

**History of the Middle Level Education Research Special Interest Group
An Affiliate of the
American Educational Research Association**

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Acknowledgements

Chronicling the growth and development of any organization is a complex task. But, writing about the history of a group as dynamic and fluid as a research Special Interest Group (SIG) is a special challenge. Thus, I am grateful to all current and former members of the Middle Level Education Research SIG for their assistance in telling the story of the SIG's growth.

I am especially indebted to several members who were willing to spend countless hours sharing their stories about the SIG with me. Special thanks go to Richard Lipka, acknowledged as the founding father of the SIG, and to Lynn Wallich, one of the founders and the second president of the SIG. Each talked extensively with me and provided documents and anecdotal information that enriched the story.

I am especially indebted to Vincent Anfara who provided me the opportunity to undertake this venture and who consistently provided helpful feedback about the work's development. The text is clearer and more compelling because of Vince's feedback.

And, of course, I want to thank members of the SIG who talked with me during meetings and conferences, who sent me information, and who asked clarifying questions. This truly is a reflection of our collaborative efforts.

History of the Middle Level Education Research Special Interest Group

Studying the history of any group provides rich opportunity to gain a deeper understanding and appreciation for the issues and tensions that drove its creation. That is certainly true of the Middle Level Education Research Special Interest Group (MLER SIG; originally named Research in Middle Level Education) of the American Educational Research Association (AERA). The MLER SIG emerged from the milieu that grew out of the first few decades of middle schools and the desire for rigorous research that would substantiate many of the long-held recommendations for the design of middle school programs.

Leadership for formation of such a group was driven by the passionate beliefs of several of its founders, Richard Lipka, P. Elizabeth Pate, Lynn Wallich, and others. Their steadfast commitment to persevering, even when faced with skepticism by the research community, built the foundation of today's growing and dynamic MLER SIG.

Any study of organizations as complex as the Middle Level Education Research SIG is, of necessity, incomplete. Organizations are more organic than static. They have a culture, a structure, and a population of inhabitants that shape what they do and how they do it. Although the fundamental components of the culture endure over time, organizations change a little bit each day; people come and go, external conditions change, internal mechanisms are modified, and the resources that support their activities vary from year to year.

This history will discuss the evolution of the SIG from its initial formation to the present. It draws on SIG documents and other artifacts, the recollections of its founders,

officers and members, and strives to piece together, often in the absence of records, the journey of the group. By its very nature, a history is dynamic rather than static and interpretations change based on additional information. Thus, this history is incomplete. It will forever evolve as it chronicles the growth and development of the SIG.

Getting Started

Interest in creating an AERA Special Interest Group (SIG) for middle level researchers grew in the early 1990's. A session to explore the formation of such a group was held at the 1990 Annual Conference of the National Middle School Association (NMSA). The purpose of this session was threefold: (1) to detail views on why formation of a SIG would promote empirical validation of the middle school movement, (2) to discuss the procedures for formation of a SIG, and (3) to solicit participant views on the proposed action.

Conversation continued following the 1990 NMSA conference that led Richard Lipka from Pittsburg State University to undertake face-to-face meetings, make numerous phone calls and eventually write a letter to AERA in July 1991 proposing the formation of a special interest group on "middle schools." Lipka articulated the purposes for formation of the SIG. The SIG would:

- encourage research about early adolescents and their schools, both in terms of new possibilities and present knowledge and practice;
- provide a forum within AERA for pursuing such research; and
- encourage dialogue and joint projects involving researchers and policy makers inside and outside the middle school movement.

In November of 1991, Lipka informed those in attendance at the annual meeting of NMSA that the formation of an AERA—SIG Research in Middle Level Education was approved by AERA. The charter group included 88 educators from 23 states, the District of Columbia, and Canada. Each member signed the petition and paid annual dues of \$2. The original membership list is included in Appendix A.

One of the significant early SIG activities was the development and adoption of a constitution and bylaws (see Appendix B for current document). The SIG's Constitution continues to be one that reflects a commitment to democratic practices within the SIG, to transparency in SIG operations, and to empowering the voice of each and every member.

By June 1992 the SIG was underway. SIG dues were paid to AERA and the first newsletter included a ballot for the election of officers for the 1992-93 year. Richard Lipka was elected President, Lynn Wallich was chosen President-Elect, and Elizabeth Pate became Vice-President. Other officers included Peggy Burke, Secretary, Sharon Lee, Treasurer, Gail Farrell-Burnaford, Newsletter Editor, and an Association Council of Jim Beane, Judith Irvin, Doug MacIver, Janet McDaniel, Jim McLaughlin, Nancy Mizelle, and Chris Stevenson.

Early Years

During the early 1990s the SIG continued to grow. A follow-up session was held at the 1992 NMSA Conference and plans were made for a variety of sessions at the 1993 AERA Meeting in Atlanta.

By October 1992 AERA finalized all of the paperwork related to the establishment of the SIG and a financial account was opened. The initial financial report noted income

of \$421.70 from memberships and expenditures of \$100 for AERA dues and \$35.27 for the production and distribution of the newsletter.

The session at the 1992 NMSA Conference titled “AERA-SIG in Middle Level Education: The Present” included a three-part format. Conversation included the “nature and scope” of offerings at AERA, a “President’s Perspective,” and strategies for increasing membership in the SIG.

President Lipka’s remarks focused on issues in middle level research including a discussion of the distinction between research and evaluation and the role of research in policy formation. He also emphasized the need to adequately prepare middle level researchers. Following the 1992NMSA meeting, participants received a summary of the session and a copy of the SIG’s Constitution and Bylaws.

Two sessions sponsored by the SIG were held at the 1992 AERA Conference in Atlanta. These included a membership meeting and a business meeting. By 1993 membership had grown to 106 members and a full slate of sessions was sponsored by the SIG. There was a total of six paper sessions, a membership meeting which featured four papers presented on research models for the middle level school, and fourteen roundtable discussions.

During the 1990’s the SIG continued to prosper. Membership grew from 88 names on the petition to AERA to a total membership of approximately 215 in 2003 (see Appendix C). At the same time, reflecting the growth in membership, the number of sessions increased at the annual AERA Conference (see Appendix D).

As with most new organizations, the early years were characterized by the organization searching for and establishing its identity. That process brought the SIG into

contact not only with AERA as its parent organization, but also with the major organization representing middle schools, NMSA. The typical SIG member was a member of both AERA and NMSA, as is still evidenced by biannual meeting at both of these organizations' conferences. At times, the search for where the SIG "fit" into the community of middle level practitioners and researchers created tensions between the SIG and NMSA. Questions regarding whose voice was the official voice of middle level research as well as issues surrounding publication of that research raised concern. But as the SIG continued its growth and understood its contribution, the relationship between NMSA and the SIG became a very positive, collaborative one.

Adolescence

During the mid 1990's the SIG continued to grow in membership and with this growth came an opportunity for greater visibility at the AERA Annual Conference. Minutes from the 1996 SIG Business Meeting show a membership of 133, a budget of \$624.70 and a 55% acceptance rate for proposals for the 1995 Research in Middle Level Education SIG program. But this growth was tempered by the SIG's lack of attention to membership issues and by 2000 membership as reported by AERA was down to 30 members.

The experience in the mid 1990's illustrated the direct connection between membership and visibility at the AERA Annual Conference. The number of paper sessions allotted to each SIG is a function of membership—more members, more paper sessions; fewer members, fewer sessions. As membership declined so did the influence of the SIG.

During its history the SIG has sponsored a rich array of sessions built on supporting a rigorous research agenda focused on middle level education. A complete list of AERA program sessions is included in Appendix E. Appendix F lists those who volunteered to assist in program development by serving as proposal reviewers and session chairs and discussants. These appendices document how the conversation about middle level education has grown more vibrant and dynamic as a result of the SIG's efforts.

In the late 1990's officers of the SIG recognized the need to be much more attentive to recruiting and sustaining membership. A series of initiatives was launched to build membership and to build a more positive, collaborative relationship with the NMSA. Out of these efforts grew a more vibrant SIG, one with a clear mission and a plan for its future.

Governance Changes

Governance of the SIG has changed over time. During Rebecca Mills term as President (1998-2000) a significant revision occurred that provided more stability and continuity in leadership and smoothed the transition for new officers. Two-year terms of office were adopted so that continuity in leadership could be enhanced.

During Barbara Whinery's term as President (2000-2002) additional modifications in governance occurred. They included changing the name of the SIG to Middle Level Education Research, making membership run concurrently with AERA membership, and clarifying membership requirements for SIG officers. The change in name was prompted by AERA's practice of alphabetically listing the special interest groups. Many members

noted that they initially had trouble finding the SIG which was listed under the letter “R” for Research in Middle Level Education.

During the presidency of Vincent Anfara (2002-2004) the SIG developed and awarded its first Graduate Student Award. This award is presented annually to a master’s, specialist, or doctoral level student who has accomplished research deemed to be significant to the improvement of middle level education. The winners of the 2003 and 2004 Graduate Student Awards and their abstracts are contained in Appendix G.

Also during the 2002-2004 period, the Constitution and By-laws were changed to more accurately define the work of the organization’s officers. The original constitution was vague in reference to the role of the Vice-President and President-Elect/Program Chair, so the SIG Executive Committee wanted to address this issue. This change addressed a history of some SIG officers who had not been as responsive to the health and development of the SIG as the Executive Committee thought they should be. The position of SIG Historian was added to the Constitution and By-laws and Ron Williamson was appointed the first historian.

Attention to membership issues became paramount and a database was created to assist in accurately tracking membership and to assist in communication with members. Strategic planning was undertaken to identify key issues that need to receive the attention of the SIG and its officers and council.

For many years SIG members had discussed issues related to publication outlets for middle level research. Concern was especially raised for assistant professors who needed to publish quality research in order to advance in the ranks of the professorate. As the future of *Research in Middle Level Education Quarterly*, a research journal published by

NMSA, became unclear, the MLER SIG discussed sponsoring its own journal. These discussions were fruitless until George Johnson at Information Age Publishing contacted Vincent Anfara about the SIG's sponsorship of a book series. SIG members overwhelmingly supported this venture and as of 2005 five volumes of *The Handbook of Research in Middle Level Education* have been published. These books have contributed greatly to the knowledge base in middle level education and are currently being co-published by NMSA. Currently Steven Mertens, P. Gayle Andrews, and Vincent Anfara are editing *The Encyclopedia of Middle Grades Education*, a much anticipated publication and the first of its kind.

