

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

Points of Interest:

- NMSA 2007 Highlights
- Requests for Manuscripts
- Recent Publications
- Middle-Level Conferences
- AERA 2008 Preview

As the New Year unfolds, I send warm wishes to you for a very prosperous and productive 2008. Now students once again appear on campus in pursuit of academic degrees and faculty find their calendars full of notations for meetings, appointments, classes, and the like. It is also a time for us to reflect upon our fall activities and to consider upcoming events.

In November, a number of us attended the National Middle School Conference in Houston, TX. It was wonderful to see SIG members at the various sessions, including the MLER SIG Business Meeting, research sessions sponsored by

NMSA's Research Advisory Board, and the MLER SIG's Common Planning Time (CPT) Research Project training. Speaking of the CPT research project, I want to extend a sincere thank you to the project leaders: Kathy Roney, Steve Mertens, and Vince Anfara for their tireless work on this phase of the National Middle Grades Research Program. In addition to preparing a comprehensive training manual (including interview and observation protocols), the team conducted a special session for participant researchers. This inaugural training was a great start to a most an engaging and informative conference.

(cont'd on Page 6)

Micki M. Caskey
Portland State University



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RMLE Online Call for Manuscripts

Research in Middle Level Education Online (RMLE Online), an international peer-reviewed research journal of National Middle School Association (NMSA), publishes 10 high-quality articles each year. The journal prints quantitative and qualitative studies, case studies, action research studies, research syntheses, and reviews of research literature. NMSA's

Research Advisory Board serves in an advisory capacity to *RMLE Online*; the Middle Level Education Research SIG supports the publication.

Current and past issues of *RMLE Online* are available on the NMSA Website (www.nmsa.org) as well as indices such as Academic Search Premier, ERIC, and Professional Development

Collection. Guidelines for contributors, members of the editorial review board, and contact information for the editor are also available on the NMSA Website www.nmsa.org

For additional information, please contact Micki Caskey, Editor, *RMLE Online* by email (caskeym@pdx.edu) or telephone (503.725.4749).

RMLE Online

Research in Middle Level Education

Report from the AERA Program Chair

Sue C. Thompson,
University of Missouri-Kansas City



Hello to all members of MLER. As we get closer to the dates of the AERA conference in New York, we are very excited about the many presentations that MLER will be sponsoring at AERA in New York.

As you will see from the list on pages 7 and 8 of this newsletter, we have 28 different sessions covering many pertinent topics

impacting middle level education.

We look forward to seeing you at our sessions as those of us in MLER continue to add to the knowledge base of middle level research.

Sue C. Thompson
University of Missouri-Kansas City

sthompson@SPRINTMAIL.COM

AERA 2008 in New York
March 24-28, 2008

Advance registration
closes: February 15, 2008

AERA Member \$165
Student Member \$70

http://www.aera.net/meetings/Default.aspx?menu_id=342&id=4054

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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)

NEWS FROM THE EXECUTIVE DIRECTOR

Vincent A. Anfara, Jr., The University of Tennessee

Since I was appointed as Executive Director of the Middle Level Education Research SIG, I have been busy on two fronts.

The first area of involvement started the day of my appointment at the Chicago AERA meeting (2007) and involves representing the MLER SIG on the National Forum to Accelerate Middle-Grades Reform. I attended the Schools to Watch Conference in June of 2007 and the general meeting of the Forum in October in Kansas City. As a member of the Forum, I was appointed to the National Forum's Research Committee and have been working with Research Committee members on building a positive, collaborative

relationship between the two organizations. The members of the National Forum and its Executive Director, Debbie Kazak, have been very welcoming to our organization. With the help of Steve Mertens, I have been about the business of characterizing the MLER SIG as the "largest group of middle grades researchers" and have consistently reminded people of our role in relation to their organizations.

