

Featured Books in Middle Level Education from: IAP – Information Age Publishing, Inc. www.infoagepub.com

Journal:

Middle Grades Research Journal

Editor-in-Chief: Dr. Frances Spielhagen, *Mount Saint Mary College*

Book Series:

The Handbook of Research in Middle Level Education

Series Editor: Vincent A. Anfara, *the University of Tennessee*

The Handbook of Resources in Middle Level Education

Series Editors: Steven B. Mertens, *Illinois State University*
and Vincent A. Anfara, *the University of Tennessee*

Contemporary Language Education

Series Editor: Terry Osborn, *South Florida, Sarasota-Manatee*

Research in Mathematics Education

Series Editor: Barbara J. Dougherty, *Iowa State University*

Teachers Engaged in Research

Sponsored by the National Council of Teachers of Mathematics

Books:

[The Encyclopedia of Middle Grades Education](#)

Edited by Vincent A. Anfara, *The University of Tennessee*;

Gayle Andrews, *The University of Georgia* and Steven B. Mertens, *Illinois State University*

Published 2005



The Encyclopedia of Middle Grades Education provides a comprehensive overview of the field. This publication includes seven anchor essays (5000 words) that cover the following topics: the history of the middle school movement; academically excellent curriculum, instruction, and assessment; developmental responsiveness in relation to young adolescents; social equity in middle grades schools; leadership in middle level schools; teacher and administrator preparation and professional development; and future directions in relation to the movement, practices, and policy. Leading scholars in the field of middle grades education were invited to author these essays. In addition to the seven anchor essays, the encyclopedia contains alphabetically organized entries (short entries approximately 500 words; long entries approximately 2000 words) that address important concepts, ideas, terms, people, organizations, and seminal publications related to middle grades education.

Special Show Price for the Encyclopedia of Middle Grades Education

Buy it now for \$50 including shipping and handling

The Handbook of Research in Middle Level Education

Edited by Vincent A. Anfara, *The University of Tennessee*

Published 2001



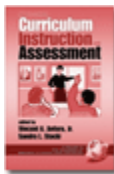
This book is organized into two parts. Part 1 contains five chapters that focus on current research on the status of the middle school concept. Chapter authors look critically at some of the essential components of the middle school philosophy: advisory programs, teaming, effective middle level teaching, curriculum, and flexible scheduling. In addition to providing the reader with a comprehensive review of the literature on each topic, many of the authors in Part 1 of *The Handbook of Research in Middle Level Education* have offered the reader empirical data and insights from recent studies they have conducted. Part Two provides the framework for moving middle level reform forward into the 21st century. The preparation of teachers and administrators to effectively work in middle schools and to implement middle level reform has not been given serious enough attention. As in many educational reform initiatives, there were expectations that practitioners in the field would know how to implement the reform and that almost magically advisories, transition programs, teaming, and interdisciplinary curriculum would result. The four chapters in Part 2 deal with issues related to middle school staffing, teacher preparation, the middle school principalship, and directions for the future from *Turning Points 2000* (Jackson & Davis, 2000).

Middle School Curriculum, Instruction, and Assessment

Edited by Vincent A. Anfara, *The University of Tennessee*

and Sandra L. Stacki, *Hofstra University*

Published 2002



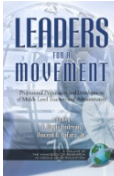
Cognizant of the need to link the middle school movement to high student achievement and to focus on what is taught and how it is taught, Volume 2 of *The Handbook of Research in Middle Level Education* is dedicated to looking at issues of middle level curriculum, instruction, and assessment. The chapters in this volume will engage readers. At this juncture in the history of middle school reform, middle-level practitioners and scholars need to focus on the core technology of schools—teaching and learning. It is hope that our understanding of these processes will be advanced, that our assumptions will be challenged, and that the relational nature of teaching and learning will be highlighted.

Leaders for a Movement: Professional Preparation and Development of Middle Level Teachers and Administrators

Edited by Vincent A. Anfara, *The University of Tennessee*

and Gayle Andrews, *The University of Georgia*

Published 2003



Volume 3 of *The Handbook of Research in Middle Level Education* shines the spotlight on the educators who work with young adolescents (ages 10-15) in classrooms and schools across the United States and in New Zealand. Historically, attention to the educators in middle level schools has been in short supply. Advocates for schools designed specifically for young adolescents have been calling for specialized preparation for middle level educators since at least the 1920s, a call that modern proponents of middle schools took up when that movement began in the 1960s.

Reforming Middle Level Education: Considerations for Policymakers

Edited by Sue C. Thompson, *University of Missouri, Kansas City*

and Vincent A. Anfara, *The University of Tennessee*

Published 2004



This volume of *The Handbook of Research in Middle Level Education* is a significant contribution to the literature on middle level schools because it is written specifically with policymakers in mind. Middle level scholars have illuminated the most important issues concerning the education of young adolescents of which policymakers must be knowledgeable. It is only by having informed policymakers that middle level schools can truly thrive and provide the kind of education that every young adolescent deserves. The future of our country depends on it.

