



National Association of Professors of Middle Level Education

Spring 2025 Newsletter

Presidential Ponderings A letter from the President

Kristina Falbe

As we approach the end of another semester, and head into summer break, I want to take a moment to thank each of you for your ongoing dedication to the field of middle level education and for being part of NAPOMLE. Your participation in our initiatives, your willingness to share insights, and your passion for young adolescent learners continue to inspire and strengthen our collective mission.

It was a pleasure to see so many of you at our annual meeting during the AMLE conference in Nashville in November and to begin my tenure as the president of this organization. Your attendance and engagement at the conference left me inspired and excited about the work that we are all doing. Please be on the lookout for information about the call for presentations for the best practices session at 2025's AMLE conference.

As I prepare for conclusion of the Spring semester, I am reminded of the words of Dr. John H. Lounsbury that frame my practice in the classroom:

“No other age level is of more importance to the future of individuals, and, literally, to that of society; because these are the years when youngsters crystallize their beliefs about themselves and firm up their self-concepts, their philosophies of life and their values – the things that are the ultimate determinants of their behaviors.”

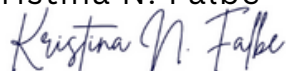
For me, this statement serves as a reminder of the transformative work we do in middle level teacher education. We are charged with empowering future teachers—our future colleagues in the field—to work with these incredible young people who will soon hold positions of influence and leadership across society. This work requires intentionality, particularly around identity. It underscores the importance of identity exploration, not only for the young adolescents we serve but also for ourselves and our teacher candidates. In my work, I emphasize the need for future educators to reflect on their own identities and consider how these intersect with the identities of the students they teach.

At a time when the work of educators is under increasing scrutiny and curriculum choices are often being taken out of the hands of classroom teachers, I find myself asking: How do we empower young people to discover and own their voices? How do we ensure that new teachers entering our profession feel equipped, welcomed, and empowered? These questions are not just challenges—they are opportunities to reaffirm the values that brought us all to middle level education.

As you take a well-deserved summer break, I hope you find time to rest, reflect, and recharge. Let's continue to embrace the complexities of our work with energy, curiosity, and a shared commitment to nurturing young adolescents and those who teach them. Together, we are shaping a future where all students and educators feel seen, supported, and empowered.

Wishing you a restorative and joyful summer,

Kristina N. Falbe



Program Highlights - Submit a feature for the NAPOMLE Newsletter

Is your middle level program participating in something exciting? Do you have successful approaches for student recruitment and retention? Do you have a colleague whose work is positively impacting middle level education? Have you engaged students in a meaningful and unique field experience? Please consider sharing the wonderful things being accomplished to celebrate middle level education across our different colleges and universities.

Feature articles should be between 250-1000 words. Please include a description of the person/program and how they/the program has impacted the middle level education community. Including pictures of the person or program in action is also helpful.

Article submissions can be sent to Chris Cook at cookcm5@appstate.edu.



**NAPOMLE Best Practice Session - AMLE 2025
Indianapolis, Indiana - November 5-8, 2025**

CALL FOR PROPOSALS

We invite teacher educators to share insights into preparing the next generation of middle grades educators to serve diverse young adolescents. Submit a proposal for the NAPOMLE Best Practice Roundtable Session that highlights your MLE work, research, innovations, and/or successes of your middle grades teacher education program. Presentations related to the following current NAPOMLE goals are encouraged, but all relevant proposals regarding young adolescents, middle grades education, and middle grades teacher education will be considered.

NAPOMLE Goals

1. Communicate the needs of young adolescents to a broader audience, including community groups, professional groups, and retirement associations.
2. Disseminate middle level education research and best practice in user-friendly ways to a variety of groups including young adolescents, teachers, parents, and community groups.
3. Address the global nature of young adolescents by broadening the diversity of the NAPOMLE membership and meeting the needs of a more diverse young adolescent community.
4. Disseminate the critical importance of having a teaching workforce that is committed to and specifically trained to teach the young adolescent to school districts, state departments of education, federal government organizations, and boards of education.
5. Engage in political outreach to key stakeholders on behalf of young adolescents and middle level education.

Contact the NAPOMLE President Kristina Falbe atknfalbe@ilstu.edu with questions or for more information.