Current Issues

As of 2002 the SIG's relationship with NMSA was greatly improved. By 2004, NMSA's Research Advisory Board (formerly Research Committee) was completely comprised of SIG members and the chair of that advisory board is Vincent Anfara (2004-2007), a Past-President of the SIG.

The strategic plan continues to be followed and in later 2004 a membership survey was administered in order to assess the degree of member satisfaction, the level of service provided to members, and the areas that need improvement. In 2004 the SIG officers began to look more seriously at the role of the Association Council and the contributions that would be expected from members holding these positions. Learning a hard lesson about membership in the late 1990s, efforts were maintained and improved in the area of recruitment and retention of members.

The SIG's relationship to AERA continued to evolve with AERA announcing a new policy, recommended by the SIG Executive Committee that sets forth a new "individual assessment" and a modified "SIG management fee." The new policy states that: "Any AERA member who holds membership in one or more SIGs will be assessed \$7 annually, with this money going directly into the AERA operations budget for coordinating and providing services to SIGs, including room space and meeting times for SIGs at the Annual Meeting. This fee does not go to any SIG. In addition to this individual fee, each SIG of 128 or fewer members shall pay an annual management fee to AERA of \$150; SIGs with memberships between 129 and 200 shall pay an annual management fee of \$225; and those above 200 shall pay an annual management fee of \$300." This new dues policy went into effect on July 1, 2004. After a period of two years, the workability of this new dues policy will be assessed.

Highlights of Some of the Presidents' Terms of Office

Richard Lipka, 1992 – 1993

Richard Lipka served as the first President of the SIG. Highlights of his term of office include:

- began the SIG including submission of all paper work to AERA
- held the first SIG Business Meeting at the AERA Conference in San Francisco
- built a cadre of members
- facilitated the adoption of the Constitution and By-Laws

Lynn Wallich, 1993 – 1994

Lynn Wallich was one of the original members of the SIG and had facilitated in the pre-formation conversations held during a middle level institute held at the University of Wisconsin—Green Bay. Highlights of Lynn’s term of office include:

- continued work on building membership to sustain the SIG
- created links between NMSA and the SIG
- raised visibility of the SIG by scheduling a time at the NMSA Annual Conference for the SIG to meet

Janet McDaniel, 1996 – 1997

Highlights of Janet McDaniel’s term as President include:

- invited Robert Felner to present his Illinois research at the SIG Business Meeting
- worked to increase membership and raise visibility of SIG

Rebecca Mills, 1998 - 2000

Highlights of Rebecca Mills’ term of office include the following:

- a major revision to the Constitution and By-laws so that elections are held prior to AERA
- provided a symposium during the business meeting

Barbara Whinery, 2000- 2002

Highlights of Barbara Whinery’s term of office include:

- re-established a positive working relationship with NMSA after NMSA's decision to stop publishing the *Research in Middle Level Education Quarterly*
- participated in creation and development of MLRON (Middle Level Research Organization Network) in collaboration with NaPOMLE (National Association of Professors of Middle Level Education) and NMSA's Research Committee
- re-established the SIG Newsletter
- revitalized membership, increasing from 30 to 90
- updated membership lists
- established a Research in Middle Level Education listserv
- developed SIG website
- initiated discussion of publishing the book series, *The Handbook of Research in Middle Level Education*
- updated and revised Constitution and Bylaws

Vincent Anfara, 2002 – 2004

Highlights of Vincent Anfara's term include the following:

- creation of the SIG Book Series, *The Handbook of Research in Middle Level Education*
- revitalization of the SIG's newsletter, *The Chronicle of Research in Middle Level Education*, and website
- significant growth in membership and number of AERA sessions
- revision of the Constitution and By-laws reflecting growth in the organization
- development of a strategic plan to guide future SIG growth and work

- development of policy briefs to support advocacy for young adolescents and middle-level education (one on the preparation and professional development of middle school principals and one on high-stakes testing)
- documentation of the SIG's history
- development of a brochure and display unit
- creation of SIG membership database and directory
- creation of the MLER Graduate Student Award
- creation of the MLER SIG logo
- distribution of "gifts" at the annual meeting at both NMSA and AERA

See Appendices H, I, J, and K for membership information, a listing of the presidents, officers, and association council members. Appendix L contains the 2005 membership roster.

Kimberly J. Hartman, (Current President) 2004-2006

Conclusion

The Middle Level Education Research SIG continues to grow and prosper. Recent leadership positioned the SIG to be increasingly responsive to members, reflecting the SIG's long-standing democratic tradition. As the SIG became more responsive, membership grew, and with membership growth, greater opportunity for members to share and present their research emerged.

The SIG is now recognized as a key player in sustaining the vision for high performing middle level schools, schools that provide every young adolescent with a high quality educational experience. The research conducted by the SIG's members supports the efforts of teachers and principals to improve their educational programs. The research highlights those practices that are "scientifically-based" and, where appropriate, questions practices that do not demonstrate results. There could be no greater contribution to the vitality of the middle level school.

Appendices

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- B. Constitution and Bylaws
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- K. SIG Association Council Members
- L. MLER SIG Members, 2005

Appendix A

Original SIG Membership List

Joanne Arhar	Richard Lipka
Aran Ayalon	Douglas Mac Iver
Glenda Beamon	Dean Marple
James Beane	DeWayne Mason
Neal Berger	Lorraine Morgan
Edward Brazee	P. Elizabeth Pate
Peggy Burke	Francine Peterman
Judy Carr	Janice Piperis
Dennis Cheek	H. Bruce Quantic
Sally Clark	Karen Reynolds
Mary Cooper	Kim Rubin
John Enger	Sheila Sayles
Thomas Erb	Rodolfo Serrano
Victoria Faircloth	Gina Schack
Cherie Foster	Sandra Schurr
Denise Glynn	Ronnie Sheppard
Frederick Goerish	Rose Sinicrope
Joseph Grannis	Frederick Staley
Wendy Hopfenberg	Janice Streitmatter
David Hough	Gloria Stronks
Paul De H. Hurd	Walter Ullrich
Judith Irvin	Lynn Wallich
J. Howard Johnston	C. Stephen White
Linda Kramer	George White
Diane Kyle	Judith Zorfass
Margaret Laughlin	

Appendix B

AERA/SIG: Middle Level Education Research Constitution and Bylaws

Article I.

Name and Governing Authority

Section 1. The special interest group shall be known as the SIG: Middle Level Education Research.

Section 2. The SIG shall be governed by these bylaws as amended from time to time in accordance with the provisions herein.

Section 3. The bylaws of the SIG are subject to the bylaws and constitution of AERA.

Article II.

Purpose and Methods

Section 1. The purpose of the SIG shall be to improve, promote, and disseminate educational research reflecting early adolescence and middle level education.

Section 2. The methods used will be the publication of research in newsletters/journals, presentations of research findings at an annual conference, and other professional activities deemed appropriate by the SIG.

Article III.

Membership

Section 1. Membership in the SIG, including the right to vote and hold office, shall be open to any person whose AERA and SIG dues have been paid for the current year.

Section 2. The membership year shall run concurrently with AERA membership. SIG members are to renew their membership at the same time they renew AERA membership.

Article IV.

Elected Officers

Section 1. The elected officers of the association shall be: Immediate Past President, President, President-Elect/Program Chair, Vice President, Secretary, and Treasurer. They shall serve on the Executive Committee of the SIG.

Section 2. Every two years the President shall automatically become the Immediate Past President, the President-Elect assumes the office of the President, and the Vice President shall become the President-Elect/Program Chair.

Section 3. All officers shall hold office for two years. SIG officers must retain SIG and AERA membership. Failure to do so will make the officer ineligible to hold the office.

Section 4. The term of office shall start at the closing of the annual meeting of AERA and continue for two years.

Section 5. Only members whose AERA and SIG dues are paid may be nominated and hold elective office.

Article V.

Nominations and Elections

Section 1. The officers shall be elected by written ballot immediately prior to the annual meeting of AERA.

Section 2. The Nominating Committee will consist of the President-Elect/Program Chair, the President, and the Immediate Past President. The current President will serve as chair of the committee.

Section 3. The Nominating Committee shall propose a slate of nominees for each office that is open and shall ascertain the availability of those persons chosen prior to February 1. The slate presented by the Nominating Committee and any further nominees presented from the membership shall be placed on the ballot.

Section 4. The Secretary shall mail a ballot to every member prior to the annual meeting. Ballots should be returned to the Secretary within two weeks of receipt of the ballot.

Section 5. Election to office will be by a plurality of votes cast for that office.

Section 6. In case of a tie vote, the winning candidate shall be determined by chance.

Section 7. If a vacancy occurs in the office of Secretary, Vice President, or President Elect/Program Chair, then the President, with the approval of the SIG Association Council, will appoint a member to serve until the next election. At that time, someone will be elected to fill the remainder of the Secretary's term. In the case of the Vice President or President-Elect/Program Chair, someone would be elected to serve in subsequent offices.

Article VI.

Duties of Officers

Section 1. The President shall: (1) ensure that all correspondence with AERA is efficiently processed; (2) represent the SIG's interests to AERA; (3) preside at all meetings of the SIG and establish agendas for these meetings in consultation with SIG Officers and Executive Committee members; (4) appoint, in consultation with the Executive Committee, all standing and ad hoc committees and their chairholders; (5) act as liaison to other national and international organizations involved with middle level education issues; and (6) provide leadership appropriate for the SIG's continued growth and development.

Section 2. The President-Elect/Program Chair shall: (1) act as the President in the President's absence; (2) chair the Program Committee (comprised of proposal reviewers, session chairs, and discussants); and (3) manage all correspondence with AERA in the establishment of the annual program. If there is a host or co-sponsoring organization, the program chairholder of that organization shall be an ex-officio voting member of the Program Committee.

Section 3. The Vice President shall: (1) coordinate communication among SIG members by co-editing the SIG's newsletter; and (2) assist the President and President-Elect/Program Chair in areas identified by the Executive Committee.

Section 4. The Immediate Past President shall: (1) serve as chairperson of the Membership Committee, (2) shall assume other duties as assigned by the President, and (3) assist the Treasurer in maintaining the SIG's membership database.

Section 5. The Treasurer shall assist the Immediate Past President in maintaining the SIG's membership database and provide a financial report to the general membership at our biannual meetings.

Section 6. The Secretary shall: (1) record the minutes of all meetings and disseminate these minutes to the general membership in a timely fashion; (2) conduct all elections; and (3) coordinate the mailing of the SIG's newsletters and other correspondence.