Secondly, I was appointed as an ERIC Content expert for 2007-2009. In that capacity, I advise those who run the ERIC operation regarding research related to middle grades issues and the status of the ERIC database (e.g., acquisition of new materials and the like). I used that appointment as a springboard

to make everyone who works at the Education Resources Information Center, as well as those at the Institute of Education Sciences and the National Library of Education, aware of the MLER SIG and the work we do.

There are multiple other projects under way that are aimed at making the MLER SIG more visible and more respected as an organization.

I welcome your feedback and thoughts as the role of the Executive Director is more fully defined for the MLER SIG.

Vincent A. Anfara, Jr.
Associate Professor and Program Coordinator of Educational Administration
The University of Tennessee
vanfara@utk.edu

NMSA 2007 Annual Conference MLER-SIG Business Meeting Notes

Friday November 9, 2007 5:30 PM Room 361 AB George R. Brown Convention Center

Kathleen Roney, University of North Carolina Wilmington

MINUTES

President's Report (Micki Caskey)

Membership. There are 165 current/paid members; 130 lapsed members.

Products/Services

The 2005-05 MLER SIG Directory is a great resource, but it is out of date. Council members Susan Trimble, Kim Hartman, and Carey Gillenwater will update it. Being very user-friendly, the MLER SIG Website is a continual source of information. Let Micki know if you have any ideas to make it better.

Display Board is effective --- to be displayed at NMSA and AERA --- but it is out of date. Officers and Councilors will discuss a plan for updating it.

There are six volumes to the Handbook series. A Call for

Volume 7 was distributed. Contact Steve Mertens, issue editor, Vince Anfara or Kathy Roney for more information.

We are considering our "branding" so we can keep our visibility.

Relationships. MLER SIG has active relationship with the following organizations dedicated to providing positive schooling for young adolescents: National Forum, NMSA, NASSP.

Update on **Strategic Planning** (2003). What should be the next chapter? Kathy, Micki and Vince will develop a process for reviewing the plan.

Executive Director report (Vince Anfara). Vince has attended the Schools-to-Watch meeting in Kansas City, and sponsored by the National Forum meetings.

Announced that NASSP is working with Breakthrough Schools Will work with Susan Frost to provide research for her policy work in D. C. on the "Success in the Middle" bill.

National Middle Grades Research Program Update (Kathy Roney).

Kathy referred members to the website, where there is a link to information about the program. Specifically, members can read the historical development of the NMGR Program and its first iteration, the National Middle Grades Research Project on Common Planning Time (CPT).

Twenty-five members participated in the first training session conducted by CPT Project Leaders, Vince Anfara, Micki Caskey, Steve Mertens, and Kathy Roney (Project Coordinator), during NMSA/Houston. Training

will be repeated during AERA/New York in March. Members were encouraged to join in this project, and to encourage their colleagues to become members of the MLER SIG and join in this project.

Treasurer's Report (Steve Mertens). Steve shared the SIG's financial status.

MLER SIG History (Micki Caskey for Ron Williamson). Ron agreed to continue to keep the history document up-to-date. Members were invited to send Ron update as necessary.

Graduate Student Award (Kezia McNeal). 2007 Graduate Student Award Recipient Emily Nelson, M.S., Massey University, New Zealand, presented her research entitled, "Co-constructing Early Adolescent Education through Image-based Research."

(Cont'd on Page 6)

Call for Submissions: Middle School Journal

Deadline for submissions:
March 1, 2008

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
- Addressing standards in a developmentally responsive way
- Putting young adolescents ahead of test scores
- Socially equitable schools
- Literacy across the curriculum
- Assessing student performance
- Highly effective middle grades teachers
- Advocating for young adolescents
- Health and wellness
- Parental 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



Recommended Book: Debating Single-Sex Education: Separate and Equal?

Frances R. Spielhagen, Mount Saint Mary College

Debating Single Sex Education: Separate and Equal, will be released this month by Rowman and Littlefield Education publishers.