Making a Difference: Action Research in Middle Level Education

Edited by Micki M. Caskey, *Portland State University*

Published 2006



Volume 5 of The Handbook of Research in Middle Level Education highlights action research in middle grades education. As a method of inquiry, action research compels educators to take action and think reflectively about those actions in order to effect positive educational change (Mills, 2000). Teachers, administrators, university professors, and other professionals conduct action research in different ways to examine classroom practices and school issues. Educational action researchers initiate their inquiries in various contexts: alone, in small peer teams, or larger faculty groups (Zeichner, 2001). Using individual and collaborative approaches, educators gain insights into teaching and learning processes. As evidenced throughout this volume, action research in the middle grades occurs in a variety configurations. This volume examines the dynamic ways that preservice and inservice teachers, school administrators, university faculty, and educational consortia use action research.

The Young Adolescent and the Middle School

Edited by Steven B. Mertens, *Illinois State University*;

Vincent A. Anfara, *The University of Tennessee*

and Micki M. Caskey, *Portland State University*

Published 2007



The Young Adolescent and the Middle School focuses on issues related to the nature of young adolescence and the intersection of young adolescence with middle level schooling. This volume of the Handbook of Research in Middle Level Education marks the sixth installment in the series. The Handbook series, begun in 2001 by Vince Anfara, the series editor, has addressed varying thematic issues important to middle level education research. This volume, The Young Adolescent and the Middle School, focuses on the unique developmental needs of young adolescents and the role of the middle school in attending to these needs. The contributing authors in this volume address one of three developmental areas critical to young adolescents—physical development, intellectual/cognitive development, or social and personal development—and how these developmental characteristics affect the educational environment and the organization of middle schools.

An International Look at Educating Young Adolescents

Edited by Steven B. Mertens, *Illinois State University*;

Vincent A. Anfara, *The University of Tennessee*

and Kathleen Roney, *University of North Carolina Wilmington*

Published 2009



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

Voices from the Middle:

Narrative Inquiry By, For and About the Middle Level Community

Edited by Kathleen F. Malu, *William Paterson University of New Jersey*

Published 2010



The need for continued research at the middle level is clear and urgent. The previous volumes in this Handbook series testify to this urgency. While quantitative studies continue to be essential, there is a critical need to understand the complexities of the middle level community. One way to capture the rich, diverse mosaic of the voices and experiences of middle level participants and stakeholders is to use narrative inquiry methodology. The intent of this volume in The Handbook is to give voice to and broaden our understanding of the wide variety of participants and stakeholders who weave through the middle level. Such participants and stakeholders may include middle level teachers, school psychologists and counselors, students, parents, administrators, middle level researchers, research foundations, and community groups. In addition to hearing directly from these groups, this volume will focus on the intricate webs, connections and questions that these narratives hold and frame them within current middle level research, theory, and practice. Ultimately this volume will highlight the nuance, diversity and future directions that research may need to explore.

The Legacy of Middle School Leaders: In Their Own Words

Edited by Tracy W. Smith, *Appalachian State University*
and C. Kenneth McEwin, *Appalachian State University*

Published 2011



Sponsored by the Middle Level Education Research SIG of AERA, this inaugural volume in the new IAP book series, *The Handbook of Resources in Middle Level Education*, focuses on the contributions and impact of the leaders of the modern middle school movement. Contained within this volume are the edited transcripts from 20 extensive interviews of the most influential leaders of the middle level movement, including such notable figures as William Alexander, Donald Eichhorn, John Lounsbury, Conrad Toepfer, and Gordon Vars. This historic volume will be an invaluable resource to proponents, advocates, and students of the middle school concept and developmentally appropriate education for young adolescents.

Teachers Engaged in Research: Inquiry into Mathematics Classrooms, Grades 6-8

Edited by Joanna O. Masingila, *Syracuse University*

Published 2006



Through the chapters in this volume we learn about the research foci and/or questions that these classroom teachers are interested in examining, the mathematics content through which they engaged their students in these explorations, the data sources they used to make sense of their focus and questions, and their roles in the research.

Teaching Writing Genres Across the Curriculum: Strategies for Middle School Teachers

Edited by Susan Lee Pasquarelli, *Roger Williams University*

Published 2006



This volume showcases the efforts of real teachers using the teaching events from real middle school classrooms. Included is the work of eight hard-working middle school teachers who are convinced that the form and function of genre is a way to teach writing across the middle school curriculum. Each chapter contains sample lessons, protocols, classroom instructional materials, and assessment tools to provide middle school teachers with an approach to explore rigorous expository writing instruction in their own classrooms.

