



January 2012 Newsletter

Dear Colleagues,

Happy New Year. We turn our thoughts to the Northwest as they continue to get hit by storms. In the meantime the south has experienced a mild winter so far. I hope your classes are going well. I have five topics to share: an update from AMLE January Board meeting; POMLE events; faculty positions that are available; two publishing opportunities; and a reminder of our NaPOMLE goals.

Part I AMLE.

The AMLE Board of Directors invited members of two key committees to meet with them January 20-22 in Ohio. NaPOMLE was well represented with 10 members participating. Among the Board of Directors are [Doyin Coker-Kolo](#), Millersville University; [Ashley Smith](#), Lee University; and [Holly Thornton](#), Appalachian State University. The Professional Preparation Advisory Committee includes [Penny Howell](#), University of Louisville; [Jeanneine Jones](#), UNC Charlotte; [John Niska](#), Rhode Island College; and [Ken McEwin](#), Appalachian State University. [Penny Bishop](#), University of Vermont; [Micki Caskey](#), Portland State University; and [Dave Strahan](#), Western Carolina University serve on the Research Advisory Committee. Several issues are in the spotlight:

- Strategic Planning
- New NCATE Standards
- A comprehensive review of research on middle level teacher education
- Possibilities for middle level symposia

We will be sharing more information about their meeting in the spring. If you have questions or suggestions on any of these topics, our NaPOMLE liaisons welcome your input. Thank you NaPOMLE members for your willingness to be our voice and for your desire to serve with administrators, teachers, and AMLE organizers. Your presence is appreciated and vital. We look forward to working with the AMLE Board and committees to promote the middle school movement.

Part II Events. Three events are highlighted: ATE, State POMLEs, and the May 2012 Middle Level Symposium

ATE Middle Level Sig. The Association of Teacher Educators national conference takes place February 12-15 in San Antonio. [Ginny Jagla](#), National Louis University, is the chair of the ATE Middle Level Sig. She shared that the SIG meeting will be held Monday, February 13th, 4:30-6:30 in Mission A of the Grand Hyatt San Antonio (the conference hotel). Eight presenters will share their projects and work. In addition, Holly Thornton will be giving an update from AMLE and Dave Strahan will be

sharing updates from NaPOMLE. If you are going to the ATE conference please join the SIG members. They are talking about going out after the SIG meeting.

North Carolina and South Carolina POMLE members are meeting at their respective *State Conferences* this spring.

North Carolina professors will meet at the NCMSA conference Monday, March 5 at noon. [Rajni Shankar-Brown](#), UNC Wilmington is the president of the NCPOMLE group.

South Carolina professors will meet the day before the SCMSA conference, March 2, 10:00 – 3:00, Room 202. The South Carolina Professor's of Middle Level Education session, led by [Chris Burkett](#), Columbia College, will focus on topics important to all who train middle level teacher candidates. The session will explore Common Core standards and literacy elements. There will be updates given by CERRA, CHE, SDE, and MLTEI. Dr. Ken McEwin will also provide middle level accreditation updates, as well as a presentation on the Legacy Project.

The Middle Level Symposium committee, led by [Al Seed](#), University of Memphis is meeting next weekend in Tennessee to go over the details of the May 14-16 symposium. The Middle Level Symposium in Memphis promises to be an inspirational, productive event. The [call for proposals](#) is on the NaPOMLE webpage and is open until March 1. Decisions will be made by March 15. We hope you all will be able to join us in Memphis to relax, renew, and recharge. I have attached a registration form with this email.

Part III Faculty Positions.

If your institution is looking to hire middle level professors, please let me know so we can share this information. **University of North Carolina Wilmington** and **University of South Carolina** have openings in middle level education.

UNC Wilmington. Positions currently available in the Department of Elementary, Middle Level and Literacy Education at the **University of North Carolina Wilmington, Watson School of Education** includes an Assistant or Associate Professor of Middle Grades Social Studies Education. Information about the position can be found at http://www.uncw.edu/hr/joblistings_epa/12F039.html

University of South Carolina. Department of Instruction and Teacher Education **University of South Carolina** is looking for an Assistant Professor in the Middle Level Education with expertise in Language Arts and Literacy. Applicant must have an earned or pending doctorate in language arts, literacy education or a related field and a minimum of three years experience teaching language arts or reading in middle school settings. The candidate should demonstrate a commitment to excellence in teaching and be prepared to pursue a research agenda which is devoted to better understanding and improving literacy learning at the middle school level. Expertise with educational uses of technology and experience working with diverse populations are preferred.

More information about the College and Columbia, SC can be found at <http://www.ed.sc.edu/positions/>

Part IV Publishing Opportunities.

If your state or organization is looking for articles, let us know and we will add it to the newsletter. Two opportunities are being shared here: *Current Issues in Middle Level Education* and the *Middle School Journal*.