Section 7. The Editor(s) of the newsletter and the Web Manager will be ex-officio, non-voting members of the Executive Committee. The Editor(s) of the newsletter shall publish a minimum of three newsletters annually. The Web Manager shall: (1) keep the SIG's website updated; and (2) provide the general membership with easy electronic access to information regarding SIG-sponsored activities. The Historian shall keep the SIG's history current and submit an annual report at the AERA business meeting.

Article VII.

The SIG Association Council

Section 1. The SIG Association Council shall be made up of the Executive Committee and seven members of the organization who are to be elected in the same manner as the officers. Council members must be current with both AERA and SIG membership dues.

Section 2. The Council shall be the legislative and policy making body of the association.

Section 3. The SIG Association Council shall hold at least one meeting per year, at a time to be determined by the Council during the AERA annual meeting. The President may call meetings of the Council at other times and must call one upon a petition of a majority of Council members.

Section 4. Half the members of the Association Council shall constitute a quorum, and decisions shall be by a majority of those present.

Section 5. The term of office of the councilors shall be two years of which four will be chosen in the even numbered years and three odd. All seven councilors shall be elected initially without reference to a term office. After being seated, four shall be selected by lot to serve one year and the other three shall serve two years.

Section 6. If a vacancy appears in the Association Council, the President, with the approval of the Council, will appoint someone to fill the remainder of the term.

Article VIII.

Committees

Section 1. Standing committees:

1. Permanent standing committees shall be the Program Committee, the Nominating Committee, and the Membership Committee.

2. The Membership Committee will consist of Association Councilor from each state and country represented on the Council and such persons the President or President-Elect/Program Chair appoints.

3. The responsibility of the Program Committee shall be to arrange for the content and to make local arrangements for annual conventions. The President-Elect/Program Chair and the Vice President shall primarily have responsibility for content decisions—arranging for speakers and overseeing a blind review process for making decisions about papers to be presented. The Coordinator of Local Arrangements, who is appointed by the Vice President, shall primarily have responsibility for local arrangements.

4. Other standing committees may be established by the Executive Committee, the Association Council, or the general membership. These committees shall be discontinued by the constituting body or by the Association Council.

Section 2. Ad hoc committees:

Ad hoc committees may be established by the President, the Executive Committee, or the Association Council.

Section 3. Committee membership:

1. The President shall appoint the committee chairholder or co-chairholders except as restricted by the bylaws.

2. Each committee shall have at least three members.

3. Any member of the association may be appointed as a chairholder or committee member.

4. Any member of the association may request membership and shall be granted membership on any committee except the Nominating Committee.

Section 4. Subcommittees and their chairholders may be appointed by the committee chairholder.

Article IX.

Finances

Section 1. Dues and assessments:

1. Dues and assessments may be established by the Association Council subject to approval by a majority of members voting on the change.

2. The Association Council shall have authority to establish and collect fees for meetings, workshops, publications, etc.

Section 2. The Association Council shall provide for an operating budget.

Section 3. All receipts and disbursements shall be made through bank accounts authorized by the Executive Committee.

Section 4. The Association Council may receive money and enter into contracts as necessary.

Article X.

Meetings and Business

Section 1. The Association Council shall set the time and place of meetings of the association.

Section 2. Except for sufficient reason, there shall be at least one convention of the association each year. At least one session of each convention shall be set aside to conduct a business meeting for the association.

Section 3. On petition of twenty per cent of the voting members, the Council must call a business meeting to be held within three months of the date of the petition.

Section 4. The association and its committees shall be governed by the current edition of Robert's Rules of Order, except as amended by the bylaws.

Article XI.

Amendments and Revisions

Section 1. Amendments to the bylaws shall be made in either of the following ways:

1. The Council may draw up proposals and submit them, with any arguments it chooses, to the membership for ratification.
2. Any member may submit to the Council, in writing, and signed by its sponsors, a proposed amendment or amendments. The Council shall then submit the proposed amendment with any arguments and recommendations to the members of the association.

Section 2. The shall present any proposed changes to the Constitution and bylaws along with any explanation and recommendations from the Council at the convention. The amendments shall then be voted on by mail at the same time officers and councilors are elected. To pass, an amendment must receive fifty-five per cent of those voting on the issue.

Section 3. An amendment to the constitution and bylaws becomes effective upon acceptance unless otherwise specified on the ballot.

Revised and Amended August 28, 2002

Appendix C

Membership Data

Year	Membership
1992-93	88
1993-94	106
1994-95	89
1995-96	133
1996-97	129 *
1997-98	129 *
1998-99	43 *
1999-00	86 *
2000-01	30
2001-02	200*
2002-03	215
2003-04	209
2004-2005	186

NOTE: * Signifies that membership is approximate and based on the number of AERA paper sessions.

Appendix D

AERA SIG Program Offerings, 1992-2005

Year	Papers	Round Table (Paper Presentations as of 2002)	Other (e.g. Business Meeting; Symposia)
1992	0	0	2
1993	6	14	1
1994	5	10	1
1995	5	11	1
1996	5	9	1
1997	5	9	1
1998	5	10	1
1999	4	0	1
2000	4	5	1
2001	4	4	1
2002	8	7	1
2003	12	9	1
2004	11	13	2
2005	12	12	4

Appendix E

Presentations at AERA's Annual Conferences, 1992-2005

Year	Presentations
1992	<p>Business Meeting Chair, Richard Lipka</p> <p>Issues in Middle Level Education: A Conversation Chair, Richard Lipka, Pittsburg State University James Beane, National-Louis University</p>
1993	<p>The Art and Science of Middle School Research: Comments on Research Practice with Suggestions for Enhancing Research Quality Chair, Dianne Taylor –Louisiana State University</p> <p>Quantitative Research in Middle Schools – Larry Daniel, University of Southern Mississippi</p> <p>The Place of Qualitative Research in the Study of Middle Schools: Examining the Past, Looking to the Future – Janine Scott, University of Southern Mississippi</p> <p>Action Research in the Middle School: An Examination with Examples of Effective Strategies – Patty Mason, College Station (TX) ISD, Donna Wiseman, Texas A&M University</p> <p>Building a Collaborative Model to Enhance the Quality of Research in Middle Schools – Sandra Gupton, University of Southern Mississippi</p> <p>CRITICS – P. Elizabeth Pate, University of Georgia and Robert Wimpelberg, University of New Orleans</p> <p>Classroom Structure and Student Motivation: A Study of the Delta Project Chair - Denise Muth, University of Georgia</p> <p>Classroom Structure and Student Motivation: A Study of the Delta Project – Nancy Mizelle, Laurie Hart, P. Elizabeth Pate, University of Georgia</p> <p>Teachers' and Students' Perspectives of Classroom Structure and Student Motivation: A Study of the Delta Project – Vicky Brantley, Clayton County (GA) Schools; Sue Mathews, Richard Mathews, Joan Jordan, Vicky Scott, Can Mumumer, Elbert County (GA) Schools; selected students, Elbert County Middle Schools</p> <p>DISCUSSANT – Douglas MacIver, Center for Research on Elementary and Middle Schools, Baltimore, MD.</p>

1994 The Lives and Thoughts of Students and Teachers in Middle Level Schools

Table 1 – Cooperative Learning, Caring and Connectedness: Perspectives of Adolescents at the Middle Level – Dilafruz Williams, Joyce Harris, Cynthia Hayakawa, Portland State University

Table 2 – Middle Level Teachers' Attitudes and Practices Regarding HIV/AIDS Prevention Education – Merrill Meehan, John Williams, Nancy Parr, West Virginia ED

Table 3 – Personal Practical Knowledge of a Middle School Teacher: A Case Study – Rebecca Mills, University of Nevada, Las Vegas; Robert Mahar, Temple University; Susan Armstrong, Clark County (NV) School District

Table 4 – Three Years in the Lives of Five Preservice Middle-Level Teachers: Case Studies in Professional Development – David Strahan, Robin Smith, University of North Carolina at Greensboro

Table 5 – Reforming the Middle School Classroom: The Case of Mr. Q – John Sabatini, University of Delaware

Middle School Integrated Curricula: Research Dialogues on Processes and Products

Chair – Nancy Mizelle, University of Georgia

Curriculum Integration and Teacher Mentoring – Richard Powell, Rebecca Mills, University of Nevada, Las Vegas

Teacher Action Research at the Middle Level: Inside an Integrated Curriculum – Gail Burnaford, James Beane, National-Louis University; Barbara Brodhagen, University of Wisconsin

The Change Process: Discussion of the Interdisciplinary Core Academy Training Project for Middle Level Teachers – Victoria Faircloth, Barbara Whinery, University of Northern Colorado

Students' Perceptions of Middle School Integrated Curriculum – P. Elizabeth Pate, University of Georgia; Elaine Homestead, Karen McGinnis, Duluth Middle School

Do as We Do and as We Say: Modeling Curriculum Integration in Middle Level Teacher Education – Janet McDaniel, Laura Stowell, Francisco Rios, Patricia Christopher, California State University, San Marcos

1995 Student Experiences with Middle School Curriculum

Table 8 – The Relationship Between Middle School Career Attitudes and Expectations and Subsequent Career Choices – Karen Brown, Jon Miller, Chicago Academy of Sciences

Table 9 – Student Perceptions of Science Teacher Actions in Two Culturally Diverse Middle-Level Science Classrooms: A case Study in the American Deep South – J. Randy McGinnis, University of Maryland at College Park

Table 10 – Women and Minority Scientists as Classroom Role Models for Middle-School Students: An Exploratory Study of Students’ Changing Perspectives of Science – Richard Powell, Texas Tech University; Philip Riner, University of Nevada at Las Vegas

Table 11 – Mainstreamed Seventh Graders’ Responses to a Mindful Learning Approach to language Arts Instruction: A Case Study – David Strahan, Heidi Summey, University of North Carolina at Greensboro

Middle School Educators and Their Work

Table 12 – Interdisciplinary Teacher Teams: A First Year’s Experience in a Restructuring Middle School – Lee Ehman, Indiana University

Table 13 – Creating the Structures of Teaching and Learning for Young Adolescents: A Multiple Case Study of Middle Level Teachers – Rebecca Mills, University of Nevada, Las Vegas; Robert Mahar, Temple University

Table 14 – From Junior High to Middle School Principal: The Transformation of Curriculum Perspectives – Richard Powell, Texas Tech University; Shauna Zobel, Clark County (NV) SD

Student Voices in the Middle School: Ethnographic Perspectives on Integrated Curriculum

