Sharing the Ways in which Teachers Respond to Issues of Adolescent Development: A Call for Stories from Middle and High School Classrooms

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Drs. Dave Strahan and Jeanneine Jones invite you to share stories of your work with adolescent learners in the forthcoming publication of AMLE’s *Promoting Harmony*.

As we develop this fourth edition, we want to feature **real-world examples of the ways in which middle and high school teachers attempt to create connections with students.** We will share authentic stories of both struggle and success as teachers learn more about issues related to any aspect of adolescent development. Chapters will be organized around major topics such as

* Creating Caring Connections with Students
* Patterns of Intellectual and Emotional Development
* Patterns of Physical and Sexual Development
* Patterns of Social, Personal, and Moral Development
* Creating Academic Connections in Curriculum and Instruction

**We envision stories that range from 1000 to 1500 words**. Dave and Jeanneine will work with authors to provide editorial support. Authors of each story will be listed in the Table of Contents and provided author contracts from the Association for Middle Level Education. Authors can cite their stories as publications and will receive complimentary copies of the published book.

As an example of the stories we envision, a teacher we know is documenting ways she is working with four of her 8th graders to engage them in book club discussions. These four students have adequate reading skills, yet they rarely show much interest in reading activities and sometimes choose to distract other students with inappropriate behaviors. As with almost all similar situations, this is a matter of both classroom management and developmental responsiveness. The teacher has designed book clubs to explore issues of identity and decision-making. Her goal is to provide these four students and their classmates opportunities to learn more about themselves and think more about how they wish to engage in school. As this story unfolds, we will learn more about the challenges of engaging reluctant readers and the possibilities for successfully integrating social and emotional learning with language arts.

If you have a story you want to share, or if you want to learn more about possibilities for collaboration, please send an email to Dave Strahan ([strahan@email.wcu.edu](mailto:strahan@email.wcu.edu)) or to Jeanneine Jones ([jpjones@uncc.edu](mailto:jpjones@uncc.edu)). **Submission Deadline: March 2, 2020.**