Educators agree that boys and girls learn differently, but do they learn better in single-sex classes? Single-sex education has become a “hot topic” among educators striving to address achievement declines, especially in middle school.

Since the U.S. Department of Education confirmed the legality of single-sex classes in public schools in 2006, the number of single-sex classes and schools has increased dramatically and the options continue to grow in popularity.

Debating Single-Sex Education offers a timely and detailed summary of the relevant issues. Eight veteran educators provide research-based findings and

present a brief historical summary of single-sex classes in the United States.

Other features include recent qualitative case studies, interviews with students, and statistical evidence of the effects of single-sex classes on student achievement. The final chapter synthesizes the common findings among these students and the practical implications for schools.

Frances R. Spielhagen, Ph.D.
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President
Sociology of Education
Association

“Here is a book that offers a necessary and objective assessment of an approach that is gaining increased interest among parents and educators nationwide. Free of ideology, it cautiously adds to the knowledge base of what single-sex classes potentially can offer girls and boys while raising questions that need to be further explored.”

-Rosemary Salomone, author of *Same, Different, Equal: Rethinking Single-Sex Schooling*



Save the Date!

**35th Annual
National Middle
School Association
Conference**

**October 30-November
1, 2008
Denver, Colorado**

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

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



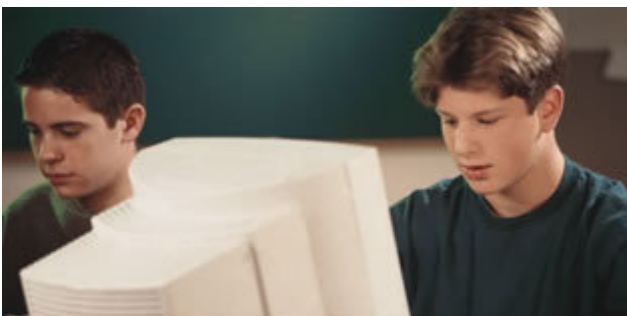
NMSA 2008

**On-line Submission for
Proposals for Concurrent
Sessions (75 minutes) by
January 31, 2008**

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

ForPresenters/

**CallforPresentations/
tabid/1548/Default.aspx**



Debating Single-Sex Education

SEPARATE AND EQUAL?

Edited by **FRANCES R. SPIELHAGEN**



The 7th Volume of The Handbook of Research in Middle Level Education— An International Look at Educating Young Adolescents Call for Manuscripts

Editors: **Steven B. Mertens**,
University of Illinois,
Vincent A. Anfara, Jr.
The University of Tennessee,
and **Kathleen Roney**,
*University of North Carolina
Wilmington*

Studies like the Third International Mathematics and Science Study (TIMSS) have compared the performance of U.S. middle grade students (i.e., eighth graders) to those in other countries. In relation to middle grade schools, 20 countries outperformed the United States in mathematics and nine countries scored above the U.S. in science. The intent of this volume of *The Handbook of Research in Middle Level Education, An International Look at Educating Young Adolescents*, is to broaden our understanding of middle grade schooling by critically examining the education of young adolescents (ages 10-15, typically grades 6-8) through an international lens. In addition to looking at how schooling and student are organized for teaching and learning, this handbook will focus on the successes and failures that are evident in a wide variety of nations, present the indictments and praises that have been offered by supporters and critics alike, and review the research that has been generated about educating young adolescents in an effort to cross national boundaries. Ultimately, this volume of the handbook series will explore what international perspectives teach us about the effective education of young adolescents.

Context and Guiding

Questions: In order for manuscripts to be considered for publication, each author must supply a narrative that sets the context of education within his/her country. Following this contextual narrative, each author will then respond to a series of questions.

Contextual Narrative: Authors need to set the stage for their readers by providing information about their country and its significant cultural norms and issues, including issues like the role of women, compulsory education, infant mortality, illiteracy, population migration, religious issues, location/geography, individualist/competitive versus collectivist/cooperation beliefs, economic well-being, and other social issues deemed to be critical to understanding the education system.

