



MIDDLE LEVEL EDUCATION RESEARCH
SPECIAL INTEREST GROUP

The Chronicle of Middle Level Education Research

October 2004 Volume 4, Issue 3

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Message from the President

By Kimberly Hartman

Welcome to another academic year. Here we are in the midst of fall term, a time of change. Memories of summer are fading and winter will be upon us soon. Change is an accepted phenomenon. However, sometimes change is unanticipated. In July, I was injured in an automobile accident that limits my physical abilities. As a consequence, I will be on a medical leave of absence from the university. While I am recovering from my injuries, Kathy Roney, President-Elect, will serve as Interim President. Thank you Kathy and SIG officers for your support during the months ahead.

As you might expect, preparations are well underway for our MLER-SIG at the 31st Annual NMSA Conference in Minneapolis, November 4-6th. Hopefully many of you are planning to participate in the conference. Several of our MLER-SIG members are presenting, and I want urge you to support them by attending their sessions.

Our MLER-SIG business meeting is scheduled for at the NMSA Conference on Friday, November 5th from 5:00-6:00 pm in the Minneapolis Convention Center (MCC), Room 205C. Members who attend receive MLER gifts. Please join us to discuss our numerous agenda items.

In addition, NMSA's Research Committee sponsors the following of sessions at the Conference that may be of interest:

What Does the Research Tell Us: The NMSA Research Poster Session presented by George White and Lucretia Peebles in MCC 101 A

Friday November 5th, 10:30 AM - 11:45 AM
Research and Resources in Support of This We Believe: An Overview and a Conversation presented by Vince Anfara, Gayle Andrews, Steve Mertens, David Hough, Nancy Mizelle, and George White MCC 101 J

Friday November 5th, 12:15 PM - 1:30 PM,
What Research Says About...The Success for All Middle School: Adding Content to Middle Grades Reform presented by Robert Slavin and Cecilia Daniels in MCC Auditorium 1

Friday November 5th, 2:00 PM - 3:15 PM
What Research Says About...Cooperative Learning presented by Roger Johnson and David Johnson in MCC Auditorium 1

Friday November 5th, 3:45 PM - 5:00 PM
Chat Session for Middle-Level Practitioners, Graduate Students, and Researchers presented by Michael Muir in MCC 205 C

Saturday November 6th, 10:15 AM - 11:30 AM
What Research Says About...Evidence that Middle-Grades Practices are Successful presented by Steve Mertens and Nancy Flowers in MCC Room Auditorium 3

Thursday November 4th, 12:30 PM - 1:45 PM

During fall term, we need to submit nominations for the Middle Level Education Research Graduate Student Award. This award carries with it a cash award of \$250.00, one-year paid membership in the SIG, and a plaque. The application of this award is available on the MLER website. Deadline for the application are January 15, 2005.

We are also planning ahead for our work at the Annual Meeting of AERA in Montreal. Do you have your passport, yet? Please be sure to secure one soon so we can see you at AERA in Montreal. Please also think about the election of three council members and the possibility of you serving the SIG in this capacity.

I want to assure you that I value the opportunity to serve you. Though I will be unable to attend NMSA, please feel free to contact me with your ideas, issues, requests, and comments at khartman@email.uncc.edu or leave a message for me at 704.687.3209. Hopefully, I will see YOU at AERA in the spring.

Found in the MLER-SIG Website

By Micki M. Caskey, Portland State University, caskeym@pdx.edu



If you are reading this column in our newsletter, *The Chronicle of Middle Level Education Research* (Vol. 4, #3), you found it on the MLER-SIG

Website. We moved to a paperless environment last year. This electronic format works well for our newsletter. After reading the current issue of the newsletter, you can access past issues of the newsletter. You will find that these issues capture some of the SIG's recent activities and accomplishments.

In addition the newsletter, the *Publications* section of the MLER website includes information about the four volumes of *Handbook in Middle Level Education* series, book announcements, and abstracts from papers presented at AERA. Members of the SIG, you are invited to send book announcements and links to your publications for inclusion on the website. An emergent feature is the *Policy Briefs* section. To date, there are two policy briefs found in this section. This is a section that needs to expand with additional policy briefs. Please communicate with the SIG officers or council members about your interest in authoring a policy brief.

