

Michael M. Yell

Past National Social Studies Teacher of the Year

Past President National Council for the Social Studies

National Board Certified Teacher (NBPTS)

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EDUCATION	1973 Bachelor of Science, Social Studies/Speech, St. Cloud State University 1986 Master of Science, Social Studies Education, St. Cloud State University 1986 - Extensive work with all major models of Cooperative Learning, Models of Teaching, Critical and Higher Order Thinking, literacy (media as well as digital), Research-Based Engaging Teaching Strategies, Historical Thinking, Inquiry, and Authentic Instruction
EMPLOYMENT	1974-86 7-12 Social Studies/Speech Teacher, Holdingford Public Schools, MN 1986-87 Educational Effectiveness Facilitator, Central Minnesota ECSU (on one year leave of absence from Holdingford) 1987-91 Curriculum/Staff Development Coordinator, Marshall Public Schools, MN and School District of Hudson, Hudson, WI 1991-2020 7th Grade Social Studies/History Teacher, Hudson Middle School, School District of Hudson, WI 2000- Freelance writer/teacher trainer (mikeyell.com) 2020- Adjunct instructor, Teacher Education, University of Wisconsin-River Falls
RECOGNITIONS	1986 “Holdingford Teacher of the Year” 1986 Fellowship to write/study in Japan 1987 “Minnesota Teacher of Excellence” 1996 Hudson Education Foundation’s “Star Excellence Award” 1996 National Social Studies Teacher of the Year (NCSS) 2003 US-Eurasia Excellence in Teaching Award: Teacher exchange to Russia 2003- National Board Certification (NBPTS) recertified 2013 2008 Elected president National Council for the Social Studies 2012 Herb Kohl Educational Fellowship Award

Following my retirement from 45 incredible years of secondary social studies teaching, my goal now is to influence the next generation of social studies teachers. Whether it has been with middle school students, high school students, university preservice teachers, or practicing teachers, my philosophy is to develop a classroom/workshop atmosphere of engagement, thinking, and enjoyment. I have always sought to put thoughtful instruction and research-based practice-proven pedagogies at the center of my instruction in order to help all of my students-from middle schoolers to preservice teachers, learn and grow.

I carry this philosophy over into my educational writing and presenting for teachers and students. As a writer, my focus is on thoroughly researching and writing in a robust, fluid, and interesting manner with the same emphasis on thoughtful engaging instruction. Having written on strategies and lessons for teachers as well lessons to accompany textbooks, my recent work has also included books for young readers on a variety of topics in history, geography, science, and biography. My presentations are on engaging thoughtful teaching strategies.