels of technological innovation.

The result is a real-world chronicle of their attempts to navigate the socially networked classroom and their struggles against the barriers that we all Encounter. Lack of technology, lack of support, lack of time, and, of course, standardized curriculum and testing. Their experiments weren't always successful, but each attempt gave them insights that helped them further refine their methods.

Take, for example, Rachele Ring, a sixth-grade teacher at West Branch Elementary in West Branch, Ohio. She took advantage of an intranet setup at her school to set up blogs for all her students. She monitors all student blog comments and admits that she has trouble keeping up.

"It's difficult when I need to get around the room to answer questions or supervise students who may be off task," she said.

However, Ring said she feels it is worth the trouble; she has noticed quite a jump in student engagement with writing as she has added blogging to her classroom. She plans to add online literature circles with another teacher in the building and have students collaborate and communicate about the literature they are reading through blogging rather than traditional classroom writing.

Elizabeth Helfant, a former chemistry teacher who is now the instructional technologist at the Upper School of the Mary Institute and Saint Louis Country Day School in Missouri, shepherds a variety of [Web 2.0](#) projects in her school. She described how the science teachers in her school use wikis to assess lab reports.

"The wiki allows the teacher to see exactly who did what part and when it was done, and the wiki also offers students a discussion area to negotiate the lab results. Teachers can watch as the lab report is created and can also offer students feedback during the process using the discussion tab," said Helfant.

She views the wiki as helping the teacher monitor work levels of various group members.

"Keeping track of student progress may also be aided by using Google Notebook with the 'Clip to Notebook' add-on," said Helfant, allowing the teacher and librarian to monitor the research that the student is doing. "



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Volume 3, Issue 3

January 2011

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Teaching in a socially networked classroom.

Everything that they collect electronically, text and images, can be highlighted, and when the students right click, they get an option to send it to their notebook.”

There is also a space for the teacher to make comments and potentially guide further research. “It provides a means for assessing the skill that is being taught while it is being taught,” she said.

Even Facebook can be used for educational purposes, though most schools still filter access to the site as well as to similar social networking platforms. During my research for *The Socially Networked Classroom*, only one teacher I interviewed admitted to using Facebook unfiltered within the school day in a K-12 setting, but I’ve since heard of several more. The uses of Facebook are too powerful to ignore.

Brett Moller is head of learning and educational technologies at a private school in Queensland, Australia. He was working as a media teacher at his previous school when he used Facebook in a project with another teacher who taught religion.

The religion teacher expressed a desire to use media more in his classroom, so Moller showed him Facebook. For several years, Moller had his students post their final films on Facebook. Brett connected with a group of media professionals who gave his students positive feedback about their films, all of which was done through Facebook.

“I showed this teacher, and he got excited,” Moller explained. “The idea was to get students who were doing a unit on theoretical ethics and ethical issues to learn a small amount of the content well enough to teach it to the rest of the class in a creative and effective way.”

Each student was given a prompt related to an ethical issue, such as slavery in the cocoa industry, for example. Students were expected to research both sides of the ethical situation and then communicate their own ideas in blogs and podcasts.

“Facebook was used to connect the group members with the experts in the given fields, most of whom

were professors in areas of ethics or philosophy,” Moller said.

As each group began to blog and produce podcasts about its issue, some local university professors played a crucial role. The professors, who were “keen about the project,” Moller said, began to generate some critical thinking on the site by posting some “devil’s advocate” arguments, trying to suggest, for example, that stopping slavery would mean the end of candy bars as we know them.

When I asked about security issues, Moller responded that the Facebook group was set up in a completely secure way, allowing only the students and the university professors to comment.

Moller said he only had one parent complaint about the project, and when he showed her that it’s impossible for an outsider to log into the group, she was satisfied with the project’s safety. He did admit there were some challenges to this project.

“You still have to be a vigilant teacher,” he said. “At the beginning, kids were more interested in checking their own Facebook profiles.”

These are just a few examples of the possibilities and challenges of using social networking for learning. The teachers I’ve interviewed each take a different approach to the tools available to them, but they all believe passionately in what they do and in opening up a new world for themselves and their students.

William Kist is an associate professor at Kent State University, where he teaches literacy education courses at the graduate and undergraduate levels. His book, *The Socially Networked Classroom*, presents a snapshot of how teachers are currently using [Web 2.0](#) to educate today’s students.