Use the *Graduate Student Award* section to download applications for the SIG's annual graduate student award. The application describes the award, eligibility, and submissions requirements. It is not too early to think about encouraging graduate students to apply for this prestigious award since the deadline for the full application is January 15, 2005. Recent recipients of the award and abstracts of their research are found in this section of the website.

The *Conference Section* of the website has up-to-date information on three upcoming conferences that may be of interest to you: 1) National Middle School Association's 31st Annual Conference in Minneapolis, 2) National Middle School Association's High Quality Teachers: A Symposium on Middle Level Teacher Preparation in Columbus, and 3) American Educational Research Association Annual Meeting in Montreal. Following the links to find specific details, which you may want including themes, dates, and accommodation information.

You will also find that the *Related Web Sites* section provides a seamless way to connect with other key educational organizations such as the National Middle School Association (NMSA), the National Forum to Accelerate Middle Grades Reform, and the American Educational Research Association (AERA).

Importantly, you can find MLER-SIG officers and researchers listed on the website. Go to the *Officers* section to access contact information for officers and council members. Explore the database of researchers located in the *Research Interests* section to find a researcher or to discover researchers' interests. The database includes areas of research, researchers, their university affiliations, and email addresses.

Please visit the MLER-SIG website at www.middlelevel.pdx.edu often. I think you will find that it is a quick and easy tool to use. Please contact me whenever you have information that you want posted on our website.

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UP-COMING ELECTIONS PRIOR TO AERA 2005—MONTREAL

We need to elect three members to the MLER-SIG Association Council prior to AERA 2005. Please consider running for one of these important leadership positions in the SIG.

MLER SIG Officers

Kimberly J. Hartman, President
(2004-2006)
University of North Carolina, Charlotte
Khartman@email.uncc.edu

Kathleen Roney, President-Elect/Program
Chair
(2004-2006)
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Micki M. Caskey, Vice President
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caskeym@pdx.edu

Nancy Mizelle, Treasurer (2004-2006)
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Joan Lindgren, Secretary (2004-2006)
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Vincent A. Anfara, Jr., Past President
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University of Tennessee
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Maureen Musser
Willamette University
mmusser@willamette.edu

Website Manager

Micki M. Caskey, Portland State University
caskeym@pdx.edu

SIG Association Council Members

Joanne Arhar (2002-2005) *
P. Gayle Andrews (2002-2005) *
Steven Mertens (2002-2005) *
Paul Deering (2004-2006)
Adrienne Dixson (2004-2006)
Richard Lipka (2004-2006)
Sandra L. Stacki (2004-2006)

[* up for election prior to AERA 2005]

Program Chair Notes

By Kathleen Roney

As you read in Kim Hartman's message, I will serve as interim President until she is feeling better. I am certainly happy to do so. Meantime, I will continue with my responsibilities as your Program Chair. In that capacity, allow me to share with you some notes from my files.

Business Meeting at NMSA

The SIG will meet at NMSA on November 5, 2004 at 5:00 p.m. in Room 205C at the Minneapolis Convention Center. The Chat session sponsored by the NMSA Research Advisory Board is scheduled in the same room from 3:45-5:00 p.m. that afternoon.

The proposed agenda for our Business Meeting includes the following. If you have an item you would like to suggest we discuss, please send me an email roneyk@uncw.edu

- ✓ Updates on the Handbook series, Encyclopedia, and SIG History Project
- ✓ Membership information and SIG Directory
- ✓ Treasurer's Report and Information on the Tax AERA Imposed on SIGs
- ✓ Graduate Student Award—2005
- ✓ Policy Briefs
- ✓ Newsletter and Website
- ✓ MLER SIG Survey

