

MLER Middle Level Education Research Special Interest Group

# The Chronicle of Middle Level Education Research

# MLER

MIDDLE LEVEL EDUCATION RESEARCH  
SPECIAL INTEREST GROUP

## Message from the President

**Micki M. Caskey**  
Portland State  
University



(George R. Brown Convention Center).

As in past years, NMSA's Research Advisory Board sponsors a set of important sessions that emphasis current research. This year the Research Advisory Board's sessions include three 'What Research Says' Sessions as (continued on page 6)

### Points of Interest:

- NMSA 2007 Highlights
- Requests for Manuscripts
- Recent Publications
- Middle-Level Conferences
- Science Education

As October brings vibrant autumnal colors to our campus landscapes, I offer you warm greetings for a productive and rewarding fall term. Once again, our academic calendars overflow with opportunities to interact with students, colleagues, and the community. It is an ideal time to plot our course for the 2007-08 year. Among the rich offerings for middle grades researchers and educators is the National Middle School Association's 34th Annual Conference and Exhibit—where more than 8,000 middle grades colleagues will gather to exchange ideas and seek professional growth. This year's conference is

November 8<sup>th</sup>-10<sup>th</sup> in Houston, Texas. The conference program includes three general sessions, a dozen featured and best practice sessions, and hundreds of concurrent sessions. A number of MLER-SIG members are going to present their scholarly work. Look for a brief listing in this newsletter and the index of NMSA's online conference program (<http://www.nmsa.org/annual/concurrent/index.htm>). Please support the SIG and these presenters by attending their sessions. I also hope to see YOU at the SIG Business Meeting on Friday November 9<sup>th</sup> at 5:30 pm in Room 361 AB

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## National Middle Grades Research Project on Common Planning Time Training Workshop for Participant Researchers

**Thursday, November 8<sup>th</sup>  
8:00a.m. – 12:00p.m.  
Hilton Americas  
Room 343A**

**Full description of project available on p. 7  
Contact Kathy Roney [roneyk@uncw.edu](mailto:roneyk@uncw.edu) if you  
haven't already signed up. See you in Houston!!**

## Addressing the Global Decline in the Level of Interest in Science Education: The Perth Declaration and 2007 UNESCO International Science Education Policy Forum

Lee Y. Lew, Long Island University

Debates continue to rage over The *No Child Left Behind Act* (2001). One of the requirements of this act is that it requires that every classroom in America be taught by a highly qualified teacher. A survey of 600 science teachers nationwide by the National Science Teacher Association (2004) found 70% indicated their school district was experiencing difficulty in finding and hiring qualified science teachers and 48% said the problem is increasing. This problem of finding, training, and retaining well-qualified science teachers is not unique to America.

On July 8 – 12, more than 1,000 science teachers and academics from 50 countries attending the 2007 World-STE (World Conference on Science and Technology Education) held in Perth Western Australia, agreed that urgent action is required to bridge the gap between science, technology and the public.

They identified five key reasons for a global decline in the level of interest in science:

1. Difficulty finding, training and retaining well-qualified science teachers
2. Lack of resources devoted to science and science education in some countries
3. Difficulty keeping up with emerging science and changing teaching practice
4. Public perceptions related to science
5. Difficulty maintaining a relevant science curriculum at all levels.

The five reasons are intimately interconnected and relevant to the situation here in the United States, albeit at varying levels. However, the first issue: “Difficulty finding, training and retaining well-qualified science teachers” and the resulting consequences is probably one of the most crucial, thus receiving the most media attention. Concerns and research data are no longer confined to scholarly journals. In efforts to reach the larger community, almost daily, we read news headlines such as, “Schools Fight for Teachers because of High Turnover” (Sam Dillon, Aug 27, 2007) in the New York Times” and a follow-up editorial, “In Search of Good teachers.” The areas of Science and Math are the most needy, hence articles

like “School Chiefs Urge Cash Lure for Math and Science Teachers” (Boston Globe, 2006) surfaced. Concerns about declining science achievements resulted in: “Are we losing our Edge?” (Michael Lemonick, New York Times, 2006), “Most students in Big Cities Lag Badly in Basic Science (New York Times, November 16, 2006) and “How to Educate Young Scientists” (New York Times, 2006). The National Science Foundations (NSF), American Association for Advancement of Science (AAAS), and other organizations and government agencies continue on-going projects and grants to deal with these issues.

