

The Handbook of Research in Middle Level Education

edited by
Vincent A. Anfara, Jr.

A VOLUME IN
THE HANDBOOK OF RESEARCH IN
MIDDLE LEVEL EDUCATION



Handbook Of Research In Middle Level Education

Steven B. Mertens, Micki M. Caskey



Handbook Of Research In Middle Level Education:

The Handbook of Research in Middle Level Education Vincent A. Anfara, 2001-11-01 The Handbook of Research in Middle Level Education Vincent A. Anfara, 2001 This handbook covers such research issues in middle level education as advisory programmes teaming effective teachers staffing and teacher preparation programmes *Making a Difference* Micki M. Caskey, 2005 Volume V 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 of configurations This volume examines the dynamic ways that preservice and inservice teachers school administrators university faculty and educational consortia use action research *International Handbook of Middle Level Education Theory, Research, and Policy* David C. Virtue, 2019-08-30 The International Handbook of Middle Level Education Theory Research and Policy is a landmark resource for researchers graduate students policy makers and practitioners who work in middle level education and associated fields of study The volume provides an overview of the current state of middle level education theory research and policy offers analysis and critique of the extant literature in the field and maps new directions for research and theory development in middle level education The handbook meets a pressing need in the field for a resource that is comprehensive in its treatment of middle level research and international in scope Chapter authors provide rationales for middle level education research and definitions of the field discuss philosophical approaches and underpinnings for middle level education research describe and critique frameworks for quality in middle level education review research about young adolescent learners middle level school programming and educator preparation and analyze public policies affecting middle level education at national regional and local levels Reforming Middle Level Education Sue C. Thompson, Vincent A. Anfara, 2004-06-01 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 The Encyclopedia of Middle Grades Education Steven B. Mertens, Vincent A. Anfara, Gayle Andrews, 2005-10-01 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 Contributors to the encyclopedia have provided sufficient information so that the reader can place the idea concept person etc into its proper context in the history of the middle school movement Entries are meant to be introductory after an overview of the essentials of the topic the reader is guided to more extensive sources for further investigation Where appropriate the reader is also directed to electronic sources such as websites where additional information can be retrieved

The Encyclopedia of Middle Grades Education (2nd ed.) Steven B. Mertens, Micki M. Caskey, Nancy Flowers, 2016-08-01 The second edition of The Encyclopedia of Middle Grades Education has been revised updated and expanded since its original publication in 2005 The Encyclopedia is a comprehensive overview of the field it contains alphabetically organized entries that address important concepts ideas terms people organizations publications and research studies specifically related to middle grades education This edition contains over 210 entries from nearly 160 expert contributors this is a 25% increase in the number of entries over the first edition The Encyclopedia is aimed at a general audience including undergraduate students in middle level teacher preparation programs graduate students higher education faculty and practitioners and administrators The comprehensive list of entries are comprised of both short entries 500 words and longer entries 2000 words A significant number of entries appearing in the first edition have been revised and updated Citations and references are provided for each entry

Dialogues in Middle Level Education Research Volume 3 David C. Virtue, 2024-02-20 This insightful book presents and discusses the dialogues that took place in the New Directions in Middle Level Education Research session at the 2022 Association for Middle Level Education AMLE conference Carefully crafted and expert led chapters draw upon four recent studies that were published in Research in Middle Level Education Online the research journal of AMLE and which were featured in a roundtable discussion at the 2022 AMLE conference Each section of the book includes one of the four studies accompanied by two companion pieces offering different perspectives on the work In the companion essays the original authors enrich and extend their research by incorporating feedback from the conference session discussions revisiting their findings and conclusions considering alternative approaches to further research and proposing new or clarified implications for practice The book also comprises contributions from middle level education experts who offer responses to each study offering perspectives critiques and commentaries Reflecting the generative dialogic knowledge building process that took place at the AMLE

conference it showcases the collaborative work of middle level researchers who draw ideas and inspiration for their studies from prior research and accounts of practice as well as their own experiences in the field This book is an excellent resource for researchers doctoral students and academics in the fields of middle level education educational research and research methods in education

Common Planning Time in Middle Level Schools Steven B. Mertens,Vincent A. Anfara,Micki M. Caskey,Nancy Flowers,2013-03-01 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

