

MLER Middle Level Education Research Special Interest Group

The Chronicle of Middle Level Education Research



Micki M. Caskey
Portland State University

Message from the President

Micki M. Caskey

As the New Year begins, a new era of leadership is unfolding. An aura of hopefulness exists despite the unprecedented challenges facing our nation. It is in this time of hope and change that I send this message to you.

The MLER SIG is experiencing some changes in leadership and policy. After much thought and deliberation, Sue Thompson notified the SIG officers of her decision to

resign from her position as President Elect and Program Chair. This was not an easy decision for Sue who has served as an officer of the SIG since 2005. On behalf of the MLER SIG, I offer my heartfelt thanks to Sue for her many years of service. Let me also share that Sue intends to remain an active member of the SIG. This comes as no surprise as Sue has devoted her professional career to examining issues of policy and

leadership in middle grades education. She remains our steadfast ally in seeking "to improve, promote, and disseminate educational research reflecting early adolescence and middle level education." We look forward to seeing you soon, Sue!

With this change, other leadership positions in the SIG needed to shift. Penny Bishop agreed to step up from her position as Vice President to

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MLER SIG Sessions at AERA 2009 Annual Meeting

Although the program schedule is not yet available, your Program Co-Chairs, Sue Thompson and Micki Caskey, provided a list of MLER SIG sessions for AERA's 2009 Annual Meeting.

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Paper Sessions:

Diverse Perspectives in the Middle Grades

Middle Years Teacher Preparation and Student Engagement in New Zealand

Penny A. Bishop, University of Vermont; Nicola Durling & Lisa Ng, New Zealand Ministry of Education

The Features behind Korean Young Adolescents'

Outstanding Academic Performances: "Education Fever" and "Exam Hell"

Bogum Yoon, Texas Woman's University

Racial Differences in Eighth Grade Students' Identification with Academics

Joshua S. Smith, Indiana University/Purdue University

Comparison of the School Experiences of Latino and African American Students in Urban Nativity Middle Schools

L. Mickey Fenzel, Loyola College

CHAIR: KATHLEEN MALU

DISCUSSANT: MARK VAGLE

Student Engagement in the Middle Grades

Varied Meanings and Engagement in School Mathematics: Cross-case Analysis of Three High-achieving Young Adolescent Girls

Jae Hoon Lim, Amelie Ginette Schinck, & Jeong-Lim Chae, University of North Carolina-Charlotte

Technology and Student Engagement in the Middle Grades

John M. Downes & Penny A. Bishop, University of Vermont

Middle Grades Students and Game-Based Learning: Creativity, Engagement, and Writing Achievement

Hiller A. Spires, Lisa Hervey, & James Lester, North Carolina State University

Accountable Talk in a Middle School Math Class

Penny B. Howell & Yuliya Arasheva, University of Louisville

CHAIR: PAIGE SHALTER BRUENING

DISCUSSANT: DAVID PUGALEE

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MLER SIG Sessions at AERA 2009 Annual Meeting

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Paper Sessions

Issues in Middle Grades Education

Educating Students with Insecure

Attachment Histories: The Role of Teachers as Attachment Figures for Early Adolescents
Brianna Kennedy, University of Southern California

Classroom Activities in Eighth Grade

Science Classes and Student Achievement: Evidence from TIMSS 2003
Kusum Singh, Yun Mo, & Mido Chang, Virginia Polytechnic Institute and State University

How Middle School Interdisciplinary Teams Define Themselves in the Context of No Child Left Behind

Marilyn Jean Taylor, University of Hawaii

"It all depends...." Middle School Teachers Evaluate Single-Sex Classes

Frances R. Spielhagen, Mount Saint Mary's College

CHAIR: STEVEN TURNER

DISCUSSANT: KEITH TILFORD

Paper Discussions (formerly Roundtables)

Transformations in Middle Grades Education

The Transformation of One Middle School Program: An Examination of the Micro-political Dynamics

Ronald D. Williamson & Ella Burton, Eastern Michigan University

Implementation of Character

Education at the Middle School Level in Los Angeles County California
Barbara J. Poling, University of La Verne