Complete with real-world examples, lesson plans, sample assignments, and assessments, the book is available from Corwin.

Guide to Writing a Basic Essay

An essay can have many purposes, but the basic structure is the same no matter what. You may be writing an essay to argue for a particular point of view or to explain the steps necessary to complete a task.

Either way, your essay will have the same basic format. If you follow a few simple steps, you will find that the essay almost writes itself. You will be responsible only for supplying ideas, which are the important part of the essay anyway. Don't let the thought of putting pen to paper daunt you. Get started!

These simple steps will guide you through the essay writing process:

- Decide on your topic.
- Prepare an outline or diagram of your ideas.
- Write your thesis statement.
- Write the body.
- Write the main points.
- Write the subpoints.
- Elaborate on the subpoints.
- Write the introduction.
- Write the conclusion.
- Add the finishing touches.

Choose a Topic for Your Essay

Topic Has Been Assigned

You may have no choice as to your topic. If this is the case, you still may not be ready to jump to the next step.

Think about the type of paper you are expected to produce. Should it be a general overview, or a specific analysis of the topic? If it should be an overview, then you are probably ready to move to the next step.

If it should be a specific analysis, make sure your topic is fairly specific. If it is too general, you must choose a narrower subtopic to discuss.

For example, the topic "KENYA" is a general one. If your objective is to write an overview, this topic is suitable. If your objective is to write a specific analysis, this topic is too general. You must narrow it to something like "Politics in Kenya" or "Kenya's Culture." Once you have determined that your topic will be suitable, you can move on.

Five Paragraph Essay Outline

Teachers can use these steps to teach students how to write a great five paragraph essay by using outlines and properly organizing thoughts, topics, and details.

Step 1 - Choose a Good Topic

When writing an essay, it is important to choose a topic that is not too broad. For example, do not write about football. Choose something more specific, like football drills, the greatest football team, football equipment, football practice, etc.

It is important that you can think of three main ideas that you want to discuss in the essay. If you cannot think of three specific ideas to discuss, then the topic is too narrow.

If your chosen topic is too narrow, choose a slightly broader topic so specific ideas or details can be listed. For example, if you planned to write about football field goals and couldn't list many details about it, choose something like scoring points in football.

Step 2 - Organizing the Essay

Organizing an essay can be done in many forms. Some people like to use graphic organizers like a web. It looks like a spider web with circles connected. In the middle circle, write the main topic. Then make three "spokes" off of the main circle and make three more circles. These will be your body paragraphs' main ideas. Write the topics in those three circles. Then from those, add two to five more lines or "spokes" from those circles to become details you want to talk about in your essay.

Another way to organize an essay is to follow this basic outline form:

- Topic
- Thesis Statement (One sentence that tells the reader what the essay will discuss.)
- Body Paragraph #1 main idea
 - Detail #1
 - Detail #2

Guide to Writing a Basic Essay

- Detail #3
- Body Paragraph #2 main idea
 - Detail #1
 - Detail #2
 - Detail #3
- Body Paragraph #3 main idea
 - Detail #1
 - Detail #2
 - Detail #3
- Conclusion (Wrap up essay and leave reader with interesting thought.)

For future reference, this basic outline can be used for many types of writing, such as a persuasive letter.

Step 3 - Writing the Essay

Once the outline is filled out, the essay is quite easy to write. Your ideas are organized. It is important to have good transition words between each main paragraph, such as first, second, third, also, furthermore, hence, etc. The five paragraph essay includes an introduction, three body paragraphs and a conclusion.

Another tip is not to start the essay with "my essay will be about" or "I am going to write about." These are boring and not interesting essay beginnings. Think about interesting facts about the topic or famous quotes about the topic to put in the introduction.

Make sure to include a thesis statement to inform the reader about the essay's topic. The introduction can be the hardest part to write; however, it is very important that it is strong.

Another part of the essay that many students forget to write is the conclusion. An essay must have one that wraps up the essay. A good way to get the reader to remember your essay is to leave the reader with an interesting thought. Do not give any new information in this section.

It is important to write a rough draft to share with a friend or parent to edit. When editing, ask someone to check that you stayed on topic and used proper writing conventions, such as good spelling, usage, mechanics and grammar.