Chair/Discussant – Nathalie Gehrke, University of Washington
 Discussant – James Beane, National-Louis University

Participants:

Victoria Faircloth, Western Carolina University

Richard Powell, Texas Tech University

Pat Schaefer, South Valley Middle School, Platteville, CO

Shevee Nale, South Valley Middle School, Platteville, CO

Middle School Students, Middle School Issues

Chair – Janet McDaniel, CSU, San Marcos

Learning Across the Ages: The Effects of Multiage Grouping on Middle School Students' Achievement and Attitude – H. James McLaughlin, University of Georgia

The Role of School Membership in Middle School Student Engagement and Achievement – Joanne Arhar, Kent State University; Jeffrey Kromrey, University of Florida

Transition From Middle School Into High School: The Student Perspective – Nancy Mizelle, University of Georgia

Indicators of membership and Connectedness During Cooperative Learning: Listening to the Voices of Urban middle School Adolescents – Dilafruz Williams, Joyce Harris, Cynthia Hayakawa, Portland State University

Membership Meeting

President – P. Elizabeth Pate, University of Georgia

Speakers:

Thaddeus Dumas, Mary Ann Overton, Penni Hansen, California State Education Department

Middle School Practices and Issues

Table 6 – Violence Prevention in the Middle-Level Curriculum: Student Characteristics and Acquisition of Knowledge About Violence – John Enger, D. Lynn Howerton, Arkansas State University; Debbe Stepp, Wynne Public Schools, Arkansas

Table 7 – Portfolio Assessment in Middle School Math Programs – Mary Ann Heglie-King, Karen Higgins, Joanne Engel, Oregon State University

Table 8 – Establishing Collaborative Cultures in Middle Schools: Are Structural Changes Enough? – Steve Ryan, UCLA

Table 9 – Attitudes and Untracking in a Middle School – Francis Vogel, Joanne Rothermel, Northeastern University; John McConnell, Glenbrook South High School

1996 Research in Middle Level Education SIG: Business Meeting
President: Janet McDaniel

Pedagogy and Culture in the Middle School Environment: Research Perspectives

Chair – James McLaughlin, University of Georgia

Discussant – Richard Powell, Texas Tech University

The Academic Engagement of Students During the Middle School Years: The Relative Significance of Parents, Peers, and Teachers – William Phelan, University of Massachusetts, Lowell

Community Service Learning as Empowering Pedagogy: Implications for Middle School Reform – Susan Seigel, University of Massachusetts, Amherst

Mexican Immigrants in Middle Schools: Diversity, Organizational Structure and Effectiveness – Maria Balderrama, CSU, San Bernardino

Interdisciplinary Middle School Teams: “In Name Only” – Stephanie Parker, University of Hartford, Philip Lanfranchi, Irving A. Robbins Middle School

Research Issues in Middle Schools

Table 33 – The Communication of Care in the Middle School – Nora Alder, University of Nevada, Las Vegas

Table 34 – Interest Revised: Sixth-Grade Students Tell Us How – Jean McPhail, John Freeman, Marianne Miller, Joanne Pierson, University of Michigan

Table 35 – The Alienation of Middle School Students: Implications for Gang Membership – Alan Shoho, University of Texas, San Antonio

Table 36 – Voices of Care and Connectedness Among Urban Middle School Adolescents: Significant of Cooperative Learning – Dilafruz Williams, Cynthia Hayakawa, Portland State University; Joyce Harris, Harris Educational Consultants

Middle School Teachers: Perspectives on Their Professional Lives

Table 27 – Sustaining an Integrative Curriculum: The Case of Brown Barge Middle School – Richard Powell, Gerald Skoog, Texas Tech University; Porter Troutman, University of Nevada, Las Vegas

Table 28 – Impediments to the Implementation of Integrative Curriculum: The Case of South Valley Middle School – Victoria Faircloth, Western Carolina University

Table 29 – Tensions on the Outside and Inside: Developing Integrative Curriculum on the EAGLE Team – James McLaughlin, University of Georgia

Table 30 – What Do They Know, and What Do They Do? A Follow-Up Study of Middle-Level Teacher Education Graduates – Janet McDaniel, Laura Stowell, Patricia Christopher, CSU San Marcos; Francisco Rios, University of Wisconsin, Parkside

Table 31 – A Statewide Teacher Education Reform Model for Middle-Level Preparation – Suzanne Cormier, Winthrop University; Dennis Wiseman, Coastal Carolina University

Personal Practical Knowledge Among Middle-Level Teachers: A Multiple Case Study

Chair – Marilyn McKinnery, University of Nevada, Las Vegas
 Discussant – Virginia Richardson, University of Arizona

Participants:

Virginia E. Usnick, R. Steven Kile, Neal Strudler, Judy Pollak, Rebecca Mills – University of Nevada, Las Vegas

1997 Critical Issues in Middle-School Learning Contexts

Chair – Victoria Faircloth, Western Carolina University

Do as We Do: Modeling a Constructivist Approach to Teaching Middle School Students in a University Methods Course – Paula Dehart, Perry Cook, University of Wisconsin, Stevens Point

Interpretations of the Meaning of Care: Creating Caring Relationships in an Urban Middle School Classroom – Nora Adler, Virginia Commonwealth University

How Middle-Level Teachers Communicate an Ethos of Caring to Student Teachers – Kim Hartman, University of Arkansas, Little Rock; David Strahan, University of North Carolina, Greensboro

The Development of Interdisciplinary Teams in an Urban Middle School: A Qualitative Study – Diana Bartlett, Ohio State

University
 Equity in the Social Distribution of Student Engagement, Belonging,
 and Intrinsic Valuing: A Framework for Studying Middle School
 Restructuring – Joanne Arhar, Kent State University

Exploring Middle-Level Schools and Classrooms

- Table 1 – Middle School teacher Attitudes and Utilization of Current Restructuring Initiatives – Janet Pilcher, Cheryl Boyce, University of West Florida
- Table 2 – Is Everything Old New Again? Influences on the Evolution of the Junior High School and the Middle School – Gayle Davis, University of North Carolina, Chapel Hill
- Table 3 – Traditional and Nontraditional Teaching Teams: Success and Difficulties in Middle Schools – Katherine Thompson, Clarke Middle School; Darcy Naumowicz, University of Georgia
- Table 4 – Evaluation of an Alternative Model for Urban Middle School Education – Mickey Fenzel, Loyola College
- Table 5 – Effects of Transition Programs from Middle School to High School on Ninth-Grade Failure Rate and Student Self-Efficacy – Lena Morgan, C. Jay Hertzog, Valdosta State University
- Table 6 – Bilingual Mothers of Middle-School Children: Views About Fairness, Trust, and Participation – Kathleen Malu, Pace University
- Table 7 – Meeting the Diverse Needs of Middle-School Students: A National Survey of Middle-Level Practitioners – Tonya Moon, Carolyn Callahan, Carol Tomlinson, University of Virginia

Reforming Middle Level Education

- Table 7 – Creating Educative Relationships: A Study of Situated Learning Within a Middle-Level Integrative Curriculum Context – Richard Powell, Texas Tech University
- Table 8 – “Looking at Ourselves Looking Back at Us”: The Keystone in the Arch – A Study of the Middle-Level Professorate – Tom Dickinson, Indiana State University; C. Kenneth McEwin, Appalachian State University
- Table 9 – Deconstructing Educative Relationships: Students’ Perspectives of Their Curriculum Transition from an Integrative Middle School to a Conventional High School – Christine Pukkiss, Texas Tech University
- Table 10 – Defining Teaching: Individual Teachers’ Perspectives on Their Work in a Middle-Level Collaborative Setting – Steve Ryan, UCLA
-

1998 Middle-Level Education: Research About Programs

- Table 33 – A Longitudinal Study of Intermediate-Level Student Achievement in Two Instructional Settings – Jerry Valentine, John Alspaugh, Deborah Carr, University of Missouri; Kevin Pamperien, Springfield School District
- Table 34 – Research on the Move at the Middle School: Action Research for Curriculum Change – Linda Catelli, CUNY
- Table 35 – Analysis of Middle School Advisor-Advisee Programs – Toni Sills-Briegel, Southwest Missouri State University
- Table 36 – Critical Thinking Through Socratic Seminars – Vernon Polite, Catholic University
- Table 37 – From Tourists to Citizens: The Life Cycle of an Inner-City Middle School – H. Jerome Freiberg, University of Houston; Jeffrey Lorentz, Lorentz and Associates, Inc.
-

Middle-Level Education: Issues of Leadership

- Table 24 – The Impact of Organizational Structure on Instructional Leadership in Middle Schools – Robin Jarvis, Charles Teddlie, Louisiana State University
- Table 25 – Connecting Middle School Teachers and School-Based Community Service – Janet Bagby, C. Ann Terry, Baylor University
- Table 26 – Middle School Teachers' Attitudes Toward Students and Instruction – Carolyn Callahan, Carol Tomlinson, Tonya Moon, University of Virginia
- Table 27 – Preparing Reform-Minded Middle-Level Teachers: Are We Succeeding? – Cheryl Desmond, Richard Frerichs, Millersville University
- Table 28 – Middle-Level Student Teachers' Perceptions and Practices of Developmentally Responsive Instruction – Kimberly Hartman, University of Nevada, Las Vegas
-

Middle-Level Teaching and Learning: Perceptions of Students and Teachers

- Chair – Nora Alder, Virginia Commonwealth University
- Discussant – Joanne Arhar, Kent State University

Re-Forming a Middle School: An Odyssey Through Teachers' Eyes

– Elizabeth Carlson, University of Detroit, Mercy
 Investigating Classroom Learning Environments in Urban Middle
 schools – Hersholt Wasman, Shwu Huang, University of Houston
 Beliefs and Practices of Middle School Teachers Related to
 Cooperative Learning: The Road Less Traveled – Carol
 Tomlinson, Carolyn Callahan, Tonya Moon, University of
 Virginia

Membership Meeting

President – C. Victoria Faircloth, Western Carolina University

Presentation – The Importance of Cross-Disciplinary Research for
 Middle-Level Education – K. Denise Muth, Laurie Hart,
 University of Georgia; James Beane, National Louis University;
 Gerald LeTendre, Penn State University; Anne Lewis, Phi Delta
 Kappan; Douglas Mac Iver, Johns Hopkins University

1999 Middle School: Essential Components and Critical Perspectives
 Chair – Barbara Whinery, University of Northern Colorado