Questions: Following the contextual narrative, please use the major ideas/topics communicated in each of the six questions as part of your headings/subheadings as you write this manuscript.

- (1) What is the history of educating young adolescents (ages 10-15) in your nation? Describe what the schooling of young adolescents is like—what kinds of curricula, instructional practices, assessment systems exist or are supposed to exist? How are schools organized to educate young adolescents? What organizational structures and teaching practices are found in schools dedicated to teaching young adolescents?
- (2) How do young adolescents perform academically? What data exist to support this conclusion? Is there a focus on the social and emotional

- development of young adolescents? What outcomes are deemed to be important (i.e., academic, job training, social/emotional development, etc.) in educating young adolescents?
- (3) Are there any indictments against the schooling of young adolescents? Any praises? Any movements away from the current strategies and school structures currently being used (e.g., movement back to K-8 schools in the U.S.)?
 - (4) What reform initiatives exist that are being encouraged for the education of young adolescents? Where do these reform efforts originate (i.e., country of origin and authors or originators of reform initiatives)? Is there a national policy that relates to young adolescent schooling?
 - (5) What middle grades (young adolescent) research has been conducted in your country and what is the nature of this research (e.g., national in scope; quantitative, qualitative, and/or mixed methodologies used; what topics have been studied; what student outcomes have been measured)? In what fields has this research been conducted?
 - (6) What are the possible future directions in the education of young adolescents in your nation?

Submission Guidelines:

Manuscripts, not to exceed 30 pages including references, should be type-written, double spaced on white 8 1/2' x 11' paper. Follow the formatting guidelines provided in the *Publication Manual of the American Psychological Association* (5th ed.). Include the author's name, professional title, and institutional affiliation, and all contact information (phone, fax, mailing address, email) on a separate cover page.

**Deadline for Submissions:
February 1, 2008 (intent)**

June 1, 2008 (manuscript)

Do not insert headers or footers into the manuscript. Number pages in upper right hand corner. Include an abstract of approximately 150 words. Tables and figures should be inserted in the text where appropriate. Manuscripts should be submitted electronically to mertens@uiuc.edu. Submission of a manuscript implies commitment to publish in this handbook series. Authors should not simultaneously submit this manuscript to another journal or book for publication consideration.

Deadlines: Intent to submit a manuscript should be sent to Dr. Vincent A. Anfara, Jr. by February 1, 2008. Manuscripts are due by, June 1, 2008 and will undergo a review/revision process.

Inquiries: All questions should be directed to one of the co-editors: Dr. Steven B. Mertens, mertens@uiuc.edu; Dr. Kathleen Roney, roneyk@uncw.edu; or Dr. Vincent A. Anfara, Jr., vanfara@utk.edu

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Message from the President (cont'd)

In just a matter of weeks, many of us will gather again at the Annual Meeting of the American Educational Research Association (AERA) in New York City (March 24th-28th). Not only will the MLER SIG sponsor paper sessions, paper discussion, and symposia, but it will also offer another opportunity to become involved in the National Middle Grade Research Program—specifically, the CPT Project.

As we prepare for AERA, we should also pause to acknowledge the efforts of many individuals. First, a special thanks to our Program Chair, Sue Thompson. THANKS SUE! She did an

outstanding job of disseminating proposals for review, recruiting chairs and discussants, and planning the MLER SIG sessions. You will find a complete listing of accepted papers and symposia in this newsletter. Second, a big thank you to all of you who submitted proposals, reviewed proposals, or volunteered to serve as session chairs or discussants. We could not have as rich or scholarly a program without YOU! I look forward to seeing and thanking each of you in person.

I also look forward to seeing MLER SIG members at our Business Meeting. Please be sure to check the MLER SIG

website or the AERA annual meeting program for the date, time, and location of the meeting. We have lots of news to share!