The situation is complex and obviously requires much more complex solutions involving concerted efforts by governments and various stakeholders. Although more than 30 significant issues were raised by groups of delegates at the 2007 World-STE conference, there was strong agreement that the above five issues would have to be addressed at international, national and local levels to build interest in the *(continued on page 3)*

### MLER SIG Officers

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### SIG Association Council Members

P. Gayle Andrews (2007-09)

Dave F. Brown (2007-09)

Larry Daniel (2006-08)

Cary Gillenwater (2007-09)

Richard Lipka (2006-08)

Kezia McNeal (2007-09)

John Niska (2006-08)

Susan Trimble (2007-09)

## Addressing the Global Decline in the Level of Interest in Science Education (cont'd)

crucial role of science and technology in the 21<sup>st</sup> Century. At the conclusion of the 2007 World-STE conference, delegates issued the *Perth Declaration on Science and Technology Education*, which calls on governments around the world to:

1. Promote critical awareness of the contribution of science and technology to personal, social, economic and environmental wellbeing through building partnerships with national stakeholders and the media;
2. Initiate revisions of the curriculum for school science and technology that will increase student interest in and recognition of the roles of science and technology in society;
3. Promote from the primary years onwards the

career opportunities that stem from the study of science and technology;

4. Recruit graduates into science and technology teaching and to value, support and retain them with appropriate rewards;
5. Resource and promote continuous, effective professional development for science and technology teachers in order to meet changing student needs and societal aspirations;
6. Recognize and support the significant role of teacher associations in building a quality professional learning community for science and technology;
7. Resource the development of relevant and effective assessment processes so that learners achieve essential life skills and meet academic and vocational standards and personal aspirations;
8. Engage in greater international cooperation to

ensure the provision of well-trained science and technology teachers to meet current and future challenges;

9. Call on UNESCO to integrate its science and technology education endeavor as fundamental to achieving educational, cultural, social and sustainable development goals.

A first step to promote the *Perth Declaration* was the 2007 *UNESCO International Science Policy Forum* held on July 13, immediately following the 2007 World-STE Conference. During this forum, over 50 invited delegates from various organizations worldwide, examined and commented on the document "*Policy Issues for Science Education*" by Peter Fensham (WorldSTE 2007) in order to refine its suitability to inform the direction of Science

Education policy in the 21<sup>st</sup> Century.

Currently, delegates of the 2007 *UNESCO Forum* are making efforts to promote the *Perth Declaration* to their individual governments, UNESCO committees, and other stakeholders. It is our most fervent hope that the *Perth Declaration* get on the agenda of the next UNESCO meeting that is being held in Australia on October 2007.

Dr. L. Y. Lew is an assistant professor at Long Island University CW Post Campus, New York. She is a board member and the North America regional representative of IOSTE (*International Organization of Science and Technology Education*) and is one of two invited delegates to represent IOSTE at the 2007 UNESCO International Science Education Forum in Perth, Australia

## Call for Submissions: Middle Grades Research Journal

### Middle School Mathematics: Current Issues in Student Learning and Teacher Preparation

Mary Margaret Capraro  
Texas A & M University

Various factors, among them federal legislation, the NCTM's release of the Curriculum Focus Points, and the National Research Council's book *Evaluating*

*Curricular Effectiveness*, have influenced the study of middle school mathematics, both from the perspective of research and teacher preparation.