Middle level Teacher's Interpretations of Their Experience
 Regarding Power, Empowerment, and Powerlessness – Katherine
 Thompson, University of Georgia
 Creating Responsive Middle-Level Schools: Principals' Voices –
 Kimberly Hartman, Gardner-Webb University
 Advisor-Advisee Programs: Community Building in a State of
 Affective Disorder? – Vincent Anfara, Temple University
 Middle-Level Integrative Curriculum Reform: A Study of Teachers'
 Epistemological Theories – Richard Powell, Texas Tech
 University

Membership Meeting

President – Rebecca Mills, University of Nevada, Las Vegas

2000 Critical Issues in Middle School Education

Table 38 – Young Sisters having Their Say: Investigating the
 Language Experiences of Four Middle School African American
 Girls – Rachel Davis, University of Georgia, Athens
 Table 39 – Searching for Difference - Lori Olafson, University of
 Nevada, Las Vegas; Margaret MacIntyre Latta, University of
 Calgary

Table 40 – Mutuality Versus Marginalization: Ascertaining Parent Expectations for Quality Middle Schools – Jeanie Miller, Penn State University

Table 41 – 4 X 4 Block Scheduling at the Middle School Levels: Teachers' Perceptions of its Impact on Instruction and Student Learning – Dave Brown, West Chester University

Table 42 – Graduates of Middle School Teacher Education Programs: A National Survey – K. Denise Muth, Laurie Hart, Jae Hoom Lim, University of Georgia, Athens; Suzanne McCotter, Millersville State University

Exploring the Nature of Middle Level Students, Leadership, Integrated Curriculum and Reform

Chair – Thomas Mandeville, Southwest Texas University

Discussant – Laurie Hart, University of Georgia, Athens

Cognitive and Social Emotional Growth of Early Adolescents: A Longitudinal Study of Middle School – Dianna Newman, University of Albany/SUNY

Squirelly Kinds Need Squirelly Administrators: Characteristics of the Middle School Principal – Vincent Anfara, Robert Mahar, Temple University; Kathleen Brown, University of North Carolina, Chapel Hill; Kimberly Hartman, Gardner-Webb University; Rebecca Mills, University of Nevada, Las Vegas

Middle Level Integrative Curriculum Reform: An Action Research Approach – Richard Powell, University of Colorado, Denver; Kim Perry, Texas Tech University

Middle School Reform Through Data and Dialogue: Formative Evaluation with Seventeen Leadership Teams – David Strahan, Jewell Cooper, University of North Carolina, Greensboro; Marty Ward, Guilford County Schools

Membership Meeting

President – Rebecca Mills, University of Nevada, Las Vegas

Vice President – Vincent Anfara, Temple University

2001 Pushing Middle School Reform Forward: Roles for Teachers and Principals

Chair – David Hough, Southwest Missouri State University

Discussant – Joanne Arhar, Kent State University

The Effective Middle School Teacher: Inwardly Integrated;

Outwardly Connected – Kathleen Roney, Rosemont College
 Deciding to Teach Them All: Middle School Teachers Learning to
 Teach for Academic Diversity – Carol Tomlinson, Carolyn
 Callahan, University of Virginia

Professional Development for Middle Level Principals: Pushing the
 Reform Forward – Kathleen Brown, University of North Carolina,
 Chapel Hill; Vincent Anfara, Temple University; Rebecca Mills,
 University of Nevada, Las Vegas; Kimberly Hartman, University
 of North Carolina, Charlotte; Robert Mahar, Temple University

The Impact of Advisory Programs in Middle Level Education: A
 Longitudinal Study – Dianna Newman, Dean Spaulding, Maureen
 Singer, University of Albany/SUNY

Business Meeting – Research in Middle Level Education SIG

President – Barbara Whinery, University of Northern Colorado
 President-Elect and Program Chair – Vincent Anfara, Temple
 University

Vice-President – Nora Alder, Virginia Commonwealth University
 Secretary – Kimberly Hartman, University of North Carolina,
 Charlotte

Treasurer – Nancy Mizelle, Georgia College and State University

Current Issues in Middle Level Education

Table 8 – Reinventing Democracy in Middle Schools: Students’
 Lived Experiences – Richard Powell, University of Colorado,
 Denver

Table 9 – Post-Test/Post-Recall as a Valid Research Design for
 Middle School Learners – Thomas Mandeville, Southwest Texas
 State University

Table 10 – Classroom Learning Environment Differences Between
 More-Effective and Less-Effective Urban Middle Level Schools –
 Hersh Waxman, University of Houston; Lisa Read, University of
 Houston, Downtown

Table 11 – Middle School Teacher Education Programs: Recent
 Graduates Perceptions of How Well Prepared They Are – Suzanne
 McCotter, Millersville University; Denise Muth, Laurie Hart, Jae
 Hoon Lim, University of Georgia

2002 Focus on Middle Level Teachers

Chair – Vincent Anfara, University of Tennessee, Knoxville
 Discussant – Gayle Davis, University of Georgia

Making Meaning in the Middle: A model for developing middle

grade teachers – Sarah Burkhalter, Angela Alcala, Karen Ostland, Jeff Morton, University of Texas at Arlington
 Secondary Education Majors' Perceptions of Middle Level Students, Schools and Teaching – Angela Lexmond, Indiana University Bloomington
 Field-Based Teacher Education of Preservice and Novice Teachers at the Middle Level – Micki Caskey, Portland State University
 Interdisciplinary Teams at the Middle Level: Results of a National Survey – Laurie Hart, University of Georgia; Suzanne McCotter, Millersville University; K. Denise Muth, Jae Hoon Lim, University of Georgia

Middle Level Learning Environments

Chair – Mickey Fenzel, Loyola College in Maryland
 Discussant – Richard Lipka, Pittsburg State University

Unraveling the Black Box: The Middle School Movement and High Student Achievement – Kathleen Roney, Rosemont College; Vincent Anfara, University of Tennessee, Knoxville; Kathleen Brown, University of North Carolina at Chapel Hill

Collective Student Influence in the Classroom: Qualitative Differences Between a Magnet and a Neighborhood Middle School – Dan Weinles, Temple University

High Stakes Testing: A Comparison of Practices Used by Teachers to Aid in Test Preparation – Valerie Wright, Kimberly Kalaydjian, Rita Holt, Jeffrey Kromrey, University of Florida

Helping Middle School Teachers Plan for High Quality Instruction: The Case for Mathematics and Science Subject Matter Integration – Suzanne Weinberg, Temple University

Business Meeting: Research in Middle Level Education SIG

Participants:

Vincent Anfara, University of Tennessee
 Barbara Whinery, University of Northern Colorado
 Nancy Mizelle, Georgia College and State University
 Kimberly Hartman, University of North Carolina, Charlotte

2003 Rhetoric Versus Reality in Middle Level Education

Chair – Sandra Stacki, Hofstra University
 Discussant – Gayle Davis, The University of Georgia

Rhetoric Versus Reality in Middle Level Research: A Study of Studies – David Hough, Southwest Missouri State University; Vicki Schmitt, University of Kansas; Marcela Ruales, Avinash

Daga, Gautham Pillaiappakkam, Southwest Missouri State University

Middle Start CSF: Show Me The Evidence of Effectiveness! – Steven Mertens, Nancy Flowers, CPRD, University of Illinois
Effects of an Emergent Specialized Middle Level Teacher Preparation Program – Micki Caskey, Portland State University

Maintaining Successful Middle Schools

Chair – Maureen Muser, Willamette University
Discussant – Suzanne McCotter, Millersville University

Middle School Voices on Advisory – Jennifer Goodwin, Teachers' College, Columbia University
Evaluating Middle Grades Students' Quantitative Literacy – David Pugalee, Kim Hartman, University of North Carolina, Charlotte
Keeping the Faith When the Going is Tough: How One Team Accomplished Success in a Struggling Middle School – David Straham, Krystal Layell, University of North Carolina, Greensboro

Middle Level Teacher Development

Table 13 – Sharing the Responsibility: A University-School District Investigation of Middle School Transition – Sandra Deemer, Suzanne McCotter, Nancy Smith, Millersville University
Table 14 – The Development and Impact of Principal Leadership Self-Efficacy in Middle Level Schools – Stephen Lucas, University of Illinois at Urbana-Champaign
Table 15 – Transition from Elementary to Middle School and Change in Motivation: An Examination of Chinese Students – Ping Liu, Cal State University, Long Beach
Table 16 – Using Characteristics of Effective Teachers to Encourage Meaningful Teacher Talk and Provide Direction for Professional Development – Sara Powell, College of Charleston

Comprehensive Transformation of Middle Schools

Chair – Vincent Anfara, University of Tennessee, Knoxville
Discussant – Nancy Doda, National Louis University

Students' Perceptions of the Impact of a Curriculum Integration Experience on Their Learning – Dave Brown, West Chester University
Cohorts in Middle Level Teacher Education: A Comparison of Student and Teacher Perceptions – Joanne Arhar, Kent State University
Middle Level Principals' Perceptions of Teacher Preparation

Programs, School Organization and Middle Level Teacher Licensure in Oregon – Maureen Musser, Willamette University; Michael Dalton, Oregon University System; William Greene, Southern Oregon University; Marilyn Olson, University of Oregon; Linda Samek, Oregon Teacher Standards and Practices Commission

Middle Level SIG Paper Discussions

- Table 7 – Building an Effective Volunteer Tutoring Program to Meet the Needs of Diverse Middle School Learners: Perspectives of the Volunteer Tutors – Elizabeth Sturtevant, C. Stephen White, Julie Kidd, Kristy Dunlap, Carla Deniz, George Mason University
- Table 8 – Helping Middle Level Teachers to Become Leaders for Change – Paul Deering, Anne Ashford, University of Hawaii
- Table 9 – Infusing the Middle School Curriculum with Career Exploration: What are Middle Schools Doing to Prepare At-Risk Students for High School and Beyond, and What More Could They Be Doing? – Marisa Castellano, John Hopkins University
- Table 10 – Involving Middle School Students as Co-Researchers of Their Media Environment – Sandra Turner, Phyllis Bernt, Joseph Bernt, Ohio University
- Table 11 – The Impact of Home Life, School Environment, and Peers on the Classroom Achievement of Middle Grades Students – Dawson Hancock, Jeanneine Jones, University of North Carolina, Charlotte; William Nichols, Virginia Polytechnic Institute and State University
-

Middle Level Teacher Development

Chair – Robert Capraro, Texas A & M University
 Discussant – David Pugalee, University of North Carolina, Charlotte