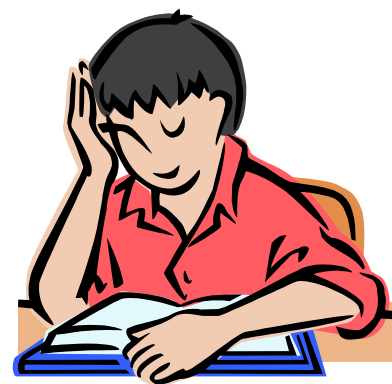
AERA Proposals

Our SIG received 41 proposals for the meeting in Montreal. This is a significant increase, and I am grateful for the effort you made to submit your proposals—not to mention the great research that our SIG members are conducting in middle level education! Some proposals are pending review so I will wait and announce the acceptances for AERA '05 during our Business

Meeting in Minneapolis. I am also grateful to the 32 members who volunteered to serve as "reviewers" for those proposals.

Survey

We need your feedback as we continue to seek ways to improve our SIG. Work is progressing on the creation of a survey of our membership. Currently we have between 15 and 20 items on the questionnaire, which need to be tightened up. Likewise we are trying to determine the best way to send the survey to you and to have it returned to us. We could post it to the website, or, we could send it as an email attachment. We could also send it through the listserv, but not all members joined that list. Whatever mode of delivery, we want to insure that you will not be individually identified. Stay tuned, I will bring this up at our Business Meeting.



Enhancing Adolescent Engagement with Young Adult Literature Through Web-Based Strategies

Prudence Cuper, Keene State College
Hiller Spires, NC State University
Contact the Author at:
pcuper@keene.edu

Abstract

This case study examined the effects of web-based strategies (i.e., Internet research, web discussions, and an interactive web site) on the interplay of five 8th grade students' socially constructed learning and cognitive text engagement with young adult literature. Findings suggest that web-based strategies can facilitate collaborative meaning making and distributed expertise while fostering group-based critical evaluation of resources; and provide a unique means of exploring personal identity, a central developmental issue during adolescence. The grounded theoretical results of this study contribute to our understanding of emerging technology applications and their potential impact on adolescent literacy using non-standardized assessments. In order to encourage greater teacher technology use, future research should include standardized assessments as well.

Theoretical Framework

Teachers of literacy need to engage directly with new textual cultures of online literacy, of popular and youth culture, of mass media. Without this, we risk producing literacies that have little salience and critical purchase in the real worlds where adolescents lead their lives. (Elkins & Luke, 1999, p. 214)

Although the preceding quote from Elkins and Luke makes clear the need for schools and teachers to integrate online and media “cultures” into the teaching process, it has not yet happened on any widespread basis. Notable exceptions include the work of Albright, Purohit, and Walsh (2002), a university researcher and two 8th grade teachers from a school district in New York's Chinatown, who studied the use of electronic chatrooms in student-led literature discussions; and the work of Chandler-Olcott & Mahar (2003), who explored early adolescent girls' use of digital technologies in their literacy practices.

The Albright, Purohit, and Walsh (2002) study involved having students: (1) read certain texts, (2) join designated chatroom discussions to share reactions to what they had read, (3) print the resulting online scripts, and (4) submit them to receive credit for having interacted with both the text and with one another. Various elements of what the researchers encountered while reviewing their students' “cyberspace” exchanges created in them feelings of “appropriating an aspect of our students' youth culture” (p. 695). First, they felt they were encroaching on their students' world. Small factors such as being privileged to see the students' online identities—online names like QtAznBoi (cute Asian boy), LilAzNnicBOi (little Asian nice boy), and Tigereyes—led them to feel they were culturally trespassing. Second, the research team ran up against the informal and private nature of online language (“not so borin n e more” . . . “told u its not bad”), which read almost like a code or shorthand compared to the more formal style of writing students used in their literature response journals. Third, while Albright, Purohit, and Walsh noted positive aspects of the online discourse, including instances of cooperation and self-monitoring, they questioned if that would have been the case if they had not required paper copies of the student scripts. Finally, the research team was also surprised to discover that as the students became used to the electronic format for the assignment, they moved into the “initiation, response, evaluation” (IRE) model frequently used in classroom settings, with one student assuming the role of teacher in the electronic domain. In effect, it seemed that by knowing they would be evaluated on their chatroom exchanges, the students adopted online discourse patterns that imitated traditional classroom discourse models.

