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The Handbook of Research in Middle Level Education

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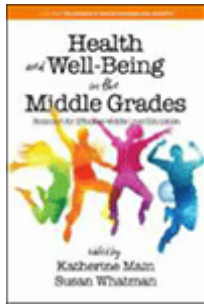
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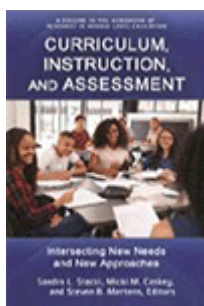
Health and Well-Being in the Middle Grades Research for Effective Middle Level Education

Katherine Main, Griffith University; Susan Whatman, Griffith University

2023. Paperback 979-8-88730-201-0 \$52.99. Hardcover 979-8-88730-202-7 \$94.99. eBook 979-8-88730-203-4 \$85.

Current research around the middle grades has brought a heightened attention by teachers, policymakers, and researchers recognizing that this stage is a time when a students' health and social and emotional well-being directly impacts their academic progress. To date, school leaders and teachers have not been well served by explicit resources for middle grades education that focus on aspects of the health and well-being of young adolescent learners to support the planning of curriculum and teaching and to support teachers and leaders working with this age-group. The purpose of this research-based volume is to fill that gap and to enable school leaders, teachers, academics, and teacher candidates to develop successfully an understanding of the health and well-being aspects of young adolescent learners and provide them with the necessary tools and information to address the health and well-being needs of young adolescent learners.

CONTENTS: Acknowledgements. Health and Well-Being in the Middle Grades: An Introduction, *Katherine Main and Susan Whatman*. **SECTION I: CONTEXTUALIZING WELLBEING.** Young Adolescent Health and Well-Being: The Relevant Literature, *Steven B. Mertens and Micki M. Caskey*. Social and Emotional Well-Being: Implications for Student Success in the Middle Grades in Australia, *Natalie McMaster, Donna Barwood, and Michael C. Nagel*. Bodies, Brains, and Besties: Exploring Student Perspectives on Middle Grades Transitions, *Elizabeth Coleman*. Connecting With Local Greenspaces: Well-Being Pedagogies for Middle Years' Students and Teachers, *Alison Sammel*. Compassion Fatigue: Taking Care of the Caretaker, *Kathleen Hammel and Sara Truebridge*. **SECTION II: STUDENT WELL-BEING.** Intersections Between Young Adolescent Well-Being and Schooling, *Penny A. Bishop and Emily Nelson*. Young Adolescent Girls' Cyberbullying Workarounds: Fear, Worry, Fitting In, and Helping Out, *Roberta Thompson*. Trauma-Informed Support of Young Adolescent Students in Foster Care, *Stacie K. Pettit, Milisa Ziegler, and Margaux H. Brown*. Supporting Teachers Through Mindfulness Practices: The Impact of Mindfulness Intervention for Middle Grades Teachers to Support the Development of Academic Optimism, *Janeen Goree and Nancy Akhavan*. **SECTION III: TEACHER WELL-BEING.** In-School Psychosocial Support: Meeting the Needs of Young Adolescent Learners and Supporting Teachers in South Africa, *Ajwang' Warri and Kerry-Jane Coleman*. How to Create Environments That Support the Psychological Safety of Teachers in the Middle Grades, *Alison S. Willis*. Ready to Learn: Supporting and Promoting the Social and Emotional Well-Being of Adolescent Learners Through a Free Online Learning Platform, *Donna Pendergast and Katherine Main*. Future Directions for Research in Health and Well-Being in the Middle Grades, *Susan Whatman and Katherine Main*. About the Editors. About the Contributors.



Curriculum, Instruction, and Assessment Intersecting New Needs and New Approaches

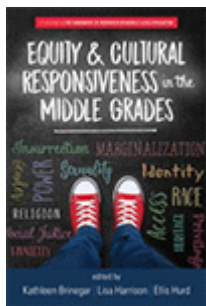
Sandra L. Stacki, Hofstra University; Micki M. Caskey, Portland State University; Steven B. Mertens, Illinois State University

2020. Paperback 978-1-64802-028-5 \$52.99. Hardcover 978-1-64802-029-2 \$94.99. eBook 978-1-64802-030-8 \$85.

The lives of middle school students are dynamic, and their needs and desires are always evolving. They experience more complicated lives as influences of the broader society including popular media and technology, immigration and cultural diversity, amplified political divisiveness, and bullying effect their daily lives both in and out of school. These influences have contributed to the need for more socialemotional support and the desire of students and teachers alike to find and express their voices. Since the publication of the 2002 Handbook volume focusing on curriculum, instruction, and assessment, the ideas, approaches, and practices of middle school educators and researchers have also needed to evolve and change in many ways to meet these changing realities and the needs of students, teachers, and schools. This volume includes chapters focusing on varying aspects of curriculum, instruction, and assessment currently being implemented in middle grades classrooms across the country.