Middle Level Teacher Preparation: The Impact of the Portfolio Experience on Teachers' Professional Development – Anne Ashford, Hawaii Department of Education; Paul Deering, University of Hawaii

Transition and Neophyte Strategies for Success in Middle School – Patrick Akos, University of North Carolina at Chapel Hill

A National Evaluation of the Success of an Alternative Middle School Model for Urban Minority Children – L. Mickey Fenzel, Loyola College in Maryland; Debby Deal, Loyola College

Perspectives on Middle Level Student Achievement

Sig/Research in Middle Level Education Business Meeting

Participant – Joanne Arhar, Kent State University

President – Vincent Anfara, University of Tennessee, Knoxville

2004 Programs and Practices in Middle Level Education

Chair – Micki Caskey, Portland State University

Discussant – Kimberly Hartman, University of North Carolina at Charlotte

Table 16 – The Impact of a Middle School Advocacy Program on At-Risk Early Adolescents – Suzanne Cormier, Mary Dail, Coastal Carolina University

Table 17 – Team Negotiation and Decision making: Linking Leadership to Curricular and Instructional Innovation – Mary Polite, Southern Illinois University at Edwardsville

Table 18 – Organizational Reflection: A Key to Middle School Improvement – Elizabeth Bondy, Karen Kilgore, Paul George, University of Florida

Table 19 – Patterns: A Study of the Effects of Integrated Curricula on Young Adolescent Problem-Solving Ability – David Hough, Southwest Missouri State University

Table 20 – Interdisciplinary Teacher Teams in the Middle Grades: School Climate Outcomes for Students and Teachers – Rebecca Herman, Nettie Legters, Will Jordan, John Hopkins University

Making Middle Grades Work

Chair – Sandra Stacki, Hofstra University

Discussant – Rickard Lipka, Pittsburg State University

Comprehensive Middle School Reform: Early Findings from the Success for All Middle School Evaluation - Ceil Daniels, Success for All Foundation

Improving Reading Proficiency in High-Poverty Middle Schools – Allen Ruby, John Hopkins University

Middle Level Teachers, Students, and Administrators

Chair – Nicole Torrence, University of Georgia

Discussant – Larry Daniel, University of Florida

Developmentally Responsive Leadership: A Look at the Middle School Principal – Kathleen Roney, University of North Carolina at Wilmington; Vincent A. Anfara, Jr.; The University of Tennessee, Claudia Smarkola; Temple University; Joseph DuCette, Temple University

Academic Competence of a Sample of Adolescents Retained in Grade Versus a Typically-Developing Sample – Stacey Neuharth-

Pritchett, University of Georgia
 Marginalized from School: Adolescents' Perceptions of Teachers
 Prior to the Transition to Middle School – Audra Parker,
 University of Georgia
 Examining the Relationships Among Knowledge, Dispositions and
 Performances in Novice Middle Level Teachers – Sara Davis
 Powell, College of Charleston
 Balancing the Integrity of a Comprehensive School Design Model
 with Experimentation and Local Context – Jay Feldman, Center
 for Collaborative Education

Policy Issues in Middle Level Education

Chair – Sue Thompson, University of Missouri at Kansas City
 Discussants:

Vincent Anfara, University of Tennessee at Knoxville
 Sue Thompson, University of Missouri at Kansas City
 Ronald Williamson – Eastern Michigan University
 Tracy Smith – Appalachian State University
 Nancy Ames – Educational Development Center
 David Payton – New York State Department of Education
 Sandra Stacki – Hofstra University

Middle Level Education Research SIG Business Meeting

Discussants:

Vincent Anfara, University of Tennessee at Knoxville
 Kimberly Hartman, University of North Carolina at Charlotte
 Kathleen Roney, University of North Carolina at Wilmington
 Nancy Mizelle, Georgia College and State University
 Joan Lindgren, Florida Atlantic University
 David Hough, Southwest Missouri State University
 Gayle Andrews, University of Georgia
 Steven Mertens, CPRD, University of Illinois

Issues in Middle Level Education

Chair – Micki Caskey – Portland State University
 Discussant – Kimberly Hartman – University of North Carolina at
 Charlotte

Assessing the Success of Turning Points in Boston Public Schools –
 Steven Mertens, CPRD, University of Illinois
 Relationship Between Criteria for Admission to Middle Childhood
 Education, Program Completion, and Performance in Teaching –
 Joanne Arhar, Kent State University
 Middle School Teachers Talk About Their Teacher Preparation –
 Lillie Albert, Boston College

Preservice Education of Middle School Teachers: A Contextual
Teaching and Learning Approach – Shawn Glynn, University of
Georgia

Explorations of Middle Level Education

- Table 1 – Predictors of Intrinsic Motivation Among Urban Middle School Students: The Mediating of Self-Worth Perceptions – Leo Mickey Fenzel, Loyola College in Maryland
- Table 2 – Promoting Culturally Responsive Teaching as Enacting an Ethic of Care in Middle Level Education – Constance Bauer, Rowan University
- Table 3 – Career Readiness Typology and Typal Membership in Middle School – Patrick Akos, University of North Carolina at Chapel Hill
- Table 4 – Effects of Curriculum Variation on Structure in Middle School Mathematics – Robert Caparo, Texas A&M University
- Table 5 – Multiliteracies in Action: Case Studies of Multiliteracies Classrooms – William Kist, Kent State University
- Table 6 – Learning From School Districts About Factors Related to Urban Middle School Teacher Effectiveness and Retention – Doris Williams-Smith, University of Houston
- Table 7 – Middle Schools: A Reform Movement at a Defining Moment – Michael Dalton, Oregon State University
-

Examinations of Middle Schools

- Table 1 – Nurturing a State-Wide Middle Level Education Movement: The Case of Hawaii – Paul Deering, University of Hawaii
- Table 2 – A Cross-Cultural Study of Time Spent on Sports Activities - Weilin Dou, International Trade University of China
- Table 3 – Capturing the Journey: A Case of Preparing a Middle Level Teacher – Micki Caskey, Portland State University
- Table 4 – Aligning State Reform with Middle School Needs: Contextualizing Accountability Pressure for School Renewal – Tariq Akmal, Washington State University
- Table 5 – Exploring Motivation and Achievement in School Contexts: Sixth Graders Talk About Middle School Experiences – Erika Daniels, University of San Diego, San Diego State University
- Table 6 – Novel Readings: Exploring the Effects of Technology-Enhanced Activities on Adolescent Literature Engagement and Social Learning – Prudence Cuper, Keene State University
-

2005
Considerations for Middle Level Education

Chair – Peggy Burke – Central Michigan University

Discussant – Kathy Malu – William Patterson University

IMPACTing Middle School Students' Technology Skills: Results from Year One of a Technology Integration Initiative – Amy Overbay, North Carolina State University; Jason Osborne, North Carolina State University; Lisa Grable, North Carolina State University; Jane Steelman, North Carolina State University

New Literacies Infusion into a Middle Childhood Methods Course: A Case Study – William Kist, Kent State University

The Middle School Movement and Improved Student Achievement: Fact or Fiction? – Kathleen Roney, University of North Carolina Wilmington; Vincent Anfara, University of Tennessee, Knoxville

Successful Middle Schools for Urban Minority Children: A National Study of Nativity Schools – Leo Mickey Fenzel, Loyola College

Issues Related to Young Adolescents

Chair – Nicole Thompson - Mississippi State University

Discussant – Leo Mickey Fenzel - Loyola College

Depression in Adolescents Who Have Experienced Academic Failure - Angela Fiske, University of Georgia

 The Effects of Latchkey Status on Middle-Grade Students
 Steven Mertens, CPRD - University of Illinois; Nancy Flowers, CPRD / University of Illinois

Hand in Hand: Engaging High-Risk Adolescents in Positive Youth Development Experiences - Boyoung Park, University of Georgia; Stacey Neuharth-Pritchett, University of Georgia

 Re-Envisioning Instruction of Large-Group Performance
 Ensembles in the Middle Grades - Patrick Freer, Georgia State University

Middle School Program Components: Teaming & Scheduling

Chair – Robert Capraro, Texas A&M University

Discussant – Dave Brown, West Chester University

Team Collaboration in a High-Stakes Environment - Karen Weller, Northeastern University

Sustaining Teams: The Relationship Between Leader Behavior and Team Performance - Ronald Williamson, Eastern Michigan University; Barbara Blackburn, Winthrop University

Middle Level Interdisciplinary Teaming as An Induction Practice -
 Dana Bickmore, ; Steven Bickmore, University of Georgia; Laurie
 Hart, University of Georgia
 Block Scheduling Effects on Middle School Students' Mathematics
 Achievement - Kim Mattox, Hickory Public Schools; Dawson
 Hancock, University of North Carolina at Charlotte; J. Allen
 Queen, University of North Carolina at Charlotte

Action in the Middle
 Chair – Micki Caskey, Portland State University
 Discussant – Kim Hartman, University of North Carolina-Charlotte

Exemplars of Action Research in Middle Level Education -
 Micki Caskey, Portland State University; Joanne Arhar, Kent State
 University; Heidi Barker, CU-Denver; Penny Bishop, University of
 Vermont; Kathleen Malu, William Paterson University; Dan Saurino,
 State University of West Georgia; Penelope Saurino, State University
 of West Georgia; Sandra Stacki, Hofstra University

Teachers and Professors as Partners to Enhance Middle School Climate: A
 Five Year Study
 Discussant - Jean Rhodes, University of Massachusetts-Boston

Teachers at the Heart of Climate Change: Positive Effects of Teacher-led
 Climate Intervention Across Time - Lynda Cafasso, Concordia
 University

The Use of Multiple Methodologies in Complex Longitudinal Studies -
 Paul Camic, Columbia College, Chicago

A Principal's Perspective on Middle School Research: Hearing from a
 Practitioner in the Field - William Ristow, Caruso Middle School

Lessons Learned From Foundation-Based Efforts to Create
 Comprehensive Transformation of Middle Level Schools
 Chair - Robert Felner, University of Louisville
 Discussant - Thaddeus Dumas, University of Louisville

Overview of the Project on High Performance Learning Communities -
 Robert Felner, University of Louisville; Stephen Brand, University of
 Rhode Island; Min-Suk Shim, University of Rhode Island; Anne
 Seitsinger, University of Rhode Island; Thaddeus Dumas, University
 of Louisville

The Characteristics of High Performing Middle Schools: Classroom
 Instructional Practices - Min-Suk Shim, University of Rhode Island;