Scan QR Code to Complete Proposal Form

Deadline to submit is May 31, 2025



Best Practices Session - AMLE 2024

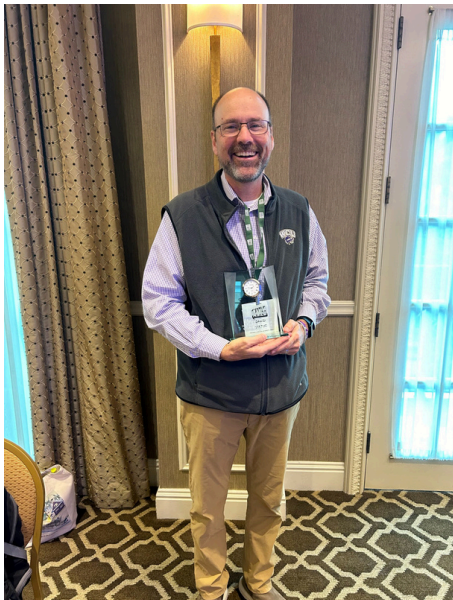
Nashville, Tennessee



NAPOMLE Business Meeting - AMLE 2024 Nashville, Tennessee



Outstanding Middle Level Professor Winner - AMLE 2024 David Virtue



Congratulations to David Virtue for being the 2024 NAPOMLE Outstanding Middle Level Professor award winner. Dr. Virtue is the Taft B. Botner Distinguished Professor of Middle Grades Education at Western Carolina University. He has had a significant impact on the middle grades educational community as both a teacher and a scholar. His work has been published in *Research in Middle Level Education Online*, *Middle Grades Review*, *Middle School Journal*, and *Current Issues in Middle Level Education*. David also serves as the editor for *Research in Middle Level Education Online* and the *AMLE Innovations in Middle Level Education* book series. Thanks, David, for all you do to positively impact middle level education!

Georgia College & State University - Getting Pre-Service Teachers Engaged Early

The CMLA chapter of GCSU hosted the 20th annual CMLA Summit this fall and the event had teacher candidates, in-service teachers, and university faculty from across Georgia and the region for a day of professional development. This year's co-chairs were senior middle grades' teacher candidates Gracie Bratcher and Sarah Kreusel.

In addition, all 21 seniors of the middle grades program were accepted for speed session presentations at the AMLE Conference. The trip was made possible through the AMLE Foundation Fund grant from the AMLE Foundation board. As a result of the grant, they joined their undergraduate colleagues by presenting and participating in the CMLA Summit.

Look for more information on the Fall 2025 CMLA Summit in the coming months.



The NAPOMLE logo features the word "NAPOMLE" in white, bold, sans-serif capital letters. It is set against a blue rectangular background that is slightly tilted. This blue background is layered over a larger, semi-transparent graphic consisting of overlapping red and orange shapes, resembling a stylized ribbon or banner.

Support Nancy Mizelle - Nomination for the AMLE Legacy Circle

Congratulations to Nancy Mizelle on her recent nomination for the AMLE Legacy Circle. The purpose of the Legacy Circle is to honor individuals who have made a significant impact on the educational experiences of young adolescents. When a total of \$5,000 has been donated in honor of the nominee, they will be inducted into the Legacy Circle.

Please consider donating to the AMLE Foundation. The AMLE Foundation supports CMLA grants, Educator of the Year, Johns Lounsbury Award, and the CMLE Ambassadors. Please see the website for more information: amle.org/amle-foundation-fund/

The NAPOMLE logo is identical to the one in the top section, featuring the word "NAPOMLE" in white, bold, sans-serif capital letters on a blue background, which is layered over a red and orange graphic.

Current Issues in Middle Level Education Journal

NAPOMLE's Current Issues in Middle Level Education journal is available to highlight your work in middle level education. Reach out to Editor Amanda Wall with ideas, for support, and to submit manuscripts.

A square QR code with a black and white pixelated pattern, used for quick access to membership information.

Membership Reminder - Renew Online

Remember that you can pay your dues online! See the link on our main page of our website or click [here!](#) Contact Elizabeth at goundeliza@sfasu.edu.