*Middle Grades Research Journal* is interested in manuscript submissions that address: **Middle School Mathematics: Current Issues in Student Learning and Teacher Preparation.**

Topics of the manuscripts that address middle school

issues can include but are not limited to:

- Mathematical knowledge for teaching mathematics
- Using video of classroom practice as a tool to improve teaching
- Effective models of professional development
- Balance between content and pedagogy preparation for preservice teachers
- Assessing student performance mathematics
- Quality and depth of mathematics learning
- High expectations and high-stakes testing

—Nature and role of algebra at the middle grades

—Mathematics curriculum materials for supporting learning

—Technology as a tool for effectively working with middle grades students

Deadline for manuscripts to be considered for publication in this special issue is December 15, 2007. Send one hard copy and one electronic copy. Manuscripts should be submitted to:

**Mary Margaret Capraro**

Texas A & M University  
4232 TAMU Harrington  
College Station, TX 77843-4232  
Address inquiries to  
[mmcapraro@tamu.edu](mailto:mmcapraro@tamu.edu)

## National Youth at Risk Conference

March 3-5, 2008 Savannah, Georgia  
Susan Trimble, Georgia Southern University

As members of the academy, our opportunities for learning, improving, stimulating, and supporting schools takes many forms. Two avenues towards these ends are opportunities to participate in conferences and to enable recognition of outstanding schools. The upcoming National Youth at Risk Conference and High Flying Schools Award offer such opportunities for us to support schools in their work.

Whether by encouraging attendance at the conference, or sending out the URL to schools in your area, or by nominating schools, our efforts will provide practitioners an opportunity to gain recognition for their efforts.

I am co-chairing the National Youth At Risk Conference held in Savannah, Georgia for next March. The conference is geared to practitioners who seek practical how-tos for working with youth at risk; it is not a research orientated conference. We felt that an award for outstanding schools would add a national recognition for schools that meet certain criteria.

Such schools have a high minority enrollment, show achievement gains, in addition to democratic, citizen, and community involvement. Here is the information that we are sending out:

Dear Educators,  
We invite you to self nominate your school or another qualifying school for the High Flying School Award. Schools selected as winners will be recognized during an Awards Ceremony at the National Youth at Risk Conference in Savannah, Georgia, on March 3-5, 2008.

The award is \$1,500 to the winning school, two nights lodging at the conference hotel, and a waiver of the conference registration for two people. Winning schools will receive national recognition at an Awards Ceremony. School representatives will share their schools' successes at the Awards Ceremony and will participate in a Panel Discussion of High Flying Schools and a poster session.

The criteria for selection to be a "High-Flying School" consists of high student achievement, high poverty student body, community collaboration, citizenship development, and democratic education.

Detailed descriptions of each criteria are found at the following link:

<http://ceps.georgiasouthern.edu/conted/yarHFSchools08.html>

The nomination form is found at <http://ceps.georgiasouthern.edu/conted/yarsubmitHFSchools08.html>

Please go online and fill out the forms to self-nominate your school.

Once you fill out your school's information and descriptions of your School's attainments for each criteria, you may submit online by clicking on the submit button.

Sincerely yours,

Susan Trimble, Ed.D  
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Department of Teaching and Learning  
P.O. Box 8134  
Georgia Southern University  
Statesboro, Georgia 30460-8134  
Phone: 912 681 5596  
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[susatrim@georgiasouthern.edu](mailto:susatrim@georgiasouthern.edu)



**Save the Date!**  
**34th Annual  
National Middle  
School Association  
Conference**

**November 8-10, 2007  
Houston, Texas**

**On-line Registration**

<http://www.nmsa.org/annual/RegistrationInformation/tabid/1332/Default.aspx>

*Registration Fees:*  
\$270 NMSA Member  
\$335 Non-Member  
\$70 College Student