Robert Felner, University of Louisville; Stephen Brand, University of Rhode Island; Anne Seitsinger, University of Rhode Island
 Implementation, Maintenance, and Impact of Organizational Change in Middle Schools - Stephen Brand, University of Rhode Island; Robert Felner, University of Louisville; Anne Seitsinger, University of Rhode Island; Min-Suk Shim, University of Rhode Island; Thaddeus Dumas, University of Louisville
 Evaluation of Parent Involvement in Middle Level Schools - Anne Seitsinger, University of Rhode Island; Robert Felner, University of Louisville; Min-Suk Shim, University of Rhode Island; Stephen Brand, University of Rhode Island

Middle School Issues

Table 1 - Separate by Choice: Single-Gender Academic Classes in a Public Middle School - Frances Spielhagen, Ph.D., AERA/IES PostDoctoral Research Fellow
 Table 2 - Middle School Girls' Perceptions of Teachers and Learning - Mary Ariail, Georgia State University; Colleen Fairbanks, University of Texas At Austin
 Table 3 - Making it in the Middle: How African American Girls' School Experiences Shape Learning - Constance Bauer, Gloucester Township Public Schools / Rowan University
 Table 4 - Leadership? Me?: Helping Female and Multicultural Middle Level Teachers to Become Leaders for Change - Paul Deering, University of Hawaii; Anne Ashford, University of Hawaii; Rhonda Black, University of Hawaii; Sheila Apisa, University of Hawaii; Susan Kahiapo, University of Hawaii
 Table 5 - Instructional Improvement through Data and Dialogue: A Case Study with an Alternative Middle School - David Strahan, University of North Carolina
 Table 6 - Integrating Middle School Discourse into a Poststructural Analysis of Gender and Science Teaching - Scott Sowell, Florida State University

Topics Related to Middle Schools

Table 1 - Different Ways of Learning: Professional Development of Principals and Comprehensive School Reform - Ronald Williamson, Eastern Michigan University; Susan Galletti, Galef Institute
 Table 2 - Differentiating Instruction in the Middle Grades: Effects on Teacher Practices and Student Achievement - Catherine Brighton, University of Virginia; Kristi Doubet, University of Virginia; Trudy Clemons, University of Virginia; Marla Capper, University of Virginia

- Table 3 - Mental Imagery and Mathematical Problem-Solving - Patricia Douville, University of NC at Charlotte; David Pugalee, University of North Carolina – Charlotte
- Table 4 - Middle School English Language Learners' Uses of Literacy and Literacy Motivation in Multiple Settings - Elizabeth Sturtevant, George Mason University; Diane Staehr Fenner, George Mason University/ Fairfax Public Schools; Carla Deniz, American Institutes for Research; Toni Walters, Howard University; Bonnie Loriz, George Mason University/Arlington Public Schools
- Table 5 - Parent Perceptions of a Magnet Middle School - David Allen, Texas State University-San Marcos
- Table 6 - Caught in the Middle Again: Accountability and the Changing Practice of Middle School Teachers
William Greene, Southern Oregon State University; Marilyn Olson, College of Education - Univ of Oregon; Micki Caskey, Portland State University; P. Musser, Willamette University; Linda Samek, Western Baptist College

Middle Level Education Research SIG Business Meeting

President: Kimberly Hartman, University of North Carolina at Charlotte

President-Elect and Program Chair: Kathleen Roney, University of North Carolina Wilmington

Vice President: Micki Caskey, Portland State University

Secretary: Joan Lindgren, Florida Atlantic University

Treasurer: Nancy Mizelle, Georgia College and State University

Past President, Vincent A. Anfara, Jr., University of Tennessee, Knoxville

Appendix F

Program Reviewers for SIG-Sponsored Sessions

Year	Reviewers
1993	James Beane Richard Lipka Denise Muth
1994	No Data Available
1995	Gail Burnaford Patricia Chirstopher Paul Deering Cheryl Desmond Victoria Faircloth Nathalie Gehrke Judith Irvin Richard Lipka Douglas Mac Iver Janet McDaniel Elizabeth Pate Nancy Romerdahl Gina Schack Barbara Whinery
1996	Joanne Arhar Patricia Christopher Paul Deering Cheryl Desmond Thomas Dickinson Thomas Erb Nathalie Gehrke Frank Holmes Richard Lipka Doug Mac Iver Janet McDaniel Rebecca Mills Nancy Mizelle Elizabeth Pate Richard Powell Barbara Whinery
1997	Lillie Albert Victoria Faircloth

Robert Felner
Nathalie Gehrke
David Hough
Douglas Lamoreaux
Gerald LeTendre
Janet McDaniel
Rebecca Mills
Nancy Mizelle
Laura Van Zandt
Barbara Whinery

1998 Lillie Albert
Joanne Arhar
Victoria Faircloth
David Hough
C. Douglas Lamoreaux
Janet McDaniel
H. James McLaughlin
Richard Powell
Laura VanZandt

1999 Nora Adler
Gayle Davis
Richard Lipka
Tom Mandeville
James McLaughlin
Suzanne Yerian

2000 Joanne Arhar
Richard Lipka
Kathy Malu
Thomas Mandeville
Suzanne Yerian

2001 Nora Adler
Stephen Brand
David Brown
Micki Caskey
Mickey Fenzel
Jan Gray
Wendy Kropid
C. Doug Lamoreaux
Brenda LeTendre
Richard Lipka
Kathleen Malu
Tony Manson

Richard Marchesani
Paula Martin
Paul Meyers
Nancy Mizelle
Karen Onofrey
D. M. Porche-Frilot
Eileen Reilich
Michelle Stephan
Susan Trimble
Hersh Waxman

2002 Vincent Anfara
Stephen Brand
Dave Frown
Sheryl Brown
Micki Caskey
Gayle Davis
Stacy DeZutter
Robert Felner
Mickey Frenzel
Ruth Ference
Carol Freeman
Richard Lipka
Kathleen Malu
Tony Manson
Suzanne McCotter
Jeffrey Mitchell
Vicky Morgan
Maureen Musser
Lori Olafson
Karen Onofrey
Eileen Reilich
Sandra Stacki
David Strahan
Hersh Waxman
Mary White

2003 Patrick Akos
Vincent Anfara
Penny Bishop
Stephen Brand
Robert Caparo
Micki Caskey
Edward Corley
Gayle Davis
Debra DeCastro-Ambrosetti

Mickey Frenzel
Ruth Ference
Leigh Hern
Stephen Lucas
Suzanne McCotter
Sherry Meier
Steven Mertens
Vicky Morgan
Maureen Musser
David Pugalee
Eileen Reilich
Michelle Stephan
Hersh Waxman
Mary White
Ronald Williamson

2004 P. Gayle Andrews
Vincent A. Anfara, Jr.
Gerard D. Babo
Penny A. Bishop
Stephen Brand
Dave F. Brown
Peggy Y. Burke
Robert M. Capraro
Micki M. Caskey
Barbara A. Chauvin
Fern I. Dallas
Adrienne D. Dixson
Stacey L. Elsasser
Helmuts Andris Feifs
Leo Mickey Fenzel
Jennifer S. Goodwin
Kimberly J. Hartman
Rosalind P. Hale
Elaine M. Hampton
Dwight C. Holliday
Peggy C. Kirby
Sophia S. L. Marshall
Suzanne S. McCotter
Steven B. Mertens
Tonya R. Moon
P. Maureen Musser
Daniel M. O'Brien
Audra K. Parker
Marcia Peck
Stella M. Pierce
Allison Potter

David K. Pugalee
Anne M. Seitsinger
Vivian Shulman
Sandra L. Stacki
Mark G. Storz
David B. Strahan
Nicole L. Torrence
Hersh C. Waxman
Ronald D. Williamson

2005 Rochelle Abramowitz
Vincent A. Anfara, Jr.
Mary Ariail
Penny Bishop
Dave Brown
Peggy Burke
Micki Caskey
Fern Dallas
Leo Mickey Fenzel
Angela Fiske
Kimberly Hartman
Holly Hertberg
Kathleen Malu
Steven Mertens
P. Musser
Kathleen Roney
Sandra Stacki

Appendix G

Graduate Student Award Winners

2003

Nancy Barnes Mansberger, Ed.D.
Western Michigan University

*AFTER TURNING POINTS: EVIDENCE OF THE ADOPTION OF MIDDLE
SCHOOL REFORMS IN THE UNITED STATES 1987-2000.*

Abstract

The purpose of this study was to explore the adoption by U.S. middle schools of key practices recommended by the 1989 *Turning Points* report. Three questions were examined: (1) To what extent have the organizational practices identified by research to impact the development of “small learning communities” been adopted by U.S. middle schools? (2) To what extent do the instructional practices of U.S. middle school teachers reflect developmentally responsive or traditional/bureaucratic methods?, and (3) Do the instructional practices of U.S. middle school teachers differ between those who teach in schools with developmentally responsive organizational practices and those who teach in schools with more traditional/bureaucratic organizational practices?

National data gathered by the National Center for Education Statistics through the 1993-94 Schools and Staffing Survey were extracted for this study. A sample of 423 fulltime sixth, seventh, and eighth grade teachers of core academic subjects was derived from the 1994-95 Teacher Follow-up Survey (TFS) component. Frequency distributions were run on five dimensions of organizational practices identified with the development of “small learning communities”, in order to determine the extent of use of each practice in U.S. middle schools. Mean levels of the use of fourteen instructional practices identified as “active”/developmentally responsive and eleven as “passive”/traditional practices were computed and categorized in rank order to examine the predominant instructional practices of U.S. middle school teachers. One-way ANOVAs were run to compare instructional practices of teachers who teach in schools with developmentally responsive organizational practices and those who teach in schools with more traditional/bureaucratic organizational practices.

Findings indicated that 7.1 percent of U.S. middle schools could be characterized as having organizational practices that support the development of “small learning communities”, while the organizational practices of 43.7 percent reflected a “traditional/bureaucratic” pattern. Passive learning activities were more frequently employed than were active and/or developmentally responsive instructional strategies: Seven of the top ten most frequently used teaching methods found in the study reflected traditional, teacher-centered practices. Examination of the differences between the instructional practices of teachers in schools reflecting developmentally responsive

organizational practices to those in schools with more traditional, bureaucratic organizations provided some, though slight, evidence that teachers in schools organized as “small communities of learning” reported more frequent use of nine of the ten selected developmentally responsive instructional practices than did teachers in the more traditionally-organized schools.