CONTENTS: Foreword. Acknowledgments. Introduction. Student-Centered Learning: Evolving Curriculum, Instruction, and Assessment—Intersecting New Needs, *Sandra L. Stacki, Micki M. Caskey, and Steven B. Mertens*. **SECTION I: SEEING THE POSSIBILITIES WITH STUDENTS.** Historical Thinking in the Middle School Classroom: Integration of

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Equity & Cultural Responsiveness in the Middle Grades

Kathleen M. Brinegar, Northern Vermont University; Lisa M. Harrison, Ohio University; Ellis Hurd, Illinois State University

2019. Paperback 978-1-64113-673-0 \$52.99. Hardcover 978-1-64113-674-7 \$94.99. eBook 978-1-64113-675-4 \$85.

While developmental responsiveness is a deservedly key emphasis of middle grades education, this emphasis has often been to the detriment of focusing on the cultural needs of young adolescents. This Handbook volume explores research relating to equity and culturally responsive practices when working with young adolescents. Middle school philosophy largely centers on young adolescents as a collective group. This lack of focus has great implications for young adolescents of marginalized identities including but not limited to those with culturally and linguistically diverse backgrounds, LGBTQ youth, and those living in poverty. If middle level educators claim to advocate for young adolescents, we need to mainstream conversations about supporting all young adolescents of marginalized identities. It empowers researchers, educators, and even young adolescents to critically examine and understand the intersectionality of identities that historically influenced (and continue to affect) young adolescents and why educators might perceive marginalized youth in certain ways.

It is for these reasons that researchers, teachers, and other key constituents involved in the education of young adolescents must devote themselves to the critical examination and understanding of the historical and current socio-cultural factors affecting all young adolescents. The chapters in this volume serve as a means to open an intentional and explicit space for providing a critical lens on early adolescence—a lens that understands that both developmental and cultural needs of young adolescents need to be emphasized to create a learning environment that supports every young adolescent learner.

CONTENTS: Foreword. Acknowledgments. **SECTION I: UNPACKING THE FAILURES OF RELYING ON DEVELOPMENTALISM AT THE MIDDLE LEVEL.** Exploring the Convergence of Developmentalism and Cultural Responsiveness, *Lisa M. Harrison, Ellis Hurd, and Kathleen M. Brinegar*. Missed Opportunities, No More, *Mark D. Vagle and Tracy M. Hamel*. A Framework for Responsive Middle Level Mathematics Teaching, *Cheryl R. Ellerbrock and Eugenia Vomvoridi-Ivanovic*. **SECTION II: SUPPORTING YOUNG ADOLESCENTS WITH MARGINALIZED IDENTITIES.** The (un)Muted Voices of Middle Grades Youth Experiencing Homelessness, *Matthew J. Moulton*. "Sounding Funny" and Making Sense: Multimodal Codemeshing as a Culturally Sustaining Pedagogy in an English-Centric Classroom, *Mark B. Pacheco and Blaine E. Smith*. Middle (Mis)Management: Staff Sanctioned Victimization in the Middle Grades, *Brendan Downing*. Illuminating the Power of Personal Narrative Writing to Affirm the Literacies and Lives of Black Youth, *ThedaMarie Gibbs Grey*. **SECTION III: BUILDING EQUITABLE SPACES THROUGH THE IMPLEMENTATION OF CULTURALLY RESPONSIVE PRACTICES.** Creating a Space for Culturally Sustaining Pedagogy, *James Nagle and Will Andrews*. #NoDAPL: Collaboratively Designing Culturally Responsive Curriculum, *Becky Beucher and Amy Smith*. Middle Level Administrators' Perspectives on Disciplinary Consequences Assigned to African American Female Students, *Kriss Y. Kemp-Graham*. Educators' Practice for English Language Learners' Critical Consciousness: From Marginalized Identities to Active Agents, *Bogum Yoon and Christine Uliassi*. **SECTION IV: EMPOWERING MIDDLE LEVEL EDUCATORS TO**