Last, you want to write a final copy. This should be error free. It can be written in pen or typed. Most teachers like a typed copy; however, neatly written essays in pen are acceptable as well. Teachers generally grade an essay on the following criteria: interesting content, organization and writing conventions.

Writing a good five paragraph essay can take some time. Do not wait until the last minute and make sure to have someone edit it before you turn in the final copy to your teacher.

How to Teach the Five - Paragraph Essay

How To Teach The Five Paragraph Essay is for you if your answer is "yes" to any of the questions below.

1. Would you like to show your students how to write a strong five-paragraph essay to a timed prompt, and have them complete it in about an hour?
2. Would you like to show your students a simple format that will help them write essays from any writing domain?
3. Would you like your students to be able to write exciting introductions and conclusions?
4. Would you like a detailed lesson plan that will show you, step-by-step, how to teach the five-paragraph essay?

How To Teach The Five-Paragraph Essay contains a step-by-step plan for teaching the five-paragraph essay. Teachers will be able to show their students how a simple outline will help students master one of the most important skills a student can acquire.

To order How To Teach The Five-Paragraph Essay in Soft copy of the lesson plan: Go to <http://shop.createbetterwriters.com/product.sc?productId=1>

The format of this book leaves nothing to chance. The teacher is given everything needed to help students master essay writing. Students will be able to organize their ideas, then format and write a five-paragraph essay in about an hour. Every student will be prepared for any class, district, or state writing test.

Guide to Writing a Basic Essay

Special Features

List of Steps

See the entire process at a glance. The teacher will receive a list of steps on one page to help see the "big picture".

Pacing Chart

How long will it take to teach your class to write the five-paragraph essay? It all depends on the age and ability level of your students. Use this pacing chart to help keep your class on track. Feel free to slow down or speed up as needed. Following the steps on the pacing chart will keep your class moving through the process at a pace that is just right.

Detailed Lesson Plan

You will receive a detailed explanation of each step. Use the detailed lesson plan to learn how to teach the five-paragraph essay. Once you feel comfortable with each step, the pacing chart is all you will need. You will only need to use the detailed lesson plan to serve as a reminder when you need it.

Plan for Mastery

What are the chances that some students will struggle mastering the essay? All teachers know that every class has its quick learners. This book will show you how to help high achievers create outstanding essays while showing the teacher how to help slower students achieve full mastery of the five-paragraph essay. Parents and administrators will be impressed beyond words at your diligent instruction of the essay.

Read more: <http://www.brighthub.com/education/k-12/articles/2999.aspx#ixzz18fbgC7Qi>

Bells and Whistles

Not only will your students be able to write a strong five-paragraph essay, they will be able to do it with style. Show your students how to write college level essays by adding spectacular "bells" and "whistles" to their essays. Your students will be able to write Interesting Introductions, Classy Conclusions, and Terrific Transitions. Be prepared to amaze parents, other teachers, and administrators with your students' amazing essays.

The Next Level

This book leaves absolutely nothing to chance. Your students will learn to write the five-paragraph essay using one simple, basic format. Once they have mastered this format, taking their essays to the next level is easy. Writing essays in all domains of writing is amazingly simple. Your students will be able to write essays on topics such as Problem-Solution, Cause and Effect, Autobiographical Incident, Persuasive Argument, and much more. All forms of writing become easy once your students have mastered the basic essay format.

The Importance of the Five - Paragraph Essay

The ability to organize one's thoughts and communicate ideas clearly is the backbone of good writing. This is why many states are beginning to test students as early as fourth grade on each student's ability to write multiple paragraphs on a single topic. The five-paragraph essay is considered the foundation of good writing.

If anyone has lesson plans on essay writing that you are using and are willing to share them, email them to tom.dapolito@tn.gov.



Registration is Now Open. Go to www.iteea.org/Conference/registration.htm

If you register prior to 02/11/2011 you can save yourself 20% on the conference registration.

Schedule at a glance. Go to: <http://www.iteea.org/Conference/AtAGlance.pdf>

Perkins IV Quality Program Indicator - # 10

Academic & CTE Integration

The Division of Career and Technical Education will continue the successful integration of academic competencies into each program curriculum. Applied mathematics, science and language art concepts are core competencies in all occupational programs.