2004

Jennifer S. Goodwin, Ed.D.
Teachers College, Columbia University

URBAN STUDENTS’ EXPERIENCES WITH ADVISORY:
A CASE STUDY

Abstract

The findings of this qualitative study show that students at New York Middle School (NYMS) experience advisory through two interconnected systems. One matches Bronfenbrenner’s ecological framework and is conceptualized as the microsystem of school, in which students have a dyadic advisor-advisee relationship bound by the time and space of school. There is also a group relational structure, which I have named the endosystem, which is bound by the time and space of the group meeting. In both of these systems, students’ experiences are shaped by an interplay of activities, roles, and relations.

Students describe advisory in terms of activities, roles, and relations, and from these descriptions the themes that emerge include: everyone experiences advisory differently; advisory is different from other classes; advisory helps students make sense of and navigate their school experience; and advisory provides students with a sense of belonging. Advisory group meetings provide social and emotional, and some academic, support for students.

It is in the one-on-one relationship with their advisors, however, that students primarily experience advisory as a social, emotional, and academic support system. This component of advisory provides students with someone to go to when they need help either with their work or with negotiating their relationships with peers and teachers. Many students articulate that without an advisor, no one would be keeping track of them.

Building community is a central activity at NYMS, and advisory is one piece of this endeavor. The principal calls it the core of the school, and in many ways it is. It is the sense of community permeating the school that allows advisory to be a support mechanism in the school. Without advisory, the students in this study believe that the school would be more chaotic and that more students would get into fights, because they would not have anyone to talk to. As well, advisory provides an opportunity for students and teachers to engage in relationships characterized by care.

Appendix H

Membership Information

Join the Middle Level Education Research—SIG when you join the American Educational Research Association.

Voting membership in AERA requires active interest in educational research as well as a minimum of a master's degree or its equivalent. Cost is \$110/year. Download the AERA Membership Application Form. To learn more about AERA membership go to <http://www.era.net/member/index.htm>.

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. Cost is \$5/year. Download the SIG membership form [MLER-SIG is listed as #88 Research in Middle Level Education]

To learn more about the Middle Level Education Research SIG go to the website: <http://www.middlelevel.pdx.edu>

Appendix I

Presidents of the SIG

Term	President	Institution
1992-93	Richard Lipka	Pittsburg State University
1993-94	Lynn Wallich	National Middle School Assn.
1994-95	P. Elizabeth Pate	University of Georgia
1995-96	Nathalie Gehrke	University of Washington
1996-97	Janet McDaniel	California State University, San Marcos
1998-00	Rebecca Mills	University of Nevada-Las Vegas
2000-02	Barbara Whinery	University of Northern Colorado
2002-04	Vincent A. Anfara, Jr.	Temple University/University of Tennessee
2004-06	Kimberly Hartman	University of North Carolina, Charlotte
2006-08	Kathleen Roney	University of North Carolina Wilmington

Appendix J

SIG Officers

1992-93 Officers

President	Richard Lipka
President-Elect	Lynn Wallich
Vice President	P. Elizabeth Pate
Secretary	Peggy Burke
Treasurer	Sharon Lee
Newsletter Editor	Gail Forrell- Burnaford

1993-94 Officers

President	Lynn Wallich
President-Elect	P. Elizabeth Pate
Vice President	
Secretary	
Treasurer	
Newsletter Editor	

1994-95 Officers

President	P. Elizabeth Pate
President-Elect	Nathalie Gehrke
Vice President	
Secretary	
Treasurer	
Newsletter Editor	

1995-96 Officers

President	Nathalie Gehrke
President-Elect	Janet McDaniel
Vice President	Vicki Faircloth
Secretary	Richard Powell
Treasurer	Barbara Whinery
Newsletter Editor	Patty Christopher

1996-97 Officers

President	Janet McDaniel
President-Elect	Vicki Faircloth
Vice President	Richard Powell
Secretary	Rebecca Mills

Treasurer	Barbara Whinery
Newsletter Editor	Doug Lamoreaux

 1997-98 Officers

President	Vicki Faircloth
President-Elect	Richard Powell
Vice President	Rebecca Mills
Secretary	Nora Alder
Treasurer	Barbara Whinery
Newsletter Editor	Doug Lamoreaux

 1998-00 Officers

President	Rebecca Mills
President-Elect/ Elect/Program Chair	Barbara Whinery
Vice-President	Vincent Anfara
Secretary	Nora Alder
Treasurer	Kimberly Hartman
Newsletter Editor	Doug Lamoreaux

 2000-02 Officers

President	Barbara Whinery
President-Elect/ Program Chair	Vincent Anfara
Vice President	Nora Alder
Secretary	Kimberly Hartman
Treasurer	Nancy Mizelle
Newsletter Editor	Kathy Malu Kathleen Brown

 2002-04 Officers

President	Vincent Anfara
President-Elect/ Program Chair	Kimberly Hartman
Vice President	Kathleen Roney
Secretary	Joan Lindgren
Treasurer	Nancy Mizelle
Newsletter Editors	Kathleen Roney Sue Thompson

2004-06 Officers

President	Kimberly Hartman
President-Elect/ Program Chair	Kathleen Roney
Vice President	Micki Caskey
Secretary	Joan Lindgren
Treasurer	Nancy Mizelle
Newsletter Editor	Vincent Anfara

Appendix K

Association Council Members

Lillie Albert	1996-1998
Joanne Arhar	2003-2005
James Beane	1992-1993
P. Gayle Andrews	2002-2005
Micki Caskey	2002-2004
Gayle Davis	1998-2000
Paul Deering	2004-2006
Adrienne Dixson	2004-2006
Tom Erb	1993-1997
Victoria Faircloth	1993-1995
Robert Felner	1996-1998
L. Mickey Fenzel	2002-2004
David Hough	1995-1997
Gerald LeTendre	1996-1998
Richard Lipka	1998-2000
	2002-2006
Steven Lucas	2002-2003
Robert J. Mahar	2000-2002
Doug Mac Iver	1992-1993
Tom Mandeville	1998-2000
Janet McDaniel	1993-1995
Jim McLaughlin	1992-1993
Steven Mertens	2002-2005
Rebecca Mills	1998-2000
Nancy Mizelle	1993-1995
	1996-1998
Kathleen Roney	2001-2002
Sandra Stacki	2004-2006
Laura VanZandt	1996-1998
Sue Yerian	1998-2000

NOTE: This information is incomplete.

Appendix L

MLER SIG Members, 2005

Rochelle Abramowitz
Keith Adolphson
Cecilia Aitken
Tariq T. Akmal
Patrick Akos
Lillie Albert
Gayle Andrews
Vincent A. Anfara, Jr.
Joanne Arhar
Anne N. Ashford
Constance Bauer
Esther Berkowitz
Steven Bickmore
Dana Bickmore
Penny Bishop
Rhonda Black
Barbara Blackburn
David F. Bower
Stephen Brand
Susan E. Breck
Lynn Brice
Toni Briegel
David Brightsman
Shari Britner
Kathleen M. Brown
Dave F. Brown
Peggy Burke
Kathy Bushrow
Lynda Cafasso
Robert Capraro
Judy Carr
Micki M. Caskey
Nancy Cerezo
Ching-Ping Cheung
Sally N. Clark
Emily Cole
Hilary Conklin
Christopher Cook
Beth Costner
Marialice Curran
Fern Dallas
Larry G. Daniel

Annie Daniel
Nancy De Frates-Densch
Paul Deering
Martin Dickerson
Tom Dickinson
Adrienne Dixson
Thomas Erb
Victoria Faircloth
Francine Falk-Ross
Vicky R. Farrow
Robert Fellner
L. Mickey Fenzel
John Fischer
Angela G. Fiske
Nancy Flowers
Shafer Frances
Josephine Franklin
Patrick Freer
Nathalie Gehrke
Paul George
Victoria Gilbert
Carol Gilles
Jennifer Goodwin
Pritha Gopalan
Dana Gosen
Lisa Grable
Melanie Greene
Saul Grossman
Suzanne Gullede
Donald G. Hackmann
Rosalind Hale
Janet Hammer
John Harrison
Laurie Hart
Kimberly J. Hartman
Leigh Hern
Frank L. Holmes
Larry Holt
Toby Hopstone
David Hough
Penny Howell
Linda Hunt
Virginia Jagla
Patricia Jessup
Charlene Johnson
Gina Johnson

Eun Joo Jung
Deborah L. Kalkman
Suzanne Katz
Diana Kellner
William Kist
Mary Kropiewnicki
Donald Larsen
Della Leavitt
Angela J. Lexmond
Lauren Liang
Emily Lin
Joan Lindgren
Richard (Dick) Lipka
Maureen Lorimer
Douglas J. MacIver
Robert J. Mahar
Kathleen Malu
Nancy Mansberger
Tony Manson
Ray Martinez
Pamela Matters
Lori Maxfield
Suzanne McCotter
Janet McDaniel
Angela McIver
Cynthia Mee
Steven Mertens
Gina Marie Miller
George Milliken
Rebecca Mills
M. Hayes Mizell
Nancy B. Mizelle
Linda Morrow
Glenda Moss
Mike Muir
P. Maureen Musser
K. Denise Muth Glynn
Nancy Myers
Mollie Neville
John Niska
Patrick Nolan
Gary Oakes
Wetonah Rice Parker
Audra Parker
Elizabeth Pate
David Payton

Sara Davis Powell
Chris Preston
David Pugalee
Rich Radcliffe
Kathleen Roney
Sharon Rowan
Barbara Ruben
Alison Lee Rutter
Deborah Saldana
Linda Samek
Penelope Saurino
Dan Saurino
Anne Seitsinger
Gail Shenkman
Vivian Shulman
Michele Sims
Emily Skinner
Tracy Smith
Antony Smith
Izabel Soliman
Bryan Sorohan
Frances Spielhagen
Hiller Spires
Sandra Stacki
Bridgette Stevens
Mark Storz
David Strahan
Rosemary Sutton
Judy Swanson
Karen Teel
Shirley Theriot
Sue Carol Thompson
Nicole Thompson
Robin Thompson
Holly Thornton
Carol Tomlinson
Barbara Tomlinson
Joanne Trygestad
Maddy Urken
Mark Vagle
Jerry Valentine
Patricia Vanderloo
David C. Virtue
Kenneth Vogler
Hersh Waxman
Suzanne Weinberg

Claire Weinstein
Barbara Whinery
Jean Williams
Ronald Williamson
Doris Williams-Smith
Bruce Wilson
Debra Zinicola