Micki M. Caskey



[MLER-SIG Events](#)

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



***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=22&id=50](http://www.aera.net/meetings/Default.aspx?menu_id=22&id=50)

Business Meeting Minutes (Cont'd)

Notes submitted by
Kathleen Roney

AERA Program (Micki Caskey for Sue Thompson). MLER SIG program will include three paper sessions, two paper discussions, two symposia, and one business meeting during AERA/NYC.

[Final 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 **February 29, 2008**, 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

AERA 2008 MLER-SIG Sessions

Paper Sessions

Literacies in Middle Grades Education

Growing Middle School Readers with Seedfolks: A School-Wide Read

Pamela Jewett, University of South Carolina; Jennifer Wilson, University of SC; Michelle Vanderburg, University of South Carolina

Middle Grades Teachers' and Students' Engagement with New Literacies Teaching Strategies in Underperforming Middle Schools

Emily Skinner, College of Charleston; Margaret Hagood, College of Charleston; Pauline Egelson, College of Charleston; Mary Provost, College of Charleston

New Literacies in an Alternative Middle School Setting: A Case Study

William Kist, Kent State University; James Ryan, Kent State University

Talk in the Classroom: Meeting the Developmental, Cultural and Academic Needs of Middle School Students

Penny Howell, University of Louisville; Mary Thomas, University of Louisville; Timothy Holman, Jefferson County Public Schools

Hersh Waxman hwaxman@tamu.edu Texas A & M University — Chair

Joshua Smith jss2@iupui.edu Indiana University-Purdue University — Discussant

Investigations of Middle Grades Students

Balancing Academic and Socioemotional Needs: Lessons Learned from Departmentalizing Middle Grades in an Urban District

Lisa Raphael, University of Illinois at Chicago; Meghan Burke, University of Illinois at Chicago

Contextual Factors in Middle School Students' Self-Regulation

Semra SUNGUR, Middle East Technical University; Burcu Senler, Middle East Technical University

Mpowering Kids: Promoting Academic and Affective Goals in an After School Program

Sandra Stacki, Hofstra University

Between the Dream and the Reality: What Contributes to the Perceptual Gap regarding Graduating from High School Among Eighth-Grade Students

Diana Lys, East Carolina University; Xue Lan Rong, The University of North Carolina-Chapel Hill

Jennifer Friend friendji@umkc.edu University of Missouri-Kansas City — Chair

Kezia McNeal kmcneal@gsu.edu Georgia State University — Discussant

Perspectives in Middle Grades Education

Effects of Classroom Management on Student Achievement: A Study of Three Inner-city Middle Schools and Their Comparison Schools

Jerome Freiberg, University of Houston; Chris Huzinec, Houston Independent School District; Katrina Borders, Consistency Management and Cooperative Discipline

Leading the Way: Middle Level Education as a Profession

Karynne Kleine, Georgia College and State University; Leigh Hern, Georgia College & State University; Nancy Mizelle, Georgia College & State University

Middle Grades Education Researchers: Theorizing About and Through Our Research

Gayle Andrews, University of Georgia; Mark Vagle, The University of Georgia

Programs, Principals, and Practitioners: Alignment of Expectations and Realities

Micki Caskey, Portland State University; P. Musser, Willamette University; Linda Samek, Corban College; William Greene, Southern Oregon State University; Jay Casbon, Oregon State University-Cascades

Charlene Johnson cjohnson@uark.edu University of Arkansas — Chair
Kusum Singh ksingh@vt.edu Virginia Polytechnic Institute and State University — Discussant

Paper Discussions

Practices in Support of Young Adolescents

Contributions of Learning Environment, Scientific Epistemological Beliefs, Attitude, and Prior Knowledge on 8th Grade Students' Learning Approaches

Kudret Ozkal, Middle East Technical University; Ceren Tekkaya, Middle East Technical University; Semra SUNGUR, Middle East Technical University; Jale CAKIROGLU, Middle East Technical University