Current Issues in Middle Level Education. CIMLE is a peer-reviewed, national journal committed to the dissemination of research-based, best-practices articles based on the National Middle School Association's position statement on the professional preparation of middle level teachers. These standards (available at http://www.nmsa.org/services/teacher_prep/) target necessary knowledge, dispositions, and performances related to adolescent development, middle level philosophy and school organization, middle level curriculum and assessment, middle level teaching fields, middle level instruction and assessment, family and community development, and middle level professional roles. Articles critiquing previously published articles may also be accepted if deemed stimulating to a collaborative, interdisciplinary, problem solving approach to middle-level teacher preparation. Manuscripts submitted should be research, research-based practice, inquiry orientation, theoretical, philosophical, or reviews of researches that are appropriate for middle level professors and align with NMSA standards.

Middle School Journal. The editor of *Middle School Journal* is seeking manuscripts for upcoming issues. *Middle School Journal* publishes articles that promote middle level education and contribute to an understanding of the educational and developmental needs of youth between the ages of 10 and 15. Article formats may include: reports of successful programs, descriptions of effective techniques, thought-provoking essays, and discussions of research applications. Articles submitted should specifically relate to the theory and practice of middle level education and should speak directly to practitioners in the field. Authors should connect submissions to at least one of the 16 characteristics of successful schools for young adolescents as discussed in *This We Believe: Keys to Educating Young Adolescents*. The following special themes have been selected for volume 44 (2012–2013):

The Common Core in the Middle Grades

Volume 44, Number 3 (January, 2013)

The Common Core State Standards Initiative has established standards in English language arts and mathematics that have been adopted by the school systems in nearly every state. Middle level schools and classrooms will be impacted as states implement these standards: states and districts will develop professional development so teachers understand the new standards, teachers will modify instruction and assessment to reflect the standards, and stakeholders at all levels will provide feedback regarding the implementation process and outcomes. Articles in this issue may include:

- Successful instructional strategies aligned with the Common Core.
- Analyses of Common Core implementation in states, districts, or schools.
- Conceptual discussions relating the Common Core to the middle school concept.

Submit by June 1, 2012

Middle Level Educator Preparation and Professional Development

Volume 44, Number 4 (March, 2013)

This We Believe: Keys to Educating Young Adolescents calls for middle level educators who “value young adolescents and are prepared to teach them.” Outstanding teacher education programs throughout the country prepare thousands of educators for middle grades classrooms each year, yet many middle level educators begin as elementary or secondary teachers or enter the middle grades through alternate route or lateral entry programs. Exemplary middle level schools have organizational structures that help new faculty and staff adapt to the school culture and learn about the joys and challenges of working with young adolescents, and effective middle level educators continually seek out opportunities to learn and grow throughout the span of their careers. Articles in this issue will focus on the preparation and professional development of middle level educators and include:

- Descriptions of effective programs and practices focused on middle level teacher preparation and professional development.
- Analyses of issues related to middle level educator preparation, including teacher recruitment, retention, and certification policy.
- Descriptions of exemplary practices in schools that have implemented teaming, professional learning communities, and other structures to support teacher learning and development.

Submit by July 1, 2012

If you are submitting a manuscript for a themed issue, please specify the theme in your cover letter. As you prepare your manuscript, please consult our Editorial Policy & Guidelines for Authors located at: <http://www.amle.org/MSJguidelines>

Address inquiries to David Virtue, Editor at msjeditor1@gmail.com

All manuscripts must be submitted online at

<http://www.editorialmanager.com/msj>

Part V NaPOMLE Goals

It is a pleasure and an honor to serve as your president. We are hoping to increase the diversity of those who are in higher education. If you know of middle level professors in your state who might be willing to join our organization, consider sending them an email and invite them to work with us. If you are in a state that does not have an official POMLE group consider calling colleagues together in your state and meet. Even if your group is small, you will be able to advocate for one another. Our organization is looking to engage in more research and outreach to share the story, the power, and the potential of middle level education. If you are engaging in research consider sharing your story with our journal, with journals in

other states, and/or with the national journal. Finally, we must work together to make our presence known in communities, in states, and nationally. Our willingness to reach out to others and to become political advocates for middle level education is very important. Of these points, which one speaks to you? We can make a difference. My hope is that we find ways to do that together. I have attached the names of members who have agreed to head up each of our goals:

1. Communicate the needs of young adolescents to a broader audience, including community groups, professional groups and retirement associations. Leader [Gail Inwalson](#)
2. Disseminate middle level research and best practice in user-friendly ways to a variety of groups including adolescents, teachers, parents, legislators, and community groups. Leader [Jeanneine Jones](#)
3. Address the global nature of adolescence by broadening the diversity of the NaPOMLE membership and meeting the needs of a more diverse adolescent community. Leader: [Nancy Ruppert](#) and [Toni Briegel](#)
4. Disseminate the critical importance of having a teaching workforce that is committed to and specifically trained to teach young adolescent to school districts, state departments of education, federal government organizations and boards of education. Leaders: [Betty Dore](#) and [John Stroup](#)
5. Political outreach. What actions can NaPOMLE take to ensure promotion of and political outreach for middle level education. Leader: [Nancy Mizelle](#)

Thank you and have a good week.

Sincerely,

Nancy Ruppert, NaPOMLE president