Increasing the Teacher Efficacy of Middle School Math and Science Teachers

Lyn Ely Swackhamer, Karen A Koellner, Carole G. Basile, & Doris Kimbrough, University of Colorado Denver

Differentiated Instruction: Exploring Implementation through Co-teaching at the Middle Level

Jim C Smith, Academy District 20

Service Learning Prepares Teachers to Meet the Needs of Urban Middle-Level Learners

Virginia M. Jagla, National-Louis University

Middle Grades Education: Teachers and Leaders

Preparing Math, Science, and Social Studies

Teachers with English Language Learners
Margarita E. Calderon & Liliana Minaya-Rowe, Johns Hopkins University

Elementary Teacher Candidates' Attitudes toward Middle Level Teaching

Derek L. Anderson, Northern Michigan University

Developing Leadership with Multicultural Middle Level Educators: An 'Ohana Approach

Paul D. Deering & Deborah Zuercher, University of Hawaii

CHAIR: PAMELA ANGELLE

DISCUSSANT: KRISTEN WILCOX

Explorations with Middle Grades Students

Partnering with Students in Middle Grades Teacher Professional Development

John M. Downes & Regina E. Toolin, University of Vermont

Achievement Outcomes in At-Risk

Elementary and Middle School Students:

Relations with Educational Context

Sharon E. Paulson & Gregory J. Marchant, Ball State University

Middle School Student Awareness and Actions Regarding Threatening Behaviors and Internet Safety

Stacey L. Kite & Robert K. Gable, Johnson & Wales University; Lawrence Filippelli, Scituate Middle School

Exploring Students' Responses to Interdisciplinary Learning in a Sixth Grade Unit on the Rain Forest

David B. Strahan, Western Carolina University

Arts-Infused Learning in Middle Level Classrooms

Maureen R. Lorimer, California State University-San Marcos

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SIG Association Council Members

P. Gayle Andrews	(2007-09)
Dave F. Brown	(2007-09)
Christopher Cook	(2008-10)
Cary Gillenwaater	(2007-09)
Richard Lipka	(2008-10)
Kezia McNeal	(2007-09)
Nancy Mizelle	(2008-10)
Susan Trimble	(2007-09)

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MLER SIG Sessions at AERA 2009 Annual Meeting

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Symposia

An International Perspective on Sixth Graders'

Interpretation of the Equal Sign

CHAIR: MARY MARGARET CAPRARO

PARTICIPANTS: ROBERT CAPRARO, YE SUN, ZEYNEP EBRAR YETKINER,
SERKAN OZEL, HAE GYU KIM, SENCER CORLU,

DISCUSSANTS: GERALD A. GOLDIN, NICOLE M. MCNEIL

Common Planning Time Project: Emerging Research from the National Middle Grades Research Project

CHAIR: KATHLEEN RONEY

CO-CHAIRS: STEVE MERTENS, VINCE ANFARA, MICKI CASKEY

Middle Level Education Research SIG— Business Meeting

CHAIR: MICKI CASKEY

Hope to see YOU at these MLER SIG sessions!

Report from the Executive Director

Vincent A. Anfara, Jr.

It is hard to believe that AERA 2009—San Diego—is almost upon us. For those of you who have not registered, the electronic registration system was opened prior to the holiday break. I encourage you to register early, especially for your housing choices. Recognizing the hard financial situations in which most of our institutions of higher education find themselves, I am still hopeful that most of you will decide to attend AERA. The SIG Program Chair and President have been working hard to ensure a very

strong program of papers, paper discussions, symposia, and a business meeting. The collegial and supportive nature of our meetings is always a welcomed and refreshing event. The networking among middle grades researchers has historically produced important results, whether it be a new book, journal article, or a research project that gets underway.

As a member of the AERA SIG Executive Committee, I would like to report that a handful

of SIGs have submitted their revised bylaws for review by the SIG Executive Committee and approval by AERA's Council, which meets in late January. Micki Caskey, the MLER President, has been busy working on this revision. The deadline for submission of the revised bylaws is December 2009, so we certainly have some time as we undertake this important responsibility.