The work of Chandler-Olcott and Mahar (2003) differs from the work of Albright and his colleagues as Chandler-Olcott and Maher examined the ways adolescent girls use technologies in their

literacy practices *beyond* the formal academic setting. Of particular interest to this pair of researchers was adolescent females' membership in various communities of practice (Lave & Wenger, 1991) and how membership in *virtual* communities of practice might influence literacy practices and construction of new identities. Results of the study suggest adolescent female membership in online communities as a means of “creating richer and more satisfying social lives” than those available in real time, particularly within the classroom setting. Participants were motivated to engage in advanced literacy practices due to membership in broadened, virtual communities of practice, as well as by enhanced literacy opportunities available through multimedia and multimodal design tools. The researchers caution, however, that while digitally-enhanced literacy opportunities, if brought to the classroom, have the potential to “shift classroom culture to a more learner-centered paradigm,” such a shift would not occur simply because the “tools are introduced.” Rather, a determined effort by educators and a willingness to blend sanctioned and unsanctioned learning opportunities needs to be initiated.

While our study, like the Albright and Chandler-Olcott studies, explored the use of technology as it relates to adolescent literacy practices, it took place entirely within the walls of an 8th grade classroom. We were intent on exploring how the addition of technology-based activities affects adolescent reading instruction. Specifically, we examined the effects on students' cognitive engagement with text, particularly *planning* for reading; *connecting* reading to prior knowledge and experience; and *selecting* relevant material from minor details. Also of interest were the effects on social learning – both *interpersonal* and *intrapersonal*. Understanding that strict bifurcation of this type of learning is unrealizable, we examined the results on a continuum and recorded the natural interplay between interpersonal and intrapersonal learning that occurred

when technology-enhanced activities were employed.

Methods and Data Sources

We conducted a multiple-subject case study that included 8th grade reading teacher, Lorraine Hampton, and five of her students. The sampling for the study was purposeful. Lorraine is an experienced, high-energy teacher (by her own definition) who invites new teaching approaches and opportunities but who did not use technology as part of her regular classroom practice until two years ago. At our request, Lorraine agreed to choose a cross-section of five student participants who would reflect some degree of diversity. Our hope was to have a social and academic cross-section similar to what Lewis (2001) put together for her study, also an in-school adolescent literacy study but without the addition of technology-enhanced activities. As noted earlier, Lewis' purpose was to "understand the ways that the literary culture of a classroom is created within the interwoven social contexts of classroom and community" (Lewis, 2001, p. ix). In keeping with Lewis' model, we asked Lorraine to select a mix of male and female participants with varied levels of interest in reading, in reading ability (as indicated by standardized yearly assessments), and cultural and socio-economic backgrounds. At the outset of our study, we expected to find congruencies with Lewis' data in terms of the social patterns/dynamics within the classroom discussions of literature. At the same time, we expected there would be differences between the two in that our study was designed to assess the impact of technology on literacy activities, a consideration absent from Lewis' study.

During the six-week period we spent with Lorraine, the focal students participated in a suite of technology-based activities: (1) Internet research (a Web Quest designed by Lorraine and posted on the Filamentality web site); (2) web discussions (posted on quicktopics.com); and (3) the use of an interactive literacy web site created by a team of researchers from NC State

University
(www.ncsu.edu/literacyjunction).

Results and Conclusions

The study parameters for assessing cognitive engagement with text were based on Corno and Mandinach's (1983) reading framework of *planning*, *connecting*, and *selecting* as the operative dynamics during engagement. Findings suggest technology-based literacy activities can promote: (1) pre-reading engagement through consideration of multiple perspectives on text-related social issues, (2) critical evaluation of information resources, (3) personal connections to text-related topics that include written articulation of personal positions followed by dissemination of these positions to potentially global audiences, and (4) the perception of an idealized virtual audience.