WORK WITH YOUTH WITH MARGINALIZED IDENTITIES. Enacting Culturally Responsive Pedagogies: A Multicase Study of Middle Level Teachers in Urban, Priority Schools, *M. Shelley Thomas and Penny B. Howell*. Preparing Culturally Responsive Middle Level Educators to Engage in Critical Conversations: Preservice Teachers Learning in an Integrated Curriculum Course, *Toni M. Williams*. Preparing Teachers to Prevent Classroom Management Challenges Using Culturally Responsive Classroom Practices, *Amy S. Murphy and Brianna L. Kennedy*. Establishing a Pedagogy of Equity and Culturally Responsiveness in the Middle Grades, *Kathleen M. Brinegar, Lisa M. Harrison, and Ellis Hurd*. About the Editors. About the Contributors.



Preparing Middle Level Educators for 21st Century Schools Enduring Beliefs, Changing Times, Evolving Practices

Penny B. Howell, University of Louisville; Shawn A. Faulkner, Northern Kentucky University; Jeanneine Jones, University of North Carolina at Charlotte; Jan Carpenter, Maryhurst University

2018. Paperback 9781641133142 \$72.99. Hardcover 9781641133159 \$104.99. eBook 9781641133166 \$85.

Over the last decade, significant changes have occurred in how schools are organized, how educators are prepared and certified, how accreditation policies have shifted both curriculum and content, as well as changes to the demographics of middle school classrooms. This volume, *Preparing Middle Level Educators for 21st Century Schools: Enduring Beliefs, Changing Times, Evolving Practices* provides a review of current research focused on middle level educator preparation at all levels. Our enduring beliefs about young adolescents have not changed (e.g., need for developmentally responsive instruction, caring adults who understand them and are prepared to teach them, opportunities to explore their interests) but the political and sociocultural climate of schools and schooling has. In light of changing times, this volume allows researchers and teacher educators to share research from their context and inform the evolving practices of educator preparation for the middle level.

The research presented in this volume is organized into three sections, with an introduction provided for each. The authors grounded their work in the Association for Middle Level Education's teacher preparation standards (2012) and tenets of *This We Believe* (NMSA, 2010). By doing so, they examine topics that hold potential for meeting the learning needs of teachers and students in middle level schools. The first section includes chapters from individuals working to ensure that the enduring beliefs of middle level education continue to guide the structures of their middle level teacher preparation programs. The second set of chapters closely examines how changing times are shaping the work of teacher educators. Finally, the last section spotlights evolving practices that continue to develop in response to the changes impacting our classrooms, schools, and communities.

This text provides readers with researched-based practices and information to help them continue the tradition of middle level teacher education. The enduring beliefs of preparing teachers who understand, respect, and honor the many talents, gifts, and contributions of the young adolescent student will guide teacher educators as they respond to the changing times of education and the evolving practices of teachers, teacher educators, and schools.

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Research on Teaching and Learning with the Literacies of Young Adolescents

Kathleen F. Malu, William Paterson University; Mary Beth Schaefer, St. John's University

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Research on middle level education indicates that student learning at the middle level has a deep and abiding influence on post-secondary opportunities and career paths. As research continues to highlight the urgency of engaging middle level students in academic learning, it is increasingly clear that these students' multiple literacies must become a part of teaching and learning. Understanding how to infuse the literacies of middle level students across classroom activities is a critical part of improving student achievement.

This volume in The Handbook series shares literacy research from multiple contexts and deepens our understanding of the literacies that middle level students use in and out of school. This volume includes research that identifies how to best teach and learn with our increasingly diverse students. The perspectives that emerge from this volume help us examine the current state of new and evolving literacies and construct a cutting edge research agenda for middle level literacy education. Research reports focus on digital literacies including social networking media and games, English language learners, high stakes literacy tests and middle level learners, specifically boys, and literacy teaching and learning in middle level teacher education programs. A wide range of research methods and modes are used in these reports including case studies, teacher research, narrative inquiry, survey research, and action research.