As your representative to the National Forum, I am scheduled to have a conference

call of the National Forum's Research Committee on January 21st. I will provide a more complete report of our efforts to collaborate with the National Forum at our business meeting in San Diego.

I look forward to seeing you in San Diego! Safe travels.

Report from the Program Co-Chair

Micki M. Caskey, Portland State University

The 2009 AERA Annual Meeting will be Monday April 13 – Friday April 17 in San Diego, CA. Sessions will be conducted at the San Diego Convention Center, the San Diego Marriott Hotel & Marina, the Manchester Grand Hyatt, and the Omni San Diego. Exhibits will be open Tuesday April 14– Thursday April 16 at the San Diego Convention Center (Sails Pavilion).

Notably, the MLER SIG promotes and disseminates educational research at the Annual Meeting. Thanks to those who submitted quality proposals, this year the MLER SIG program has (a) four paper sessions that include 15 papers, (b) two paper discussions (formerly known as roundtables) with 10 papers, (c) two symposia, and (d) a very important business meeting. Together these sessions contribute to the theme of the 2009 AERA Annual

meeting—Disciplined Inquiry: Education Research in the Circle of Knowledge.

Sue Thompson and I also thank the 45 MLER SIG members who volunteered their time and expertise to review the submitted proposals. Your timely and informative reviews helped us to develop a solid slate of sessions.

Finally, we recommend that you plan ahead to attend this year's AERA Annual Meeting.

Advance registration (by March 2nd) entitles you to discounted registration fees and hotel accommodation rates. For example, registration on or before March 2nd is \$165 for AERA members, while registration after March 2nd is \$205. For students who are AERA members, the rates are \$70 on or before March 2nd and \$115 afterwards. Visit the [AERA website](#) to register and get additional information. It is to your advantage to register early!

Message from the President

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serve as President Elect and Program Chair. Similarly, I agreed to serve as President for another year. These changes, along with the Past-Presidency of Kathleen Roney and Executive Directorship of Vince Anfara, help to ensure smooth transitions in leadership.

With regard to policy changes, the MLER SIG opted to participate in AERA's new electronic balloting this year. Though the SIG could have delayed for another year, the SIG officers agreed to be "early adopters" of the new process. As you probably know, electronic ballots were sent to active AERA

members on January 15th. This ballot contains not only the election of AERA officers, but also (where applicable) officers of divisions and selected SIGs, member of the SIG Executive Committee, and members of the Graduate Student Council. If you have not voted, I encourage you to do so soon. The deadline for casting your votes electronically is February 16th (12:00 pm EST).

In the immediate future, many of the MLER SIG members will gather in San Diego for AERA's Annual Meeting. We need to thank Sue Thompson, Program Co-Chair, for her

exemplary work to recruit proposal reviewers, disseminate proposals, and develop a cohesive program for our SIG. You will find a complete listing of sessions within this issue of the Chronicle. We also need to acknowledge all of you who submitted proposals, reviewed proposals, or volunteered to serve as session chairs or discussants. If you are coming to AERA's Annual Meeting, please plan to attend our MLER SIG sessions including the business meeting.

In other news, MLER SIG researchers are continuing their participation in the SIG's National Middle Grades

Research Program. Our first initiative, the Common Planning Time (CPT) project, is well underway. In addition to training more than 60 researchers, this project promises to produce an unparalleled amount of qualitative data about common planning time. In addition to this project, the SIG will also be engaged actively in other endeavors including the revision of the bylaws to align with AERA's and updates to the SIG History.

Yes, I believe that 2009 will be a year of change, and a year of continued service for the MLER SIG.