The study parameters for assessing technology and social learning involved Vygotsky's *interpersonal* and *intrapersonal* constructs. Findings suggest technology-based literacy activities forward both interpersonal and intrapersonal learning through computer-mediated anonymity, the development of virtual counterparts, and the perception of an idealized Web audience. Regarding interpersonal learning, it was observed that technology-based activities facilitated collaborative meaning-making, group-based critical evaluation of resources, and distributed expertise, all of which synergistically supported the processes of socially constructed knowledge. Regarding intrapersonal learning, technology-based activities permitted and fostered a unique means of safely exploring and negotiating personal identity, the central developmental issue during adolescence. In the domains of both cognitive engagement and social learning (and the inevitable interplay of the two), findings indicate a significant potential in technology-based activities for harnessing student energies toward literacy ends, personal growth, and collaboratively derived knowledge (Spires & Cuper, 2002). Future research

should focus on determining effective means for incorporating students' natural, presently unsanctioned technology-enhanced literacy practices into school-based literacy expectations, demands, and high-stakes assessments.

Theoretical and Educational Importance

Two prominent features of this research distinguish it from previous literacy and technology studies. First, the study uncovered a theoretical explanation for adolescent motivation involving the use of technology to negotiate personal identity through the *idealized audience perception*. Although Patricia Wallace (1999) and Sherry Turkle (1995) have alluded to the idealized audience perception in their discussions of the anonymous virtual environment, their research did not contextualize the power of this phenomenon to the unique needs of the adolescent learner. Second, although cognitive engagement and social learning constructs are pervasive theoretical touchstones in literacy research, to date neither has been applied to literacy and technology integration research. Our study, through a qualitative lens, illustrates the application of Corno and Mandinach's engagement framework and key aspects of Vygotsky's social learning theory. Such an application of time-honored theories provides a two-fold benefit: an operative for future researchers to build upon as they design literacy and technology studies and a practical tool to help practitioners develop new language for emerging technology applications. The results of this study will be informative to the academic community since technology integration is still under-theorized, especially in relationship to the middle school literacy curriculum. The grounded theoretical results of this study contribute to our understanding of emerging technology applications and their potential impact on adolescent literacy learning using non-standardized assessment measures. In order to encourage teacher technology exploration and use, future research should address the effects of technology on student achievement as measured by

standardized tests. Consistent with Chandler-Olcott and Mahar's (2003) position, we believe there is more work to do at the theoretical as well as practical intersection of adolescent identity, literacy, and technology.

References

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Chandler-Olcott, K., & Mahar, D. (2003). "Tech-savviness" meets multiliteracies: Exploring adolescent girls' technology-mediated literacy practices. *Reading Research Quarterly*, 38 (3), 356-385.

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Elkins, J., & Luke, A. (1999). Redefining adolescent literacies. *Journal of Adolescent and Adult Literacy*, 43, 212-215.

Labbo, L., & Reinking, D. (1999). Negotiating the multiple realities of technology in literacy research and instruction. *Reading Research Quarterly*, 34(4), 478-492.

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Lewis, C. (2001). *Literary practices as social acts: Power, status, and cultural norms in the classroom*. Mahwah, NJ: Lawrence Erlbaum.

Leu, D. J. (2000). Literacy and technology: Diectic consequences for literacy education in an information age. In M. Kamil, P. Mosenthal, P. Pearson, & R. Barr (Eds.), *Handbook of*

Reading Research, Vol. III (pp. 743-764). Mahwah, NJ: Lawrence Erlbaum.

Spires, H. A., & Cuper, P. (2002). Literacy junction: Cultivating adolescent literature engagement through web options. *Reading Online*. Newark, DE: International Reading Association.

Turkel, S. (1995). *Life on the screen: Identity in the age of the internet*. NY: Simon & Schuster.