A Decade of Middle School Mathematics Curriculum Implementation: Lessons Learned from the Show-Me Project

Edited by Margaret R. Meyer, *University of Wisconsin-Madison*

and Cynthia W. Langrall, *Illinois State University*

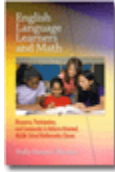
Published 2008



The purpose of this book is to document the work of the Show-Me Project (1997–2007) and to highlight lessons learned about curriculum implementation. Although the Show-Me Project was charged with promoting the dissemination and implementation of four distinct comprehensive curriculum programs (Connected Mathematics, Mathematics in Context, MathScape, and MathThematics), most of the lessons learned from this work are not curriculum specific. Rather, they cut across the four programs and share commonalities with standards-based curriculum reform at any level. We believe that documenting these lessons learned will be one of the legacies of the Show-Me Project. We anticipate that the comprehensive nature of this work will attract readers from multiple audiences that include state and district mathematics supervisors, middle grades mathematics teachers and administrators involved in curriculum reform, as well as mathematics teacher educators. Those about to embark on the review of curriculum materials will appreciate reading about the processes employed by other districts. Readers with interests in a particular curriculum program will be able to trace the curriculum-specific chapters to gain insights into how the design of the curricula relate to professional development, adoption and implementation issues, and teachers' personal experience using the curriculum materials. Individuals who provide professional development at the middle grades level will find chapters that they can use for both general and focused discussions. Teachers at all stages of implementation will recognize their own experiences in reading and reflecting on the stories of teacher change. Mathematics educators will find ideas on how these curricula can be used in the preparation of preservice middle grades teachers.

English Language Learners and Math: Discourse, Participation, and Community in Reform-Oriented, Middle School Mathematics Classes

By Holly Hansen-Thomas, *Texas Woman's University*
Published 2009



Taking a community of practice perspective that highlights the learner as part of a community, rather than a lone individual responsible for her/his learning, this ethnographically-influenced study investigates how Latina/o English Language Learners (ELLs) in middle school mathematics classes negotiated their learning of mathematics and mathematical discourse. The classes in which the Latina/o students were enrolled used a reform-oriented approach to math learning; the math in these classes was—to varying degrees—taught using a hands-on, discovery approach to learning where group learning was valued, and discussions in and about math were critical. This book presents the stories of how six immigrant and American-born ELLs worked with their three teachers of varied ethnicity, education, and experience with second language learners, and training in reform-oriented mathematics curricula to gain a degree of competence in the mathematical discourse they used in class. Identity, participation, situated learning, discourse use by learners of English as a Second Language (ESL), framing in language, and student success in mathematics are all critical notions that are highlighted within this school-based research.

Middle Grades Research: Exemplary Studies Linking Theory to Practice

Edited by David L. Hough, *Missouri State University*
Published 2009



Middle Grades Research: Exemplary Studies Linking Theory to Practice is the first and only book to present what is perhaps the most thoroughly scrutinized group of studies focusing on middle grades education issues ever assembled. Each research project undertaken by the contributing authors herein resulted in the publication of a scholarly paper. As a collection, the ten studies featured in this book are the crème de la crème of submissions to the Middle Grades Research Journal between August 2006 and December 2008. They are the ten highest peer reviewed manuscripts examined by members of the MGRJ Review Board - each having undergone careful "blinded" examination by three or more experts in the sub-specialty area addressed by the research study conducted. In addition, each study serves to exemplify how sound, practical research findings can be linked to classroom practice in middle grades classrooms. Middle Grades Research: Exemplary Studies Linking Theory to Practice is a must read for university professors and a useful tool for middle grades educators across all subject areas and school settings. Professors who teach middle grades courses, at both the undergraduate and graduate levels, will find the book to be a superb supplemental / accelerated readings text. Every college-level middle grades education course should make this book an integral part of class discussions. The book is also an excellent professional development study group resource for middle grades principals and classroom teachers across all subject areas. School level "Professional Learning Communities" (PLCs) will find that Dr. Hough's book stimulates scholarly thought, promotes discussion, and demonstrates how educational theory can and should impact teaching and learning.

Social Issues and Service at the Middle Level

Edited by Samuel Totten, *University of Arkansas, Fayetteville*
and Jon Pedersen, *University of Nebraska-Lincoln*
Published 2009



This book provides a powerful and clear picture of some of the outstanding programs designed and implemented in the United States to provide young adolescents with rich, meaningful, and powerful learning activities with community service. The book is comprised of two parts with 18 essays and an introduction. The essays reflect a range of experience.

Research Supporting Middle Grades Practice

Edited by David L. Hough, *Missouri State University*
Published 2010



Exemplary Middle Grades Research: Evidence-Based Studies Linking Theory to Practice features research published throughout 2009 in MGRJ that has been identified by our review board as the most useful in terms of assisting educators with making practical applications from evidence-based studies to classroom and school settings. The editorial team is pleased to present these studies under one cover, trusting each will contribute to the existing body of knowledge on middle grades education in ways that will enable readers to develop theories more fully and apply findings and implications to a variety of settings. Studies are presented in chronological order as they appeared in each of the four issues published during the fourth volume year (2009). Our first three issues 4(1), 4(2), and 4(3) were special themes wherein guest editors provided the oversight for selection and substantive editorial revisions. Any guest editors' introductory comments regarding previously published manuscripts appear in italics, followed by the editor-in-chief's comments.



Middle Grades Research Journal

A Research Journal Published Quarterly by the Institute for School Improvement



Middle Grades Research Journal (MGRJ) is a refereed, peer reviewed journal that publishes original studies providing both empirical and theoretical frameworks that focus on middle grades education. A variety of articles are published quarterly in March, June, September, and December of each volume year.



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