MLER SIG Business Meeting Minutes

Notes submitted by Penny Bishop (for Kathleen F. Malu, SIG Secretary)

MEETING HELD AT NMSA CONFERENCE
DENVER, CO, OCTOBER 31, 2008

President's Report (Micki Caskey)

a. Membership

SIG President Micki Caskey stated that our SIG is a healthy organization with 177 members, but she has set a goal of 200 members. At one time our membership was at 190. Micki encouraged each of us to think about a few people we could recruit.

b. Chronicle Editorship

The Chronicle now has a new co-editor-Kathleen Brinegar at the University of Vermont. We offer many thanks to Jennifer Friend for her years of fine service.

c. Graduate Student Award

This year's winner is Molly Lawrence. Due to her university's travel freeze she could not attend NMSA to present her research. She will hopefully attend AERA 09 in San Diego and the SIG will make space for her at the business meeting even if there are two award winners presenting at that meeting.

d. History Project

Ron Williamson did a great job writing our history and we now need to remember to keep updating it. Micki and Vince Anfara have added the session reviewers for 06 and 07. Similarly, Micki Caskey and Kathleen Roney are documenting their contributions as president. Those in the president and past president roles should ensure the history is captured as it unfolds as part of their position.

e. AERA Tasks- Bylaws and Elections

Our SIG will be updating our bylaws to align with AERA's template. The good news is that we already have bylaws-some SIGS do not. Ours are in good shape but we'll use this opportunity look for any anomalies. The bylaws will be sent out to the Council first and then to AERA to determine if they conform appropriately. Finally, the bylaws will be sent to the membership for a vote. Changes include the elimination of titles such as President and Vice President. These will need to be replaced with titles such as Chair and Vice Chair. Our SIG is also changing to electronic elections conducted by AERA. When the membership receives the listserv announcement, members are urged to respond quickly.

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MLER SIG Business Meeting Minutes

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Executive Director's Report (Vincent Anfara)

Executive Director Vince Anfara reminded members that this SIG sponsors a handbook series. Volume 7, co-edited by Steve Mertens, Vince Anfara and Kathy Roney, will be out by AERA 09 or possibly even earlier. This volume's focus is on international approaches to middle schooling and 14 countries are represented.

AERA has raised the minimum membership in SIGs from 30 to 45. There is an interest in limiting the growth of SIGs. As it stands now, two divisions are smaller than the largest two SIGs (qualitative research and mathematics). This has been an interesting debate in AERA Executive committee. There are currently 166 SIGs in AERA. Certain members of AERA have been very supportive of SIGs and of the work our SIG has been doing in particular. We are one of the few SIGs with a history project, for example, and a national research project.

AERA is increasingly concerned about the quality of the presentations at the conference. In the near future we may need to establish a review panel that would review proposals in addition to our initial reviewers. This would ultimately be the body that would make some of the final decisions. Currently what many people are proposing for the conference is not what they are presenting and that lack of consistency is being tracked. There is also serious concern about papers not being distributed at AERA. Additionally, when some people submit their proposals their research is not completed. AERA will be cracking down considerably.

AERA is serious about elevating the status of poster sessions. They are strategizing to get senior scholars to do posters and to have them more prominently displayed; much more in the way research is presented in the hard sciences. AERA is acutely aware that they will need to

reeducate RPT committees to align with this new way of thinking and know it will be an educative process.

Vincet has been working hard to make our group known as the largest group of middle grades researchers in the country. He has been communicating with various organizations and groups, including ASCD, Council of Chief State School Officers, and NASSP, to explore if there's a way to collaborate, to share news of the CPT work, and to encourage discussions. Vince has also been representing us at the National Forum.

Vincet drew attention to the need for a new brochure since the last one was produced in 2002. He noted that we do not have a lot of money in our budget but as we try to promote our organization we need to think about dedicating money to promotional materials in an effort to make ourselves better known to the world.

Treasurer's Report (Steve Mertens)

Steve shared the SIGs financial status.

The Chronicle of Middle Level Education Research

Many thanks are due to Jennifer Friend for her fine work on the Chronicle and also to Kathleen Brinegar for stepping into that role as new co-editor. Members should note that there is now a new peer reviewed section in the Chronicle and they are strongly encouraged to submit to that section for the next edition.

MLER SIG Website (Micki Caskey)

The SIG website soon will be migrating from Portland State University to the AERA server. The SIG receives server space and a listerv as part of its dues to AERA and will now be capitalizing on those. For now, Micki Caskey will continue as webmaster. The current site will remain as is until the change is made. The SIG is also going to retain the current server space at Portland State as the SIG may have other things to house there from time to time. In the meantime, SIG members should continue to send any calls or position announcements to Micki for posting.