Developing and Nurturing Civic Responsibility in Middle Schools:

Kristen Wilcox, University at Albany; Janet Angelis, University at Albany-The State University of New York

Motivation in the Middle: Academic Engagement among Young Adolescent Students

Frances Spielhagen, Ph.D., Mount Saint Mary College

AERA 2008 MLER-SIG Sessions (Cont'd)

Paper Discussions (Cont'd)

Practices in Support of Young Adolescents

Peer Relationship: Effects on Students' School Engagement and School Performance
Yun Mo, Virginia Polytechnic Institute and State University;
Kusum Singh, Virginia Polytechnic Institute and State University

Youth Development Programming for Middle School: Using the Voices of Young Adolescents to Develop an After-School Program
Sue Thompson, University of Missouri-Kansas City

Research in Support of Middle Schools

A Multiliteracies Model for the Middle Grades
Penelope Saurino, University of West Georgia; Dan Saurino, University of West Georgia

Indicators of Middle School Implementation: How do Kentucky's Schools to Watch Measure Up?
Shawn Faulkner, Northern Kentucky University; Chris Cook, Northern Kentucky University; Lenore Kinne, Northern Kentucky University

Lesson Study in Middle Grades Education
Micki Caskey, Portland State University; Susan Lenski, Portland State University

Negotiating Differences: Lessons Learned in a Second Semester at Midwest Middle School
Penny Howell, University of Louisville; Jane Arrington, University of Kentucky

Sustaining Middle Schools in a Time of Change: Lessons in Leadership
Ronald Williamson, Eastern Michigan University

Symposia

Navigating New Literacies and Learning in Middle Grades Education

Hiller Spires hiller_spires@ncsu.edu
North Carolina State University —
Session Organizer
Chris Dede chris_dede@harvard.edu
Harvard University — Chair

Young Adolescents and Online Social Gaming
John Lee, North Carolina State University

New Media Literacies in the US and China: Middle Grade Teachers Confront the Issues
Hiller Spires, North Carolina State University; Kim Turner, North Carolina State University; Degang LI, Beijing Normal University

Music as a New Literacy in Middle Grades Education
Lodge McCammon, NC State University

Multigenre Reading and Writing: A Catalyst for Multimodal and Multimedia Transformations of Text
Carl Young, North Carolina State University

Chris Dede chris_dede@harvard.edu
Harvard University — Discussant

National Middle Grades Research Project on Common Planning Time

Kathleen Roney, University of North Carolina Wilmington;
Vincent Anfara, The University of Tennessee-Knoxville;
Micki Caskey, Portland State University;
Richard Lipka, Pittsburg State University;
Steven Mertens, University of Illinois

Greetings, MLER SIG members!

I'm happy to invite you to join as a research participant in the National Middle Grades Research Project (NMGRP) on Common Planning Time.

The following page in the newsletter is a one-page summary of the project, which contains live links to fuller descriptions of the project's evolution, focus, documents and timeline. It also invites you to attend a training workshop for participant researchers to be conducted by Steering Committee members (Vince Anfara, Micki Caskey, Steve Mertens and Kathy Roney) during AERA/New York City---**Monday, March 24th, 8:00a.m.-12:00p.m.** We are waiting to hear from AERA as to our particular room assignment.

We held a training workshop during NMSA/Houston, but some of you were unable to make it. So, mark your calendars, reserve your lodging, arrange your transportation and plan to join for this training workshop at AERA/NYC. Registration is easy, just send me an email!

Please let me know if you have any questions. I look forward to working with you!

Best, Kathy

roneyk@uncw.edu

Middle Level Education Research SIG National Middle Grades Research Project

By: Kathleen Roney

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.

