



## Call for Manuscripts



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

Edited by **Sandra L. Stacki, Micki M. Caskey, and Steven B. Mertens**

A volume in **The Handbook of Research in Middle Level Education** series

*Steven B. Mertens and Micki M. Caskey, Series Editors*

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 social-emotional 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.

Contributors are invited to submit proposals that may emphasize one aspect, such as curriculum or instruction, or research that has studied an integration of curriculum, instruction, and/or assessment ideas. Some of the changing and intersecting aspects that could be explored include curriculum, instruction, and assessment that reflects a broader framework such as social justice and critical pedagogy ideas, a commitment to student-centered approaches, or the newer Middle Years Program (MYP)—an approach that brings the International Baccalaureate program of high schools to middle schools. Authors are invited to contribute chapters that support one or an intersection of the following areas:

- the integration of social-emotional learning goals throughout subjects and/or in schoolwide programs;
- the expanding and diverse uses of technology and social media in classrooms and at home;
- the trend toward more individualized or personalized approaches for learners;
- new approaches or differentiation for learners with diverse or special needs;
- the use of authentic and formative assessments, as opposed to or in conjunction with more traditional and standardized testing.

Inquiries about research that explores other curricular, instruction, or assessment realms and intersections are welcome!

**Timeline:** Intent to submit due *June 15, 2018*. Authors notified of acceptance by *July 15*. Final manuscripts due *October 15, 2018*.

**Guidelines for proposals:** Authors who would like to contribute to this volume should include the following in their letter of intent:

- Author(s), affiliation(s), and contact information for lead author
- Working title and 250-300-word abstract of the proposed chapter

Submission of a manuscript implies commitment to publish in this handbook series. Authors should not simultaneously submit this manuscript to another journal or book for publication consideration. All manuscripts will undergo a review/revision process.

**Inquiries & Submissions:** Please submit all inquiries and proposal submissions to the editors at [Sandra.L.Stacki@hofstra.edu](mailto:Sandra.L.Stacki@hofstra.edu)

**Manuscripts:** Manuscripts should not exceed 30 pages (inclusive of all references and appendices) and should follow the *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Manuscripts need to be submitted electronically (as MS Word documents) and must be double-spaced with one-inch margins. On a separate page, include the author(s) name, professional title, institutional affiliation, and all contact information (phone, mailing address, email). Do not insert headers or footers into the manuscript. Insert page numbers in upper right hand corners. Include an abstract of approximately 150 words. Tables and figures should be inserted in the text where appropriate.

*The Handbook of Resources in Middle Level Education* and *The Handbook of Research in Middle Level Education* are endorsed by the Middle Level Education Research Special Interest Group, an affiliate of the American Educational Research Association. As stated in the organization's Bylaws, the purpose of MLER is to improve, promote, and disseminate educational research reflecting early adolescence and middle-level education.

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