Reading standards are incorporated into each CTE course, and reading lists have been developed for all program areas using technical context to stimulate interest in reading.

Curriculum development is a statewide collaboration between faculty and occupational advisory committees who ensure the relevancy of academic and technical skill competencies to the occupational area or career cluster. In addition, the curriculum is reviewed by curriculum specialists and approved by the governing board.

Currently, there are over 30 CTE courses that count for credit as core academic courses. For example, "International Business and Marketing" meets the graduation requirement of a half credit in economics. A course offered as a substitute for a core academic course must be taught by a highly qualified teacher endorsed in the core subject area. In addition, there are contextual courses in language arts, math and science. Contextual courses are taught by academic teachers who have had additional training in application methods.

High School Redesign

In January 2007, Tennessee joined the American Diploma Project (ADP) Network and formed the Tennessee Diploma Project. The Tennessee Diploma Project is led by the Tennessee Alignment Committee, a panel of state and local government officials, and business, postsecondary and K-12 leaders from across the state. The goal is to build public and stakeholder support for raising education standards in a manner that rises above politics and partisanship. Both higher education and the business community play key roles. CTE representatives served on the high school redesign committees and have been an integral part of the process.

As part of its effort, the alignment committee asked the Tennessee Business Roundtable - a statewide organization of CEOs committed to sound public policy - to gather input from key business leaders

across the state regarding their observations and expectations of high school graduates' skills and knowledge. The four areas the Tennessee Business Roundtable identified were:

1. Tennessee schools should place more emphasis, or more repeated emphasis, on basic mathematics.
2. Tennessee schools should place a greater focus on project-based instruction, including problem solving and teamwork.
3. Tennessee schools should place a renewed emphasis on verbal communication.
4. Tennessee schools should explore approaches for helping instill professional or "soft skills."

Tennessee has increased high school graduation requirements and upgraded standards, which has been heralded as raising the bar to adequately prepare Tennessee students with 21st-century knowledge and skills. The TSBE, at its January 25, 2008, meeting, approved new graduation requirements dubbed "The Ready Core" and increased to 22 the number of credits needed to graduate for all students. Students must now earn four credits in math, an additional health/P.E./wellness credit, an additional half credit in personal finance and an additional three credits specific to a planned course of study, which may be a CTE-focused program of study. These new diploma requirements are in effect for the students graduating in 2013.

Tennessee is redefining the K-12 school experience under an initiative call the **Tennessee Diploma Project**. The purpose of the initiative is to raise Tennessee's standards and curriculum to better prepare students to be successful after high school.

The Tennessee Diploma Project is an affiliate of Achieve Inc.'s American Diploma Project and adheres to its goals and mission. Read about Achieve and the ADP at www.achieve.org.



Perkins IV Quality Program Indicator - # 10

The **Tennessee Diploma Project** affects the quality of education students receive at all grade levels. Improvements include three primary changes:

1. College and Career-Ready Graduation Requirements
2. Strategic Assessment
3. College and Career-Ready Standards

To better prepare students technically and academically for success in their postsecondary education and careers, schools and CTE programs are looking to boost the rigor and relevance of their curricula through the integration of academics in CTE courses. These integration efforts can be state-driven mandates or changes at the local level, such as individual teachers working together. They can include crosswalks of academic skills with CTE courses, fully integrated CTE/academic curricula, team teaching and CTE courses counting for academic credits.

How can funds will be used to improve CTE courses?

All CTE students are presently required to take three units of mathematics, including Algebra 1 or (equivalent) and geometry. The TSBE recently approved a fourth year of math for students graduating in 2013 including Algebra 1, Algebra II, and Geometry. Students must take a math class each year, while in high school. This is the minimum requirement for graduation. Four English units are required for graduation and the Core requirements for all high school students.

Three laboratory science courses are required for graduation, which include on physical and life science course. Students graduating in 2012 must complete 3 science credits including Biology I, Chemistry or Physics. Health Science, Anatomy and Physiology may serve as a laboratory science for graduation.

Strategic Assessments Process

Tennessee's strategic assessment process includes early and regular evaluations of student learning. The goal of these assessments is to measure what students know, identify where more

instruction is needed, and design their education plan accordingly.