The NAPOMLE logo features the word "NAPOMLE" in white, bold, sans-serif capital letters. It is set against a blue rectangular background that is slightly offset to the right, creating a layered effect. This blue rectangle is further offset to the right by a red one, and a yellow one is visible behind the blue one on the left side.

Nominate a Colleague for a NAPOMLE AWARD

Consider nominating a colleague and/or program for recognition at the AMLE conference in November 2025. NAPOMLE has five awards that recognize outstanding contributions made to middle level education. The criteria for each award can be found on our website. Please send your nominations/letters of support and a current vita to Carol Haney-Watson at watson@kutztown.edu by September 1, 2025.



- 1) Outstanding Middle Level Teacher Education Program
- 2) Outstanding Professor of Middle Level Education
- 3) Outstanding Middle Level Teacher Education Candidate
- 4) Honorary Professor Emeritus Award
- 5) Outstanding CMLA Chapter

The NAPOMLE logo, identical to the one at the top of the page, featuring the word "NAPOMLE" in white on a blue background with red and yellow accents.

Upcoming Events

AMLE Annual Conference
November 5-8, 2025
Indianapolis, Indiana



Please make plans to attend!

National Association of Professors of Middle Level Education
NAPOMLE.com

Middle Grades Review Moving Platforms - Message from Editors



MIDDLE GRADES REVIEW

After 11 years of continuous publishing via the University of Vermont Libraries and its Digital Commons platform, Middle Grades Review is moving to a new online home! We have partnered with the University of Vermont Press to migrate our published content and submission process to an open source scholarly publishing platform, Janeway, and to utilize managing editor and production services that UVM Press provides free of charge. Our new URL will be <https://journals.uvm.edu/mgr>.

Migration will begin this month with a goal of completion in early May. We will follow this sequence: Submissions on Digital Commons will be moved to Janeway in mid-April. The submissions link on Digital Commons will be disabled and replaced with a link to Janeway. Published content will be moved to Janeway in late April/early May. All previous articles will also remain accessible in their current locations.

Our Digital Commons site will be frozen until December 2025, at which time its URL (<https://scholarworks.uvm.edu/mgreview/>) will redirect to our new Janeway site (<https://journals.uvm.edu/mgr>). Our partnership with UVM Press will also allow us to expand our journal's reach and discoverability, which is great news in the fast-evolving world of digital scholarly publishing. Beginning with Issue 11(1), our new content will be published in both HTML and PDF formats. This will make MGR's content more accessible to readers with disabilities, improve discoverability by search engines like Google Scholar, and make it possible for us to register persistent Digital Object Identifiers (DOIs) for each published article. We will also start publishing articles on a rolling basis, meaning that accepted manuscripts will be published faster—and available to our readers sooner.

If you have questions, need to reference submission materials, or want information about a submission's status during migration, please email mgreview@uvm.edu so Aimee Diehl, our managing and production editor, can help you.

Please note these important details:

- If you currently review for Middle Grades Review, your information will automatically be migrated to our new system.
- Communications about review requests and submissions will come from our new email addresses: mgr-uvm@mail.janewaysharedhosting.com and mgreview@uvm.edu. Please check your spam/junk folder and add these addresses to your contacts and approved senders lists to ensure you receive messages.
- For a submission already in progress at Digital Commons, please email Aimee (mgreview@uvm.edu) for instructions and support.

After migration is complete, please use your new Janeway dashboard. During your first login attempt, you'll be prompted with instructions to update your password. Visit our new site after May 2 and bookmark our new URL, <https://journals.uvm.edu/mgr>.

Thank you for your continued interest in and support of Middle Grades Review.