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

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**To: My Fellow, MLER
SIG Colleagues
From: Dick Lipka
Re: Reflections upon
AERA, 2004**

The organizing framework (from my educational psychological perspective) for the needed and necessary research in the middle grades is the presage - context - process - product framework (see model at end of this newsletter). Using this framework, I believe the central thesis for research should be the focus upon the negotiation of the student and the teacher in the classroom as well as the entire attendant backward mapping that will/should become evident from the careful, empirical exploration of the negotiations. As a starting point, I suggest the following questions:

1. What do we want the student to bring to that negotiation (physical and mental health, knowledge, skills, attitudes, beliefs, dispositions, etc.)?

2. What do we want the teacher to bring to that negotiation (physical and mental health, knowledge, skills, attitudes, beliefs, dispositions, etc)?
3. What is necessary in the classroom to facilitate that negotiation (physical environment, instructional materials, climate created by institutional rules and regulations, etc) (P.S. I think "principal as instructional leader" will have a major role here.)

After identifying the necessary presage variables for students, teachers, classrooms, a variety of the "weight of the evidence" techniques should be employed to illuminate those interventions that lead to the desired presage variables. Where gaps exist this would/should/could become that agenda for future research.

A similar intentional questioning process would be under taken for the context process and product variables.

Final Note: My five years of active involvement in politics (U.S. and Kansas Green Party) leaves me with the impression that there are two large (albeit unequal) sources of economic capital. The largest source owned by the conservative restoration is to support research or any other endeavor that will keep middle aged, rich white men in power. The other somewhat smaller source is very interested in funding research and other endeavors that are socially responsive and positions all Americans to vie for the Great American Dream. Many educators including researchers, want to travel some "neutral" political road! As such they will be denied access to either source of funding. I myself plan to spend my remaining productive years with the socially responsive crowd. I hope that MLER members will want to do the same and consider this as they are seeking funding for their research agendas.

(See model at end of newsletter.)

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NMSA 2004 Sessions Presented by MLER Members

The following people responded to the call for information regarding MLER SIG members who are presenting at NMSA, Minneapolis 2004.

Pre-Conference Sessions, November 4, 2004

Sue Thompson

Who Is Falling Through the Cracks? Equity in Middle Schools. Co-presented with Nancy Doda.

Building a Healthy School Culture: An Art in the Age of Accountability. Co-presented with John Miska.

Please check your programs for date, time, and location.

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THURSDAY, November 4, 2004

Don Clark

A National Study of Highly Successful Principals and How They Influence School Programs and Practices. Co-presented with Jerry Valentine and Vicki Petzko.

12:30PM
Room 101D, Minneapolis Convention Center

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Jerry Valentine

Creating a School-Wide Instructional Profile and Using Data for

Improvement. Co-presented with Rick Herrig and Matt Goodman.

2:15PM
Room 101D, Minneapolis Convention Center

Nancy B. Mizelle

Developing Effective Teachers: Assessing a Standards-Based, Pre-Service Teacher Education Program. Co-presented with Leigh C. Hern.

4:00-5:15PM
Room 200J, Minneapolis Convention Center

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FRIDAY, November 5, 2004

Dave F. Brown

What You Should Know About Your Students. Co-presented with Trudy Knowles.

12:15-1:30PM
Room 101 I, Minneapolis Convention Center

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Micki Caskey

Action Research: Alive and Well in Middle Schools

10:30-11:45AM
Hyatt Regency, Nicollet Ballroom A-3

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Vincent A. Anfara, P. Gayle Andrews, Steven B. Mertens, Nancy B. Mizelle, and David Hough

Research and Resources in Support of This We Believe: An Overview and A Conversation. Co-presented with George White

10:30-11:45AM
Room 101J, Minneapolis Convention Center

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Vincent A. Anfara and Kathleen Roney

Using Data for School Improvement: An Analysis of the School Improvement Plans of 14 Middle Schools.