All students will take tests in the 8th and 10th grades to measure whether they are on track to meet Tennessee's college and career-ready graduation requirements. These pre-tests identify gaps in learning early and allow ample time for additional instruction so students can remain on track to graduate. Students must also take a college-readiness test - either the SAT or ACT - in the 11th grade.

College- and Career-Ready Standards:

Tennessee has updated the knowledge and skills standards employers and colleges say students need for the 21st century. Classes cover many of the same skills but to a deeper extent.

What is College and Career Readiness?

Simply put, "college and career readiness" refers to the content knowledge and skills high school graduates must possess in English and mathematics – including, but not limited to, reading, writing communications, teamwork, critical thinking and problem solving – to be successful in any and all future endeavors. Of course, readiness for college and careers depends on more than English and mathematics knowledge; to be successful after high school, all graduates must possess the knowledge, habits and skills that can only come from a rigorous, rich and well-rounded high school curriculum.

What is "COLLEGE" ready?

College today means much more than just pursuing a four-year degree at a university. Being "college ready" means being prepared for a postsecondary education or training experience, including study at two- and four-year institutions leading to a postsecondary credential (i.e. a certificate, license, Associates or Bachelor's degree).

Being ready for college means that a high school graduate has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.

Perkins IV Quality Program Indicator - # 10

In today's economy, a "career" is not just a job. A career provides a family-sustaining wage and pathways to advancement and requires post secondary training or education. A job may be obtained with only a high school diploma, but offers no guarantee of advancement or mobility.

Being ready for a career means that a high school graduate has the English, and mathematics knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career.

Is ready for COLLEGE and ready for CAREER the same thing?

With respect to the knowledge and skills in English and mathematics expected by employers and postsecondary faculty, the answer is yes. In the last decade, research conducted by Achieve as well as others shows a convergence in the expectations of employers and colleges in terms of the knowledge and skills high school grads need to be successful after high school.

Economic reality reflects these converging expectations. Education is more valued and more necessary than ever before. The bottom line is that today ALL high school graduates need to be prepared for some postsecondary education and/or training if they are to have options and opportunities

in the job market.

Thirty five years ago, only 12% of U.S. jobs required some postsecondary training or an associate's degree and only 16% required a bachelor's degree or higher. Nearly eight in ten future job openings in the next decade in the U.S. will require postsecondary education or training. Forty-five percent will be in "middle skill" occupations, which require at least some postsecondary education and training, while 33% will be in high skilled occupations for which a Bachelors degree or more is required. By contrast, only 22% of future job openings will be "low skill" and accessible to those with a high school diploma or less.

While the U.S. still ranks 3rd in the adult population (25-64 year olds) with an associates degree or higher among 30 countries, we now rank 10th among 25-34 year olds with a two-year degree and above. Competing countries are catching up to and even outpacing the U.S. in the educational attainment of their new generation of adults.

Higher levels of education lead to elevated wages, a more equitable distribution of income and substantial gains in productivity. For every additional average year of schooling U.S. citizens complete, the GDP would increase by about 0.37 percentage points – or by 10% – over time.

ReadySet™



The Fenix ReadySet does it all.

Engineered for the highest power and efficiency at the lowest possible cost, its sophisticated electronics enable quick 100W-peak charging and protect it from spikes, surges and deep discharge to extend the life of the battery.

Charging Options

Capable of charging from a variety of inputs, the ReadySet gives you unprecedented flexibility. Charge the ReadySet from the Fenix Velo bicycle generator, a Solar Panel, or from the grid using a wall adapter for backup power. To learn more about charging go to <http://fenixintl.com/charging/>

Power Applications

The ReadySet has two cigar lighter adapter ports to power lights, radios and other applications as well as two USB ports capable of charging mobile phones at twice the efficiency of the average car charger adapter.

www.youtube.com/watch?v=rcTpPvBKUsM

Work - Based Learning in High School

As Career and Technical Education instructors we all know when students practice skills and knowledge learned in the classroom they are more successful. A method that is utilized in many schools is Work Based Learning (WBL). Structured WBL experiences may include registered apprenticeship, cooperative education, internships, clinical, school-sponsored enterprises, and special education transition.

