

Middle Grades Review

Middle Grades Review provides a provocative forum for debate within the field of middle grades education. Inviting a critical perspective, the *Review* is a peer-reviewed, open access venue for scholars and practitioners who wish to broaden the discourse of middle grades education by challenging conventional wisdom. The *Review* seeks pieces that explore three themes: Democratic Education, Innovation, and Social Justice, in relation to middle grades education and early adolescence.

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Essay

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[A Call for Self-Study in Middle Level Teacher Education](#)

Karynne L. M. Kleine, Young Harris College; Kristina N. Falbe, Illinois State University; and Joanne L. Previts, Georgia College

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Mark W. Olofson, The University of Texas at El Paso and Penny A. Bishop, University of Vermont

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Mardi Schmeichel, University of Georgia; Hilary E. Hughes, University of Georgia; and Mel Kutner, University of Georgia

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Matthew C. McParker, Portland State University

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["Is Sarah a Bully or a Friend?": Examining Students' Text-based Written Expressions of Bullying](#)

Elizabeth M. Hughes, The Pennsylvania State University and Sandra Quiñones

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[Policing and Middle School: An Evaluation of a Statewide School Resource Officer Policy](#)

Kenneth Alonzo Anderson, Howard University

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[Middle Grades Democratic Education in Neoliberal Times: Examining Youth Social Action Projects as a Path Forward](#)

Jessica DeMink-Carthew, University of Vermont

For more information
editors@middlegradesreview.org