CONTENTS: Foreword. Acknowledgements. Introduction: Young Adolescents and Literacies. **Section I: Teaching and Learning With the Literacies of English Language Learners.** A Case Study: One Novice Middle Level Teacher's Beliefs, Challenges, and Practices for Young Adolescent English Language Learners, *Bogum Yoon*. Standardized Testing, Literacy, and English Language Learners: Lived Multicultural Stories Among Educational Stakeholders, *Elaine Chan and Candace Schlein*. A 4 × 4 Literacy Toolkit for Empowering English Language Learners for Academic Literacies, *Sally Humphrey*. **Section II: Teaching and Learning with Digital Literacies.** Digital Gameplay: Effects on Young Adolescents' Science Content Learning, *Hiller A. Spires, Meixun Zheng, and Melissa E. Bartlett*. Becoming a Literate Being: Preservice Teachers Using Digital Storytelling to Reflect on Personal Narratives, *Kathleen M. Brinegar and Cynthia Reyes*. Digital Storytelling in a Middle Level Classroom: Traveling Down a Bumpy Road, *Terry Campbell*. **Section III: Teaching and Learning with Literacies in Different Spaces.** Craigslist, LEGO, and Wakeboarding: Examining the Out-of-School Sponsorship of Early Adolescent Boys' Literacy Practices, *Deborah Vriend Van Duinen*. Engaging Collaborative Texts: Engaging Interdisciplinary Dialogue, *Mark Vicars and Kim Senior*. Life around Literature in an Urban Afterschool Program for Middle School Students, *Gina Paese*. Implementing Reading Clubs in an Urban After-School Setting, *Roberta A. Linder*. Boys' Distribution of Literacies, *Mary Rice*. **Section IV: Final Thoughts.** New Research Directions for Teaching and Learning with Literacies of Young Adolescents, *Mary Beth Schaefer and Kathleen F. Malu*. Finding New Adolescent Literacies: Recommended Resources, *Kathleen F. Malu and Mary Beth Schaefer*. About the Editors. About the Contributors.



Common Planning Time in Middle Level Schools Research Studies from the MLER SIG's National Project

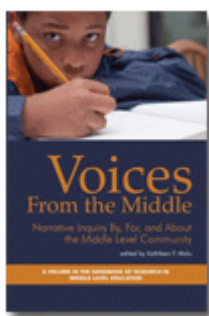
Steven B. Mertens, Illinois State University; Vincent A. Anfara, University of Tennessee; Micki M. Caskey, Portland State University; Nancy Flowers, CPRD / University of Illinois

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This volume, the ninth volume in the Handbook of Research in Middle Level Education, is a compilation of research studies focusing on the use and implementation of common planning time (CPT) in middle level schools. All of the studies were part of the Middle Level Education Research SIG's National Middle Grades Research Project (NMGRP) on Common Planning Time, which provides additional evidence about teachers' understandings, experiences, the benefits and barriers about CPT.

Since all researchers participating in the SIG-sponsored project utilized the same data collection protocols and followed the same protocols, the overall data collection was systematic and is highly reliable. Five research questions were generated to guide the development of the data collection protocols. While the authors were encouraged to use their data to address these project-level questions, they were not required to do so. The project consisted of both qualitative and quantitative data collection. Phase I (qualitative) consisted of observations of CPT meetings and structured interviews with teachers. Phase II (quantitative) was comprised of an online teacher survey. Within the chapters of this volume, a variety of relevant and meaningful research questions are examined utilizing both qualitative and quantitative methodologies.

CONTENTS: Foreword, *Paul S. George*. The History and Development of the MLER SIG's National Middle Grades Research Project on Common Planning Time, *Steven B. Mertens, Vincent A. Anfara, Jr., Micki M. Caskey, and Nancy Flowers*. Common Planning Time: A Review of Literature, *Vincent A. Anfara, Jr., Nancy Flowers, Micki M. Caskey, and Steven B. Mertens*. Common Planning Time: Benefits and Barriers, *Stacy Duffield*. Comparison of Teacher's Perceptions of Perceived Barriers Regarding the Implementation of Common Planning Time at Two Middle Schools, *Dana Pomykal Franz, Nicole L. Thompson, and Nicole C. Miller*. Components of School Culture that Enhance the Effective Use of Common Planning Time in Two High-Performing Middle Schools, *Shawn A. Faulkner and Christopher M. Cook*. Social Capital and Common Planning Time, *Deb Pattee*. The Benefits and Drawbacks of Common Planning Time for Interdisciplinary Team Teachers: A New Look in the Era of No Child Left Behind, *Marilyn J. Taylor*. A Case Study of Effective Common Planning Time and its Positive Outcomes, *Molly Mee*. Lessons Learned: A Case of One Teacher's Common Planning Time Experience, *Ellis Hurd*. Reading Challenges for Middle Grade Teams: Literacy's Place in Common Planning Time Discussions, *Francine Falk-Ross*. Teachers' Perceptions of Common Planning Time: A Qualitative Analysis of the National Middle Grades Research Project, *Vincent A. Anfara, Jr. and Micki M. Caskey*. Structure and Activities during Common Planning Time: A Portrait of Two Middle Schools, *Pam S. Angelle and Cherie E. Gaines*. The Reported Use of Common Planning Time in High-Performing Middle Level Schools, *Christopher M. Cook, Lenore J. Kinne, and Shawn A. Faulkner*. Common Planning Time in Oregon Middle Schools: An Endangered Model, *Jan M. Carpenter, P. Maureen Musser, Linda L. Samek, and Micki M. Caskey*. The Implementation and Use of Middle Level Common Planning Time: A Study of Four Middle Schools, *Steven B. Mertens, Ellis Hurd, and Keith Tilford*. Teachers' Use and Implementation of Common Planning Time: A Quantitative Analysis of the National Middle Grades Research Project, *Nancy Flowers and Steven B. Mertens*. Conclusions: Common Planning Time Project Findings and Future Steps, *Micki M. Caskey, Vincent A. Anfara, Jr., Steven B. Mertens, and Nancy Flowers*. About the Editors. About the Contributors.