## 19th Annual National Youth At Risk Conference

March 2-5, 2008  
Savannah, Georgia

**Keynote Speakers:**

**Keith L. Brown**

**Ron Clark**

**Lynette M. Elizalde-  
Robinson**



**Hyatt Regency  
Savannah**

<http://ceps.georgiasouthern.edu/conted/yar2008.html>

## Middle School Journal—Call for Manuscripts

*Middle School Journal* is interested in manuscript submissions that address how the precepts of *This We Believe* are being addressed in your middle school. In addition to topics related to the 14 characteristics noted in *This We Believe* (2003), we encourage manuscripts dealing with the following issues:

- Effects of electronic communications on literacy
- Developmentally responsively addressing standards

- Putting young adolescents ahead of tests
- Socially equitable schools
- Literacy across the curriculum
- Assessing student performance
- Highly effective middle grades teachers
- Advocating for young adolescents
- Health and wellness
- Parent involvement
- Student safety in the cyberage

*Manuscripts should be submitted to:*

**Cheri Howman,**  
Assistant Editor  
National Middle School Association  
4151 Executive Parkway,  
Suite 300  
Westerville, OH 43081  
Address inquiries to  
Cheri Howman at  
[howmanc@nmsa.org](mailto:howmanc@nmsa.org).



**Deadline for Submissions:  
March 1, 2008**

<http://www.nmsa.org/>

## Book Now Available

### *What Every Middle School Teacher Should Know, Second Edition*

Edited by Dave F. Brown & Trudy Knowles

The new edition features a new separate chapter on young adolescents' social, emotional, and identity development, and another one with the voices of curriculum integration teachers (e.g., Barb Brodhagen, Mark Springer, Gert Nesin).

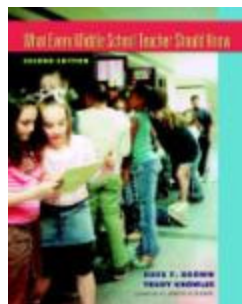
There is an expanded chapter detailing the latest cognitive developmental issues for young adolescents and additional information on bullying. We also address the issue of meeting state standards while using appropriate curriculum integration models.

The book is again co-published by Heinemann and National Middle School Association and sells for \$27. The book is available through the Heinemann Books online

store:

<http://books.heinemann.com/products/E00953.aspx#description>

The ISBN number is:  
978-0-325-00953-7



*“There is a world of difference between seeing the promise in young adolescents and seeing them as problematic. Seeing the “promise” is at the center of What Every Middle School Teacher Should Know.”*

-James A. Beane

## Call for Submissions

### *Middle Grades Research Journal*

Guest Editor: Jennifer Friend

#### English Language Learners: Policies and Practices in the Middle Grades

A special theme issue of the *Middle Grades Research Journal* will include manuscripts that examine educational issues related to young adolescents in English language learner (ELL) programs.

According to the 2000 Census, nearly 18% of the United States population spoke a language other than English in the home. Projections include an increase to 40% by 2030. This *MGRJ* issue is intended to share empirical research findings and to present theoretical frameworks relative to the policies and practices associated with ELL students in middle-level schools.

Manuscripts must be submitted by **December 31, 2007**, to be considered for this issue. Authors should include the following:  
—Abstract of no more than 250 words  
—Manuscript formatted according to APA, 5th Ed.; 20-30 pages in length  
—Cover page with authors' affiliation and contact information; no identifying author information on other pages of the manuscript (for blind review)

Please send one hard copy and one electronic copy in Microsoft Word format as an e-mail attachment to:  
Jennifer Friend, Ph.D.  
University of Missouri—  
Kansas City  
328 Education Bldg.  
5100 Rockhill Rd.  
Kansas City, MO 64110  
[friendji@umkc.edu](mailto:friendji@umkc.edu)