National Middle Grades Research Program Update (Kathy Roney)

The SIG currently has a research project on Common Planning Time. Micki Caskey, Kathy Roney, Steve Mertens and Vince Anfara- project leaders - have trained 66 research participants, which is one third of our membership. The final training for phase one was conducted at NMSA in Denver in October. Data from researchers participating in phase one are soon due - in May 09 and December 09- and these data will be compiled into a national database, which is an important contribution to middle grades research. Some of the phase one researchers will take part in a symposium at AERA to present this work. One byproduct of this effort is that each time researchers are trained the SIG gains additional members. Project leaders have now begun conversations about a quantitative phase and have invited Nancy Flowers from the Center for Prevention Research and Development (CPRD) onto the team. As the project leaders look toward this next phase, the CPRD may be an important partner as it already has a valid and reliable self-study measure. The SIG hopes to create like connections to other organizations in the future.

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MLER SIG Business Meeting Minutes

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Chris Cook commented on his experience as a participating researcher on the project. He reported that it was a well-organized process and explained that their primary challenge was gaining access to schools. They ultimately decided to use 'Schools to Watch' schools, which resulted in a smooth process and good data to share. Gayle Andrews and Sue Thompson both reported they had graduate students engaging in the work as well.

AERA Program (Sue Thompson)

Program Chair Sue Thompson reported she was finalizing our program for AERA 09 in collaboration with Micki Caskey. The SIG received a total of 50 proposals this year. In addition to the symposium on the Common Planning Time research project, the SIG will host one additional symposium, two paper discussions (formerly roundtables) of five papers each, four paper presentations of four papers each.

Other Announcements

There were calls for manuscripts, including for Research in Middle Level Education (RMLE) Online and Middle Grades Research Journal (MGRJ) and for institutional membership to MGRJ. Several SIG members announced position openings at their respective colleges and universities. Council Member Dick Lipka offered closing words expressing his sincere gratitude to be working with "people trying to do the best they can to promote research at the middle level."

Book Review

Peter Sacks' Standardized Minds: The High Price of America's Testing Culture and What We Can Do to Change It

by Cary Gillenwater, Doctoral Student University of North Carolina at Chapel Hill

Peter Sacks is not a member of the academe, but an economist turned journalist. Following in the footsteps of Jonathan Kozol, Sacks deftly used his journalistic skills to intertwine research and peoples' lived experiences to uncover a system of mental testing that benefits the country's elites as well as the companies that create and market the tests. Sacks argued in the preface that saw education as the "most important subject for any American concerned about social and economic justice" (p. xi). Drawing on such motivation, he intentionally wrote the book to appeal to the academe, as well as non-academics who have a more immediate stake in education, i.e. parents, students, teachers, and policy makers. This more open stylistic choice gave the work an ease of readability without undermining the clear rigor with which the book was researched and executed.

Initially Sacks examined and critiqued the myth that standardized testing supports meritocracy, and it was in this

opening chapter that Sacks laid out his guiding principles:

- Standardized tests generally have questionable ability to predict one's academic success.
- Standardized test scores tend to be highly correlated with socioeconomic class.
- Standardized tests reward passive, superficial learning, drive instruction in undesirable directions, and thwart meaningful education reform.

He then proceeded to give an in-depth account of the history of the rise of mental testing and the industry that it has become. Additionally, he exposed how standardized testing is entrenched in all levels of education as well as the workplace, subsequently becoming the "gatekeeper" to success in America. Throughout the first several chapters of the book, Sacks created a landscape of parents obsessed with their children's performance, how the testing industry under the guise of science latched onto

this obsession, and how it led to an undermining of the educational system, creating a distrust of teachers and a ruination of students, particularly racial minorities and the poor.

He then moved to an examination of the cry for accountability and how the subsequent move to accountability via standardized tests is found to actually be "dumbing-down" students at all levels due to schools and teachers fighting for rewards and avoiding punishments based on student performance. Sacks, furthermore, exposed the fact that multiple-choice tests advantage certain types of students over others, and that it is not only the test items themselves that are culturally biased, but the format as well.