Take good care,
Kathleen Brinegar (Kathleen.brinegar@uvm.edu)
& James Nagle (jnagle2@smcvt.edu)

Call for Section Proposals - Understanding Student Diversity in Middle Level Schools: Voices from the Field

The editors (Holly Pinter, Beth Poteat, and David Virue) of *Understanding Student Diversity in Middle Level Schools: Voices from the Field* are seeking proposals for sections of an edited volume in the AMLE Innovations in Middle Level Education book series. The volume will include original studies by practitioner-scholars and commentary focused on student diversity in middle level educational settings—generally those serving young adolescents aged 10–15 in Grades 5 – 9. Consistent with AMLE’s position statement, *The Successful Middle School: This We Believe*, student diversity is broadly understood to include “identities such as race, ethnicity, socio-economic status, sexual orientation, gender, dis/ability, and religion” as well as immigration status (Bishop & Harrison, 2021, pp. 11, 63). The editors are particularly interested in practitioner-scholar research that illuminates AMLE’s five essential attributes of successful middle level schools—responsive, challenging, equitable, empowering, engaging—and connects to the AERA Middle Level Education Research SIG research agenda. The agenda identifies eight focus areas for research: (a) middle grades curriculum; (b) middle grades pedagogies; (c) middle level certification and licensure; (d) middle level leadership; (e) middle level schools, classrooms, culture, and learning environments; (f) middle level teacher development; (g) social and emotional wellbeing; and (h) young adolescent identity and experiences (Brinegar et al., 2024).

The purpose of the book is threefold:

1. To disseminate the results of research by practitioner-scholars about student diversity in middle grades educational settings.
2. To offer a space for practitioner-scholars and their mentors to dialogue about their research processes, outcomes, implications, and future directions.
3. To elevate the status of practitioner scholarship by facilitating a networked, grassroots approach to building new knowledge in middle grades education grounded in the realities of practice.

Each section of the book will include two original, unpublished research studies conducted by practitioner-scholars that focus on similar or complementary topics, research questions, or phenomena related to student diversity in the middle grades. The two studies will have been conducted within the last five years and have clearly contrasting elements. For example, a section may include two different studies focused on the experiences of multilingual learners in STEM classes, but one study may be set in an urban school environment and the other in a rural environment. Another section may pair a study that explores co-teaching in an inclusive classroom setting from the teachers’ perspective with a study focused on co-teaching in an inclusive classroom but at a different school and from the students’ perspectives.

In addition to the two original research studies, each section will include one or more companion essays authored by the practitioner-scholars and/or their mentors, advisors, or outside experts. Authors of the companion essays will situate the original studies within the knowledge base and offer critique, validation, or alternative perspectives on the research findings. Authors might comment on the methodology or theoretical framework, make connections to recent scholarly literature outside the scope of the original literature review, highlight salient findings, suggest implications not considered in the original study, or discuss how the study informed their own practice. Dialogue between the practitioner-scholars is a key element of the book, and the companion essay(s) should be structured in a way that demonstrates thoughtful critique, mutual inquiry, and a robust exchange of ideas.

Call for Section Proposals - Understanding Student Diversity in Middle Level Schools: Voices from the Field - Continued

Section Proposals

Each section proposal must include the following elements:

- A proposed section title (12 words max.) and brief section overview (100 words max.) highlighting the research focus, dimension(s) of diversity addressed in the section, and its significance to middle level education.
- Abstracts (150–200 words), titles, and authors of two original, unpublished research studies conducted by practitioner-scholars within the last five years. Abstracts should include (a) a summary of the study’s focus, theoretical framing, methods of inquiry, outcomes, and implications and (b) a statement of the significance of the study in relation to the essential elements of The Successful Middle School, the MLER SIG research agenda, and/or the middle level education knowledge base.
- Tentative abstract(s) (150–200 words), title(s), and authors of one to three original, unpublished companion essay(s) that dialogue with the two original studies. The abstracts for the companion essay(s) should compare and contrast elements of the two focal studies in the section; synthesize insights from the studies and explore tensions or contradictions; propose potential directions for future inquiry; and highlight implications for understanding and affirming student diversity in middle level schools.
- Name, institutional affiliation, and email address of all contributors to the section.
- Name, institutional affiliation, email address, and phone number of one corresponding contributor. The corresponding contributor will be designated “section editor” and will serve as the chief point of contact for the volume editors and be responsible for approving any editorial changes to the section.