## Message from the President (cont'd)

well as Spotlight on Research, Pathways to Publication, and Research and Resources in Support of This We Believe sessions. Plus, the MLER SIG is sponsoring a session regarding our National Middle Grades Research Project on Thursday November 8<sup>th</sup> at 8:00 am in Room 343A (Hilton Americas). This noteworthy session is a training workshop for researchers who plan to participate directly in the National Middle Grades Research Project on Common Planning. Certainly, this year's NMSA conference is a plentiful cornucopia for middle grades researchers and practitioners. Fall is also the time of year

when we need to turn our attention to the Middle Level Education Research Graduate Student Award. The goal of this prestigious award is to promote and recognize outstanding research in middle level education by a graduate student or recent graduate of a masters, specialist, or doctoral program. The award includes a one-year paid membership in the SIG, a plaque, and a cash award (if the recipient presents their research at AERA or NMSA). For more information about the award and an application, please go to the MLER website at <http://www.middlelevel.pdx.edu>

Speaking of MLER SIG website, please visit the site often for up-to-date information

regarding the SIG. You will find a description and ordering information for *The Young Adolescent and the Middle School*, the latest volume in *The Handbook of Middle Level Education Research* series. You will also come across a number of "Call for Papers" from the editors of *Middle Grades Research Journal* and *Research in Middle Level Education Online* as well as from NMSA's Research Advisory Board. These are potential publication outlets for the SIG membership. In addition, you will discover an abundance of relevant resources for your use.

I am looking forward to our connections and collaborations. If you have questions



**AERA 2008—New York  
March 24—28**

**Program Theme:**

***Research on Schools,  
Neighborhoods, and  
Communities:  
Toward Civic  
Responsibility***

[http://www.aera.net/  
meetings/Default.aspx?  
menu\\_id=342&id=2898](http://www.aera.net/meetings/Default.aspx?menu_id=342&id=2898)

## RMLE Online Call for Manuscripts

Are you looking for a publication outlet for your research? If so, you may wish to consider *Research in Middle Level Education Online (RMLE Online)*, an international peer-reviewed research journal of National Middle School Association (NMSA).

*RMLE Online* publishes quantitative and qualitative studies, case studies, action research studies, research syntheses, and reviews of research literature.

Current and past issues of *RMLE Online* are available from the NMSA website [www.nmsa.org](http://www.nmsa.org) as well as

indices such as Academic Search Premier, ERIC, and Professional Development Collection.

*RMLE Online* is endorsed by the MLER-SIG and received advisory input from the National Middle School Association's Research Advisory Board.

Guidelines for contributors, members of the editorial review board, and contact information for the editor are available on the NMSA Website ([www.nmsa.org](http://www.nmsa.org)). For additional information, please contact Micki Caskey, Editor, *RMLE Online* by email ([caskeym@pdx.edu](mailto:caskeym@pdx.edu)) or telephone (503.725.4749).



### Guidelines for contributors:

Manuscripts should (a) be 7,000 to 12,000 words in length; (b) be double-spaced with 1-inch margins and 12-point font; (c) follow the 5th Edition of *Publication Manual of the American Psychological Association* (2001) style guide; (d) include an abstract of 150-200 words; and (e) provide a separate title page with author name, affiliation and contact information.

Aside from the title page, manuscripts should have no reference to the author(s) to ensure a blind review.

# Middle Level Education Research SIG

## National Middle Grades Research Project (NMGRP)

Kathy Roney, University of North Carolina Wilmington

**YOU ARE INVITED** to join  
**AN EXCITING,  
CHALLENGING, &  
TIMELY PROJECT!**

The MLER SIG is developing a national middle grades research project.

### What is the NMGRP?

Access the MLER SIG website (<http://www.rmle.pdx.edu/>) and look for the National Middle Grades Research Project (NMGRP) on the menu.

Information regarding **Project Development** is outlined as follows:

**White Paper:** Contains the Proposal for Establishing a National Middle Level Research Project. Very detailed, with references to support the proposal.