Some important aspects of WBL to remember are:

- WBL opportunities are for all students: academics, Career and Technical Education and special education.
- If a teacher supervises any experiences except Job Shadowing they must attend WBL training and be placed on the training table. These experiences include school stores, school banks, Cooperative experiences and/or Internships.
- All teachers who supervise any WBL activity must be on the WBL training table.
- Training for WBL is conducted during the fall semester in Memphis, Jackson, Nashville, Harriman and Morristown and in Nashville during the winter/early spring.
- Students may only be placed in health related jobs through the health science program under the supervision of a Health Science Instructor.
- Twenty Five (25) students is the maximum number to be supervised during a WBL supervision period except Health Science

courses the maximum number is Fifteen (15).

- Only juniors or seniors (16 years or older) may utilize the WBL method for credit. Special education students need to be at least 16 years of age to participate in WBL for credit but the IEP team will determine the appropriate grade level.
- Teachers who hold any of the following endorsement numbers: 104, 052, 471, 472 or have taken the college course "Coordinated Techniques" are exempted from the full forty-hour WBL coordinator training. These teachers need to only attend the first day of the WBL training and will not be required to complete WBL homework.
- WBL coordinators must be provided release time to supervise students.

Another entity of WBL is Service Learning. In order to be placed on the training table for this experience the teacher must attend the State Required Service Learning training or Lion's Quest Service Learning Training. Service Learning is offered in the fall as needed in Memphis, Nashville and Harriman and in the winter in Nashville.

WBL policies and procedures can be found at <http://www.state.tn.us/education/cte/wb/index.shtml>. Also you can contact your program consultant or Sheila Carlton WBL Learning Coordinator at Sheila.carlton@tn.gov or 615-532-2839.



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2010 - 2011 TN TSA Service Project

We encourage all Tennessee TSA Chapters to embrace this years service project. You will hear more about our Partnership with St. Jude's in the coming months. To learn more about St. Jude's, go to: www.stjude.org

2011 Tennessee TSA Regional Conferences

Middle TN Regional Conference

Smyrna National Guard Base
January 19, 2011
Regional Managers:
[Steve Petty](#), Shelbyville Central High School
[Bill Davis](#), Rock Springs Middle School

West TN Regional Conference

Jackson Armory
January 28, 2011
Regional Managers:
[Keith Booker](#), East High School
[Denise Gilliam](#), West Carroll Jr./Sr. High School

Upper East TN Regional Conference

Daniel Boone High
January 26, 2011
Regional Managers:
[Guy McAmis](#), David Crockett High School
[David Shell](#), Daniel Boone High School

Southeast TN Regional Conference

East Ridge Church
February 4, 2011
Regional Managers:
[Jim Crawford](#), Loftis Middle School
[Abigail McDonald](#), East Hamilton Middle School

East TN Regional Conference

Bearden Middle School
February 21, 2011
Regional Managers:
[Frank Calfee](#), Bearden Middle School
[Aundrea Cox](#), South-Doyle Middle School
[Leigh Davis](#), Karns Middle School
[Jill Hudson](#), Farragut High School

Medical/Photo Release Forms

Please complete a medical release and permission

form for everyone who will be attending the conference. The lead advisor is to bring these forms to the conference in case of emergency. Please do not send these release forms to the TSA Youth Consultant.

Dress Code

All advisors, chaperones, parents, students and visitors are expected to follow the prescribed Dress Code set forth by National TSA. Each competitive event describes the minimum dress code allowed for competition. For more information on the proper dress, please visit www.tntsa.org

Lunch at Regionals

Please log in to your regional conference to see the lunch price for your region. To purchase lunch for conference attendees, please indicate so in the online conference registration. Click on ITEMS next to the name of each conference attendee to order lunch for that person. The check for conference registration fees should include the cost of lunch. Chapters that do not order and pay for lunch will be own their own.

A special thank you to our Regional Management Teams for volunteering to host these conferences.

The 2010-2011 State Officer Executive Council and the Tennessee Technology Engineering Education Association Officers hope to see all of you at our Annual 33rd State Leadership Conference on March 27-30, 2011 at the Music Road Convention Center Pigeon Forge, TN.

Conference Registration\

Registration Opens - February 1, 2011
Registration Closes - February 28, 2011
Registration Fees Due to Nashville - March 4, 2011