<http://www.rmle.pdx.edu/MLER%20Nat%271%20M-L%20Project%20White%20Paper.pdf>

□ *Steering Committee*: contains short bios on the 10 members of the Steering Committee for the NMGRP. <http://www.rmle.pdx.edu/SteeringCommitteeBios.pdf>

□ *Chicago 2006 Planning Session*: Synopsis of work accomplished by seven members of the Steering Committee. http://www.rmle.pdx.edu/Chicago%20meeting_synthesis.pdf

□ *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.

http://www.rmle.pdx.edu/Nashville%20meeting_synthesis.pdf

□ *Chicago/AERA 2007 Planning Session*: Identifies the two directions of the NMGRP: (a) an empirical study of CPT, and (b) a theoretical study to explore the overarching theories that have guided middle grades research. <http://www.rmle.pdx.edu/AERA%20Chicago%20notes.pdf>

• **WHAT IS THE PROJECT on COMMON PLANNING TIME (CPT)?** Access <http://www.rmle.pdx.edu/> as follows:

□ *CPT Project overview*: covers major aspects of this research project and offers a timeline of activities. http://www.rmle.pdx.edu/NMGRP_project%20info.pdf

□ *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.

<http://www.rmle.pdx.edu/Key%20CPT%20Research%20Findings.pdf>

□ *Chicago 2007 Planning Session*: four members of the Steering Committee met to create 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.

<http://www.rmle.pdx.edu/Common%20Planning%20Time%20Research%20Project.pdf>

• **HOW DO I GET INVOLVED in CPT?**

○ Kathy Roney is serving as Project Coordinator. Send her your contact information.

roneyk@uncw.edu

○ **ATTEND** the workshop for CPT participant researchers to be held during AERA/New York City: **Monday, March 24th, 8:00a.m.-12:p.m., room TBA**. You will receive

□ the protocols for data collection (interview protocol; observation checklist protocol) and engage in professional development for use of protocols

□ a review of literature in regard to CPT

□ opportunities to submit for publication, e.g., Handbook of Research in Middle Level Education

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.

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

We're on the Web!
www.rmle.pdx.edu



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.

Call for Proposals: 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, SC May 21-23, 2008. The major strands for the symposium are:

- I. NCATE/Accreditation
- II. Advocating for Middle Level Education
- III. Research and Publishing
- IV. Recruiting and Retaining Teachers

The symposium will include 45 minute "Critical Issues in Middle Level Education" sessions. The sessions will feature roundtable presentations and poster sessions of research and best practices in middle school education at the undergraduate and graduate levels. Proposals may be submitted online at: <http://freeonlinesurveys.com/rendersurvey.asp?sid=65xhcidndzjqwff338329>

For questions about the submission process, please contact Deborah Haskell at deborahh@usca.edu; for general questions about the symposium, contact David Virtue virtue@gwm.sc.edu.

Graduate Student Award

Happy New Year Middle Level Educators!!

As you know, the work that we do on behalf of Middle Level Students affects ALL students so that they can be successful. One of the ways that we, as a SIG, highlight this work is through our Graduate Student Research Award. The application deadline is approaching soon, Tuesday, January 22, 2008.

Please, encourage those quality graduate students who are doing great work to apply. If you are one of those graduate students, GO FOR IT! Apply today! The recipient will have the opportunity to present his/her research at a national conference.

For more details, please visit www.rmle.pdx.edu under Graduate

Student Award or contact Dr. Kezia McNeal at kmcneal@gsu.edu.

We look forward to exciting work being done! Remember, when you're in the Middle, you're right on target!!

Best Regards,

Kezia McNeal

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**National Middle Grades
Research Project on Common
Planning Time**

**Training Workshop for
Participant Researchers**

**Monday, March 24th
8:00 a.m.—12:00 p.m.
Place TBA**

**Full description of project
available on MLER SIG website
at <http://www.rmle.pdx.edu/>**

**Contact Kathy Roney
roneyk@uncw.edu if you
haven't already signed up.
See you in New York!!**