2:00-3:15PM
101J, Minneapolis Convention Center

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Pritha Gopalan

Pathways to Student Success: Case Studies of Instructional and Organizational Improvements Undertaken by Middle Start Schools. Co-presented with Patricia Jessup, Vernay Mitchell-McKnight, Lea Williams Rose, and Renay Scott

12:15-1:30PM
Room M101B, Minneapolis Convention Center

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Jerry Valentine

Comprehensive Change Processes to Improve Student Achievement in a Large Urban Middle School. Co-presented with Debra Falkiner and Matt Goodman

3:45PM
Room 205D, Minneapolis Convention Center

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Tariq Arkmal

Making Decisions in the Dark: The Disconnect between Retention Research and Practice. Co-presented with Donald Larson

Saturday, November 6, 2004
Room M100-D

POLICY BRIEFS

Interested in authoring a Policy Brief?

Contact Kim Hartman

Khartman@email.uncc.edu

The 4th volume of *The Handbook of Research in Middle Level Education* is now available.

Volume 4, *Reforming Middle Level Education: Considerations for Policymakers*, was edited by Sue C. Thompson, The University of Missouri, Kansas City.

Chapter authors include: Sue Swaim, John H. Lounsbury, Vincent A. Anfara, Jr., Sue C. Thompson, Ronald D. Williamson, J. Howard Johnston, James A. Beane, Nancy M. Doda, Dan French, C. Kenneth McEwin, Thomas S. Dickinson, Tracy W. Smith, Nancy Ames, David A. Payton, Jeanette Stern, Sandra L. Stacki, Stephanie Hirsh, and Deborah Kasak.

Copies may be ordered from Information Age Publishing (203-661-7602) or from the National Middle School Association's bookstore (<http://www.nmsa.org>).



Kathy Roney, President-Elect and Program Chair, is currently preparing a survey that will be administered to the MLER membership. The Officers and Association Council are interested in knowing more about your membership needs and the degree to which the SIG is addressing those needs.

This initiative is part of the MLER strategic plan that was developed in 2003. When you receive this survey please take the time to respond. Your voice is important!

The Encyclopedia of Middle Grades Education

Edited by Vincent A. Anfara, Jr, P. Gayle Andrews, & Steven Mertens

Many MLER SIG members have signed-up to author long and short entries as well as anchor essays for the forthcoming encyclopedia. Submissions were due in July 2004 and the editors are now working on the review and editing process. If you have any questions regarding your submission or would like to inquire about what is still needed, please contact Vince, Gayle, or Steve.

Articles, News, Book Reviews, Op Ed Pieces, Helpful Information Needed

The editors of the newsletter are searching for articles, news, book reviews, and other information that would be of interest to MLER SIG members.

Please send any items you would like to have considered for publication to Vince Anfara at vanfara@utk.edu

The SIG Newsletter is published three times annually in March, June, and October.

GET YOUR COPY TODAY!!



Volume 4 of the SIG's Bookseries

Reforming Middle Level Education: Considerations for Policymakers

MLER MEMBERSHIP SURVEY

Visit our website www.middlelevel.pdx.edu

NMSA's Annual Conference

**Minneapolis, MN
November 4-6, 2004**



SEE YOU THERE!!

MLER Graduate Student Award— 2005

It's time to think about nominations for the MLER Graduate Student Award for 2005. This award was presented in 2003 and 2004 to two upcoming scholars in the field of middle level education. Please check out the MLER website for more information and for the application/nomination form. Masters, Specialist, and doctoral students who have completed theses and dissertations are eligible to be nominated.

www.middlelevel.pdx.edu

MLER MEETS at NMSA 2004

The MLER SIG will hold its fall meeting at the 2004 NMSA conference in Minneapolis.

DATE: November 5, 2004

TIME: 5:00PM

LOCATION: 205C
Minneapolis Convention Center

The MLER Meeting is scheduled after the Chat Session which is sponsored by NMSA's Research Advisory Board.