**Steering Committee:** Contains short bios on the 10 members of the Steering Committee for the NMGRP.

**Chicago 2006 Planning Session:** Synopsis of work accomplished by seven members of the Steering Committee.

**Nashville 2006 Planning Session:** Synopsis concludes with summary of what the Steering Committee members agreed to regarding the project. Specifically, multiple methods would be encouraged, longitudinal design, national in scope, data are co-owned, and professional development would be provided to participant researchers.

### Chicago/AERA 2007 Planning

**Session:** Identifies the two directions of the NMGRP: (a) an empirical study of Common Planning Time, and (b) a theoretical study to explore the overarching theories that have guided middle grades research.

### What is the project on Common Planning Time (CPT)?

Access <http://www.rmle.pdx.edu/>, look for the links to the National Middle Grades Research Project as follows:

**CPT Project Overview:** Covers major aspects of this research project and offers a timeline of activities.

**CPT Key Research Findings:** Includes research related to the impact of CPT and documents the positive effects of providing interdisciplinary team of teachers with common planning time.

**Chicago 2007 Planning Session:** Four members of the Steering Committee met to develop the protocols (interview and observation checklist) and identify "next steps" in the project. Five research questions were formulated to guide the analyses of data in the national database.

Researchers who join this project can establish their own additional research questions.

### How do I get involved in the CPT project?

Kathy Roney is serving as Project Coordinator. Send her your contact information at: [roneyk@uncw.edu](mailto:roneyk@uncw.edu)

**ATTEND the workshop for CPT participant researchers to be held during NMSA/ Houston:**

**Thursday, November 8<sup>th</sup>, 8:00a.m. – 12:00p.m. in room 343A at the Hilton Americas.**

You will...

receive the protocols for data collection (interview protocol & observation protocol), a researcher's field manual, and a draft IRB template

engage in professional development for use of protocols

be given a draft review of research literature on CPT

receive information regarding publication opportunities, e.g., *Handbook of Research in Middle Level Education*

**Research Advisory Board, Research Strand, and Related Sessions - 2007 NMSA Conference**

<b>Thursday November 8<sup>th</sup></b>	
12:15 - 1:30 310 DE (Convention Center)	Principals Make a Difference: An analysis of Principal Leadership in High and Low Achieving Middle Schools(#1708) [Jerry Valentine, Nyle Klinginsmith, Matthew Goodman, Gregory Mees, Bernard Solomon]
12:15 - 1:30 350 DEF	Spotlight on Research: NMSA Research Advisory Board session (#1726) [Posters and Research Summaries] <b>Sponsored by NMSA's Research Advisory Board</b>
3:45 - 5:00 310 AB	An Update on State Licensure Requirements for Middle Grades Teachers and Administrators (# 1907) [Peggy Gaskill]
3:45 - 5:00 322 AB	The Middle Level Legacy Project: A Tribute to the Past, A Vision for the Future (#1913) [C. Kenneth McEwin]
3:45 - 5:00 352 DEF	Research and Resources in Support of This We Believe: Multiple Learning and Teaching Approaches (#3238) <b>Sponsored by NMSA's Research Advisory Board</b>
<b>Friday November 9<sup>th</sup></b>	
10:15- 11:30 361 AB	No Exploratory Class, Student, or Teacher Left Behind (#2138) [Joan Maute, Sherrel Bergmann]
10:15- 11:30 Hilton Grand Ballroom E	Negotiating Differences Year Two: Early Preservice Field Experiences in a Diverse Middle School (#2167) [Penny Howell]
12:15 - 1:30 361 AB	What Research Says about Keeping Middle Grade Students on the Path to High School Graduation (#2238) [Robert Balfanz] <b>Sponsored by NMSA's Research Advisory Board</b>
2:00 - 3:15 361 AB	What Research Says about Literacy-Rich Middle Schools (#2338) [Douglas Fisher] <b>Sponsored by NMSA's Research Advisory Board</b>
2:00 - 3:15 361 CF	The Paideia Seminar: Taking Reading Comprehension from Transaction to Transformation (#2340) [Donna Robinson]
2:00 - 3:15 Hilton Grand Ballroom C	Self-Concept and Self-Esteem in the Middle School: A 30 Year Retrospective (#2365) [Dick Lipka, Thomas Brinhaupt]
3:45 - 5:00 361 AB	Pathways to Publication (#2438) <b>Sponsored by NMSA's Research Advisory Board</b>
3:45 - 5:00 371 DE	What the Students Tell us about effective Middle School Teacher Dispositions and How They Look in Action (#2448) [Pamela Hill]
5:30 - 6:45 361 AB	<b>MLER SIG Business Meeting</b>
<b>Saturday November 10<sup>th</sup></b>	
8:30 - 9:45 342 CF	Equity at the Middle Level: A Structural, Instructional or Blended Issue? (#3124) [Chyrese Wolf]
8:30 - 9:45 372 CF	Low Cost-High Value Benchmarking for School Improvement (#3152) [Travis Colton]
10:15- 11:30 360 CF	Middle School Teachers that Meet the Mark (#3237) [Tiffany Miller]
10:15- 11:30 361 AB	What Research Says about Teaching Every Student Math (#1933) [Cathy Seeley] <b>Sponsored by NMSA's Research Advisory Board</b>
10:15- 11:30 361 CF	Reading Achievement, Suspensions, and African American Males in Middle School (#3240) [Kenneth Anderson, Keith Howard, Anthony Graham]
10:15- 11:30 372 DE	Listening to Learners: New Zealand and US Perspectives (#3251) [Penny Bishop, Emily Nelson]