The book closed with an examination of the potential of performance based testing. Sacks shared research and interviews that enlightened the possibility that performance assessments not only provide a real-world context for assessment, but

may actually predict future performance much more accurately than current standardized tests, which typically only predict how people will do on subsequent tests. Based on the poor predictability of such tests on student's performance, he notes that many higher education institutions are moving away from standardized tests such as the SAT and ACT, and instead are basing their decisions on students' grades, lives outside of school, and essay answers. This decision not only validates teachers, but provides a clearer understanding of the student as an individual – both of which are lost in standardized testing. Sacks ultimately concluded that standardized testing has resulted in a backlash that may lead America to a truer form of meritocracy in the 21st century.

Overall, Sacks' book did an excellent job tracing the historical, social, and cultural rise and subsequent entrenchment of standardized testing, as well as the damage that it has done to the educational

landscape of America. His research was rigorous, and his approach from multiple angles, including quantitative and qualitative research, provided validity to his arguments. Another of the books' strengths was its exposure of standardized testing to perpetuate classism and racism, and its overall questioning of the American meritocratic myth.

Unfortunately, the book was released in 1999 during a high tide of educational reform predicated on standardized testing, potentially drowning it out of the argument. Regrettably, Sacks' overall assessment of the educational landscape focused too much on the local and state maneuverings and neglected to a great extent the federal push for national standards. Though Sacks did touch on the federal role, he failed to predict the coming of No Child Left Behind, just two years after the publication of this book, instead predicting a lessening of the reliance on standardized testing. Nevertheless, Sacks' book is still highly

relevant especially within the current accountability era of education, and it still has much to say about the destructiveness and divisiveness of standardized testing.

Ultimately, Sacks' work added a welcome readability on a controversial topic, amidst an ocean of anti-standardized testing reports, articles, and books that ironically tend to use quantitative methods to fight quantitative standards. It is in its accessibility to those in the field, parents and teachers particularly, that it may again find a voice.

Author's note: Standardized Minds was reprinted in paperback in 2001, coinciding with NCLB.

Reference

Sacks, Peter. (1999). *Standardized minds: The high price of America's testing culture and what we can do to change it*. Jackson, TN: Perseus Books.



Call for Research Summaries

Research Summaries in Support of *This We Believe*.

The Research Advisory Board of the National Middle School Association is seeking submissions for the peer-reviewed online Research Summaries in Support of *This We Believe*. NMSA research summaries are abbreviated reviews of the literature—not exhaustive reviews of the research literature. The purpose of these summaries is to inform middle school practice, research, and policy as well as to

provide basic information about the education of young adolescents.

If you are interested in authoring a Research Summary for the National Middle School Association, please contact Micki Caskey, Chair of the NMSA Research Advisory Board at caskeym@pdx.edu to discuss prospective topics and for manuscript guidelines.



Call For Manuscripts

Research in Middle Level Education Online

Research in Middle Level Education Online, an international peer-reviewed research journal disseminates quantitative and qualitative studies, mixed methods research studies, case studies, action research studies, research syntheses, and reviews of research literature. Published by National Middle School Association (NMSA), RMLE Online is an ideal publication outlet for middle grades researchers. Full-text issues of the journal are available on the [NMSA website](#); plus, it is indexed in educational databases including Academic Search Premier, ERIC, and Professional Development Collection. Additionally, the journal can be accessed through the *Directory of Open Access Journals* — an international repository of

free, full text, quality controlled scientific and scholarly journals.

RMLE Online benefits from endorsement by the Middle Level Education Research SIG and guidance from NMSA's Research Advisory Board.

For submission information, please refer to the Guidelines for Contributors on the [NMSA website](#).

If you have questions, please contact Micki M. Caskey, Editor, RMLE online by email caskeym@pdx.edu or telephone 503.725.4749



Call for Submissions

The Chronicle of Middle Level Education Research

The Chronicle of Middle Level Education Research, the online publication of the Middle Level Education Research SIG, is seeking submissions. The MLER SIG publishes the Chronicle three times a year in January, June, and October. We invite you to submit book reviews, descriptions of research or publications, or other events/information of interest to MLER SIG members.