MLER Members to Vote on Policy Brief: High Stakes Testing

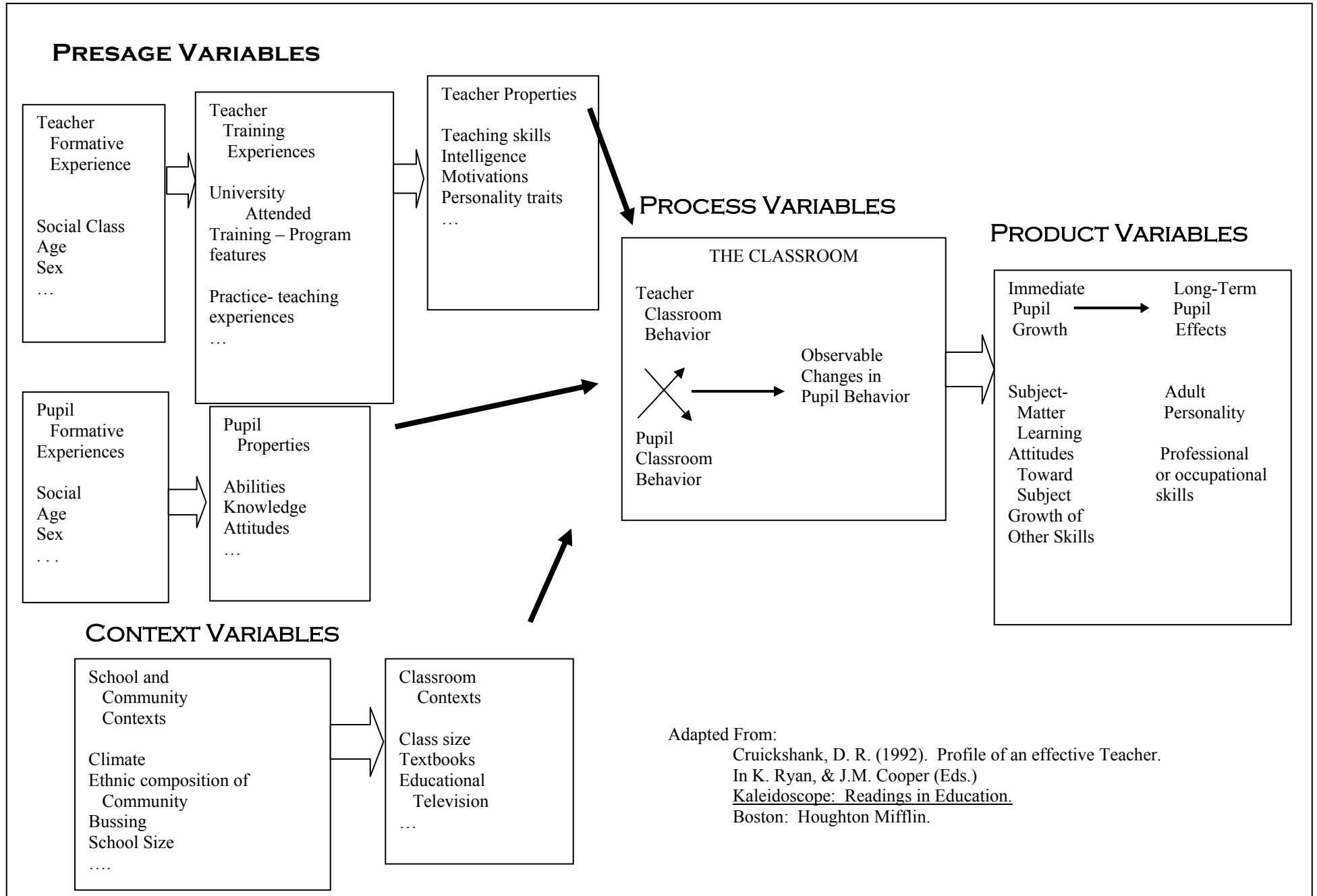
The MLER SIG currently has two policy briefs posted on its website. The first was approved by the membership prior to AERA 2004. Members are now being asked to review the policy brief on the website and to vote on its approval and adoption.

Looking Forward: AERA Montreal 2005

Please be aware that you will need a passport in order to travel into Canada.



A Model for the Study of Classroom Teaching



Adapted From:
 Cruickshank, D. R. (1992). Profile of an effective Teacher.
 In K. Ryan, & J.M. Cooper (Eds.)
Kaleidoscope: Readings in Education.
 Boston: Houghton Mifflin.