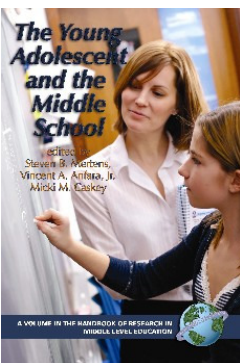
**REMEMBER:** Since the program is subject to change, please **check the NMSA Conference Program** to add and verify session



## Send In Your News!

Please send any items you would like to have considered for publication in the *Chronicle of Middle Level Education Research* to Jennifer Friend at [friendji@umkc.edu](mailto:friendji@umkc.edu).

The Newsletter is published three times annually – January, June, & October.



### The Young Adolescent and the Middle School

Edited by Steven B. Mertens, Vincent A. Anfara, Jr., and Micki M. Caskey  
Published by Information Age.

Ordering Information:  
Information Age  
<http://www.infoagepub.com>

Table of Contents:  
<http://www.rmle.pdx.edu/handbook6.htm>

## We're on the Web!

<http://www.rmle.pdx.edu/index.html>



The purpose of the MLER SIG is to improve, promote, and disseminate educational research reflecting early adolescence and middle level education.

Membership in the MLER-SIG connects AERA members who are committed to research issues related to young adolescents. SIG members exchange information and ideas through Annual Meeting presentations, newsletters, and informal gatherings.

Membership cost is \$10/year. The MLER-SIG (#88) is listed on the third page of the AERA Membership Application Form.

## South Carolina Middle Level Teacher Education Symposium

The South Carolina, North Carolina, and Georgia Professors of Middle Level Education (POMLE) organizations are sponsoring a middle level teacher education symposium in Charleston, South Carolina May 21-23, 2008.

The symposium will include research and "best practice" roundtable and poster sessions. Proposals can be submitted at

<http://FreeOnlineSurveys.com/rendersurvey.asp?sid=65xhcidndzjqwff338329>

Please contact Debbie Haskell if you have questions about the submission

process:

[deborahh@usca.edu](mailto:deborahh@usca.edu)

For information about the symposium, contact David Virtue ([virtue@gwm.sc.edu](mailto:virtue@gwm.sc.edu)) or Holly Thornton ([thorntonhj@appstate.edu](mailto:thorntonhj@appstate.edu)).

Dr. David C. Virtue

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