Voices from the Middle

Narrative Inquiry By, For and About the Middle Level Community

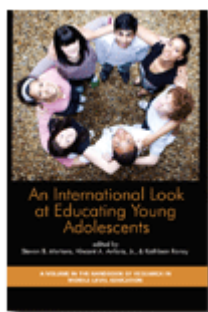
Kathleen F. Malu, William Paterson University

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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.

CONTENTS: Preface, *Stefinee Pinnegar and Cheryl Craig*. Introduction: Narratives in the Middle, *Kathleen F. Malu*. Walking in the "Swampy Lowlands": What It Means to be a Middle Level Narrative Inquirer, *Jeong-Hee Kim*. The Lived Experiences of Middle School English Language Learners: Shifting Identities Between Classrooms, *Bogum Yoon*. Xavier

and the Bully Box: Immigrant Adolescent Girls in a Bully-Free World, *Cathy Coulter*. It's Not Black and White: Stories of Lived Experience, Reading, and Assessments, *Susan V. Piazza*. Adolescent Readers' Voices, *Carole S. Rhodes*. From Loathing to Love: Sandy's Reading Journey, *Mary Beth Schaefer*. "This is the Way it is:" The Experiences of Preservice Middle School Teachers Integrating Instruction With High Stakes Test Preparation, *Steven L. Turner*. Reclaiming Camelot: Capturing the Reflections of Exemplary, Veteran Middle School Teachers in an Age of High Stakes Testing and Accountability Through Narrative Inquiry, *Nancy Fichtman Dana, Darby Claire Delane, and Paul George*. Teaching to the Middle in Australia: Four Teachers Tell Their Stories, *Nan Bahr and Donna Pendergast*. Reflections on Shared Middle Level Experiences: A Case Study, *Shirley M. Matteson, Richard M. Fletcher, Tamera Tidwell, and Doris I. Garrett*. The Middle Level Literacy Coach: Navigating Multiple Roles in Context, *Anthony T. Smith*. Middle Level Education Through the Window of a Writer's Workshop: Developmentally Responsive Education, *Rita S. Brause*. Can a K-8 School Address the Needs of Adolescents? *Nancy Bell Ruppert*. "Sit Tight": The Uneasy Alliance Between Freedom and Control in a Middle School Classroom, *Ruth Vinz*. Parent Involvement and Student Success: Black and White in the Middle, *Kathleen F. Malu*. Locating an Authorial Voice: Engaging a School Reform Debate Through the Roles of Mother, Teacher, Community Member, and University Professor, *Cynthia C. Reyes*. The Family Learning Institute: Committed to Improving the Reading Skills of Middle Level Learners, *Denise L. McLurkin*. Recommendations and Resources for Narrative Inquiry and Research, *Kathleen F. Malu*. About the Authors.



An International Look at Educating Young Adolescents

Steven B. Mertens, Illinois State University; Vincent A. Anfara, University of Tennessee; Kathleen Roney, University of North Carolina Wilmington

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(Sponsored by the Middle Level Education Research Special Interest Group and the National Middle School Association)

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.

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The Young Adolescent and the Middle School

Steven B. Mertens, Illinois State University; Vincent A. Anfara, University of Tennessee; Micki M. Caskey, Portland State University

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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.

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