We are pleased to announce the addition of a peer-reviewed section to The Chronicle of Middle Level Education Research. This section will be in addition to the regular featured columns, announcements, and other SIG news. For this reason, The Chronicle is also seeking brief articles of scholarly work (2500 words or less), including original research and reviews of literature. Submissions for this peer-reviewed section should adhere to APA

guidelines, be in Word format, and include an abstract (150 words).

The deadline for the June 2009 issue of The Chronicle of Middle Level Education Research is Tuesday, May 5. However, the editors welcome submissions on an ongoing basis.

All submission should be sent electronically to Kathleen Brinegar at kathleen.brinegar@uvm.edu.

For additional information, please contact: Kathleen Brinegar, Co-Editor, Chronicle of Middle Level Education Research

kathleen.brinegar@uvm.edu

Submission Deadline: December 20th



Call for Manuscripts

Distributing Leadership in Schools Educating Young Adolescents

Edited by **Pamela S. Angelle**, *The University of Tennessee*

A volume in *The Handbook of Research in Middle Level Education* series
Series Editor *Vincent A. Anfara, Jr.*

The vision for successful middle schools as articulated by the National Middle School Association includes the characteristics of courageous collaborative leadership and a shared vision that guides decisions. The objective for this volume of *The Handbook of Research in Middle Level Education* is to examine distributed leadership in light of these characteristics. Distributed leadership moves beyond the single charismatic leader who transforms an organization to the idea that leadership is “stretched over” many individuals in the organization where the tasks of leadership are performed through the interaction of these many individual leaders (Spillane, Halverson, & Diamond, 2001, p. 23). The interactions of the organization’s members are a key aspect of distributed leadership. Equally important is the context within which these interactions take place (Harris, 2005; Spillane et al., 2001). Smylie (2007) referred to this as leadership sharing, spreading, and distributing involving “multiple actors across multiple roles and multiple levels of school organization” (p. 475). Necessary for successful distributed leadership at the middle school level is a school organization that reflects collaborative leadership and a vision for educating young adolescents that is shared by all. ***Distributing Leadership in Schools Educating Young Adolescents*** will increase understanding of this leadership perspective through an examination of school contexts and organizational operations which reflect distributed leadership.

Content of Manuscripts

In order to be considered for publication, each author must submit a manuscript which addresses some aspect of distributed leadership as practiced in a school organization at the middle school level, typically grades 6-8. The submission should address the major ideas posed in the questions below:

- (1) How is distributed leadership practiced in this organization? Are there differences in the espoused practice of distributed leadership and the actual practice of distributed leadership?
- (2) What does the collaborative leadership look like in this organization? How are power, control, and autonomy shared?
- (3) What are the boundaries of distributed leadership in this organization? Do students, parents, and community have an opportunity to lead?
- (4) What aspects of the context and/or operation of the organization lead to successful or unsuccessful distributed leadership?
- (5) What evidence of formal and informal leadership exists in the organization? How is this leadership sustained?
- (6) How does this organization demonstrate courageous collaborative leadership and a shared vision that guides decisions within the framework of distributed leadership?

Submission Guidelines

Manuscripts, not to exceed 30 pages including references, should be typewritten, and double spaced. 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. Do not insert headers or footers into the manuscript. Number pages in upper right hand corner. Include an abstract of approximately 150 words. Table and figures should be inserted in the text where appropriate. Manuscripts should be submitted electronically to pangelle@utk.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. Pamela Angelle by May 1, 2009. Manuscripts are due by September 1, 2009 and will undergo a review/revision process.

Inquiries

All questions should be directed to Dr. Pamela Angelle, pangelle@utk.edu

Series URL: <http://www.infoagepub.com/products/series/s0105.php>



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Special Price: \$34.95 paperbacks plus s/h and \$69.95 hardcover plus s/h*

Title	Paperback	Hardcover
Distributing Leadership in Schools Educating Young Adolescents	_____	_____
Voices from the Middle: Narratives For, By and About the Middle Level Community	_____	_____
An International Look at Educating Young Adolescents	_____	_____
The Young Adolescent and the Middle School	_____	_____
Making A Difference: Action Research in Middle Level Education,	_____	_____
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