Dialogues in Middle Level Education Research Volume 1 David C. Virtue,2022-07-22 Mirroring the roundtable discussions conducted at the 2020 Association for Middle Level Education AMLE conference this volume highlights the dialogic knowledge building process critical to advancing middle level teaching and research Launching the new AMLE Innovations in Middle Level Education Research series this collection captures the synergetic dialogue that occurs during professional meetings by collating and centering five recent studies on topics such as mathematics achievement personalized and project based learning and teacher collaboration A companion essay and critical external response accompanies each study serving to re situate original research and reconsider findings in view of professional insights and external critique gained through discussion at AMLE 2020 Ultimately these response essays foreground potential avenues for future research and alternative thinking laying the groundwork for implementation of critical discussion in the classroom environment This text will benefit researchers doctoral students and academics in the fields of middle level education educational research and specifically research methods in education Those interested in teaching and learning and adolescent development more broadly will also benefit from this volume

The Young Adolescent and the Middle School Steven B. Mertens,Vincent A. Anfara,Micki M. Caskey,2007-04-01 Sponsored by the Middle Level Education Research SIG and the National Middle School Association 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 Anfar 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

Literature Reviews in Support of the Middle Level Education Research Agenda Steven B. Mertens, Micki M. Caskey, 2018-04-01 In 2015 16 the Middle Level Education Research Special Interest Group MLER SIG an affiliate of the American Educational Research Association undertook a collaborative project the development of a new middle grades education research agenda The purpose of the MLER SIG Research Agenda Mertens et al 2016 was to develop a set of questions that would guide the direction of middle grades education research Ideally this Research Agenda would serve to prompt discourse and generate research projects that could contribute to the middle grades knowledge base Members of the MLER SIG identified eight research areas a young adolescent development b cultural responsiveness c special populations d educator development e curriculum f social and emotional learning g digital technologies and h school structures This volume contains the extensive literature reviews and subsequent research questions for each of the research topics

Making Creative Schedules Work in Middle and High Schools Elliot Y. Merenbloom, Barbara A. Kalina, 2006-12-28 This practical user friendly resource provides a step by step process for restructuring blocks of learning time to improve student teacher relationships and promote more positive learning experiences

Encyclopedia of Education and Human Development Stephen J. Farenga, Daniel Ness, 2015-07-17 This comprehensive and exhaustive reference work on the subject of education from the primary grades through higher education combines educational theory with practice making it a unique contribution to the educational reference market Issues related to human development and learning are examined by individuals whose specializations are in diverse areas including education psychology sociology philosophy law and medicine The book focuses on important themes in education and human development Authors consider each entry from the perspective of its social and political conditions as well as historical underpinnings The book also explores the people whose contributions have played a seminal role in the shaping of educational ideas institutions and organizations and includes entries on these institutions and organizations This work integrates numerous theoretical frameworks with field based applications from many areas in educational research

Research on Teaching and Learning with the Literacies of Young Adolescents Kathleen F. Malu, Mary Beth Schaefer, 2015-02-01 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

Preparing Middle Level Educators for 21st Century Schools Penny B. Howell, Shawn A. Faulkner, Jeanneine Jones, Jan Carpenter, 2018-05-01 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 **Voices from the Middle** Kathleen F. Malu, 2010-10-01 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 **Curriculum, Instruction, and Assessment** Sandra L. Stacki, Micki M. Caskey, Steven B. Mertens, 2020-05-01 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 *Educational Research* Ken Springer, 2009-10-05 Clearly organized well written and user friendly Educational Research provides a comprehensive look at quantitative qualitative and mixed method approaches to research Using concrete examples throughout the book features a Spotlight on Research section providing an extended look at three published articles per chapter The book has been created with a breadth and depth fitting a higher level course yet is clear enough to accommodate students in advanced undergraduate classes Set up in a modular format this easy to read text can be followed in chronological order or chapters can be used out of sequence to better serve your classroom needs Rich in pedagogical features Educational Research offers several elements that help the student to synthesize the main ideas of each chapter into the context of a real world researcher [An International Look at Educating Young Adolescents](#) Steven B. Mertens, Vincent A. Anfara, Kathleen Roney, 2009-02-01 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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