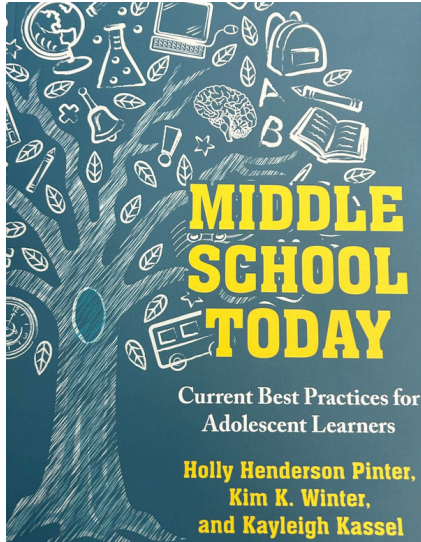
Timeline

- June 1, 2025: Section proposals due to the editors.
- July 15, 2025: Section editors notified of acceptance.
- Dec. 1, 2025: Complete manuscripts due to editors.
- Feb. 1, 2026: Feedback returned to authors via section editors.
- Apr. 1, 2026: Revisions due to volume editors.
- May 1, 2026: Second round revisions to authors via section editors (as needed).
- June 1, 2026: All revisions due to editors.
- July 1, 2026: Complete volume submitted to publisher.

Submission Instructions

Please submit complete section proposals in a single MS Word document to dvirtue@wcu.edu on or before June 1, 2025.

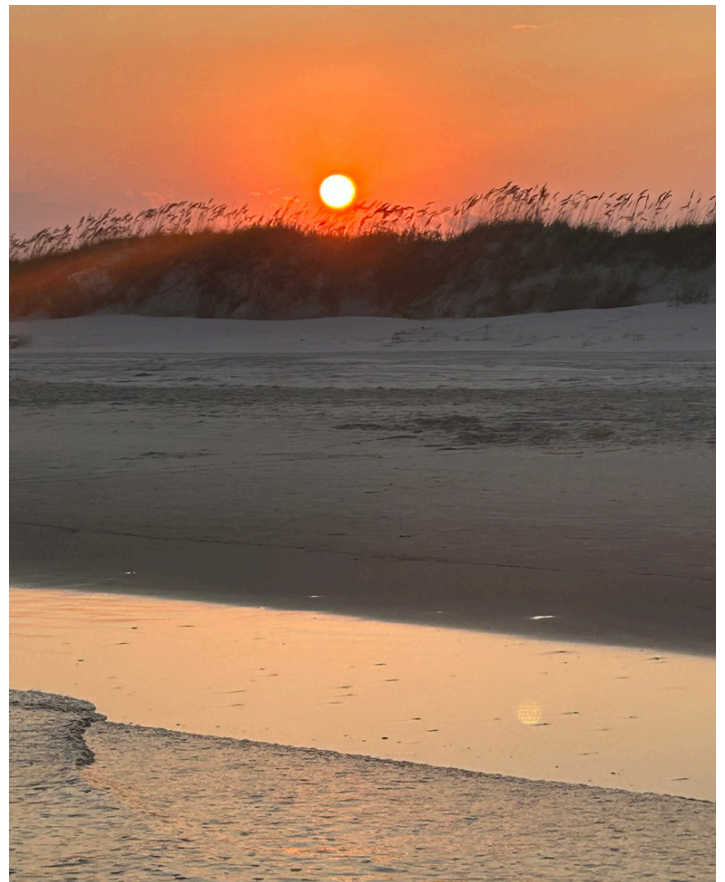
Middle School Today: Current Best Practices for Adolescent Learners



Are you looking for a new text that focuses on current best practices for Adolescent Learners? Consider the new text, Middle School Today from NAPOMLE members, Holly Pinter and Kim Winter. Additional information and opportunity to purchase can found here:

<https://rowman.com/ISBN/9781538198391/Middle-School-Today-Current-Best-Practices-for-Adolescent-Learners>

**Have a safe
and
relaxing
summer
break!**



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All of the officers who serve our organization give graciously of their time, energy, and expertise.

Members of the Executive Council are listed here and may also be found in the [About Us](#) area of NAPOMLE.com

2024-2025 Committees:

Publications: Amanda Wall, Chris Cook

Awards: Carol Haney-Watson, Joanne Previts

Elections: Kristine Falbe, Andrea Christoff

Finance: Elizabeth Gound, Leslie Rogers

Consider nominating a colleague or yourself for positions that will be open this year!

Eastern Region Director
Northern Region Director
Western Regional Director