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THE MIDDLE SCHOOL
AN APPROACH TO ORGANIZATIONAL STRUCTURE

A Thesis submitted to the Graduate
Division in Partial Fullfillment of the
Requirements for the Degree of
Specialist in Education.

by
Carlos M. Polk

Kansas State College of Pittsburg
Pittsburg, Kansas

July, 1973

WITHDRAWN

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ABSTRACT

The purpose of this study was to describe the implementation of the middle school in Pratt, Kansas. The planning, research and inservice necessary for implementation was of primary concern.

Information was obtained from Wichita State University library, Kansas State College of Pittsburg library, and from the central office resource center of Pratt Unified School District #382.

The following middle schools were visited, The Hesston Middle School, located at Hesston, Kansas, Rogers Middle School, located at Spencer, Oklahoma, and the Rincon Middle School, in West Covina, California, and their programs were reviewed for this project.

As a result of the implementation of the middle school in Pratt the following conclusions were drawn from this study:

1. Teachers who understand growth and development, are knowledgeable in their subject field and are dedicated to the purposes of the middle school must be recruited to teach 11-14 year olds.
- ✓ 2. Pooling strengths of teachers proved to be the major asset in the team organizational structure.
- ✓ 3. Scheduling common planning time during the school day was the key to success in teaming.
4. The middle schools need paraprofessionals, since

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professional staff is under constant pressure to improve its contributions to the learning situation.

5. There seems to be no general agreement on whether the initial year of middle school should be grade 5 or grade 6 but the opinion is nearly unanimous that the 9th grade should be part of the high school.

✓ 6. Activities for middle school should be based on interest and need. Activities, including individual and team sports should be emphasized throughout the middle school years.

7. An intramural program that stresses immediate and long-range participation and good sportsmanship can meet the need for competition at the middle school level.

8. Interscholastic athletics and sophisticated social activities should not be a part of the middle school program.

9. Older facilities may inhibit, but they do not prohibit learning. Facility changes need not be done prior to the opening of a middle school. They should be the result of a thorough study by middle school teachers and administrators working with the advice of architects.

✓ 10. Periodical evaluation of the program is necessary and changes will need to be made.

✓ 11. Keeping parents and the community involved and informed after the program is implemented contributes to the success of the middle school program.

12. Moving from the traditional organizational setting and methods the impulse of this movement has been felt throughout all education. This presents educators with unparalleled opportunities to develop programs for the middle school students.

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CHAPTER I

INTRODUCTION

During the past decade a new organizational pattern appears to have emerged due to a steady increase in the number of middle schools. There has been considerable professional literature written on this development in the form of articles, pamphlets and books. Many of these publications reveal glowing claims for middle schools along with a few articles advising caution. Unfortunately, because the middle school movement is very recent, little research has yet been published to aid administrators in implementing the middle school concept in their local districts.

It is hoped that the information presented in this study, pertaining to the middle school, will enhance the comprehensiveness of the available literature. Too, it may serve to reduce some of the fragmentation now evident in the growing body of literature.

Statement of the Problem

The purpose of this study was to describe the implementation of the middle school in Pratt, Kansas.

Need for the Study

School districts in all parts of the United States are presently considering whether they should continue the present junior high school organizational pattern or adopt the middle school concept. Organized information on processes and procedures for making the change is sadly lacking. Although this study is not intended to provide the interested persons with a handbook to be used as a definite and final authority, it is quite possible the study could be used as a guide for administrators and boards

of education as they consider moving from the conventional junior high, grades 7-8-9 to the middle school, grades 5-6-7-8 or 6-7-8 type of organization.

Definition of Terms

Academic Areas: Language Arts, Mathematics, Reading, Science, Social Studies.

Block Time: A period of time in the schedule where the team of teachers have access to the students assigned to them.

Core: Based upon correlation of two or more subjects. The subjects are taught by different teachers but their teaching is correlated.

"Special Areas": Art, Health, Music, Physical Education.

Team Teaching: Organizational pattern of instruction. The team is composed of professionals from each discipline.

Transescence: Transescence is the stage of development which begins prior to the onset of puberty and extends through the early stages of adolescence.¹

Limitations

1. This study is limited to Liberty Intermediate School located in Unified School District #382, Pratt County, Kansas.
2. Time Span - 1971-1972 and 1972-1973 school years.
3. The middle school concept has been in practice at Liberty Intermediate during the 1972-1973 school year, therefore making it difficult, if not impossible, to make a valid evaluation at this time.

¹Eichorn, Donald A. "Middle School Organization: A New Dimension", Theory Into Practice, 1966, p. 111.

Procedure Used

An attempt was made in this study to illustrate the planning, research, inservice and finally the implementation of the middle school concept in the Intermediate School in Pratt, Kansas. The writer will use the Intermediate School, its staff and students in illustrating the procedure used. The research will be descriptive in nature.

CHAPTER II

REVIEW OF RELATED LITERATURE

Middle School Movement: A Perspective

Looking at the junior high and middle school movements with a historical perspective, one can see the cyclical nature of social change. The junior high school cycle could be characterized as moving from one Harvard president to another: that is from Charles W. Eliots' earliest advocacy of reorganization in 1888 through James B. Conants' junior high school report in 1966.² In the first cycle, the school started with a college-dominated concern for academic efficiency, with shortening the length of elementary education and introducing high school subjects earlier. Later, the junior high school became an instrument of the progressive era. Concern with individuality, creativity, student needs, and personal values was reflected in the widespread acceptance of the core curriculum, for example. In the late 1950's, the cycle shifted back toward academic emphasis as the post-sputnik obsession with intellectual development swept the land.³ Out of the controversy over claimed dysfunctional processes of the junior high school and the structure of its grade level organization has developed the middle school concept as an educational alternative for the middle years of schooling.⁴

The middle school, as a separate educational organization, is of very recent origin. The first reportedly having been established in Bay City, Michigan, in 1950.⁵ However, the middle school cycle began with

²Lounsbury, John H. and Vars, Gordon F., "The Middle School: Fresh Start or New Delusion?" The National Elementary Principal. Vol. LI, No 3, November, 1971. p. 14.

³Ibid., p. 14.

⁴Ibid., p. 14.

⁵Ibid., p. 14.

the large-scale emergence during the 1960's.⁶

Growth of the Middle School

In 1965 the Research Division of the National Education Association reported a survey of middle schools widely scattered across the country.⁷ For this survey, the middle school was defined as including grades 6-8, 5-7, and 5-8. While the survey was limited mainly to school systems having enrollments of over 12,000, it did give some idea of a national trend. Of twenty systems reported with middle schools, five were in Texas, six in the Middle West, three in the New England-New York area, four in Southern States, and two in California.

Cuff⁸ attempted a more complete survey for the 1965-66 school year. A nation-wide canvass revealed that 446 public school districts in thirty states were operating 499 middle schools. He noted that most middle schools were in small school districts, while only eight large cities accounted for a total of twenty-seven middle schools.

Since 1965, Alexander⁹ completed the most comprehensive survey to date. He reported 1,101 middle schools, which more than doubled Cuff's figures for 1965-66.

⁶Gatewood, Thomas E., "What Research Says About the Junior High Verses the Middle School" The North Central Association Quarterly. VOL. XLVI, No. 2, Fall, 1971. p. 265.

⁷American Association of School Administrators and NEA Research Division. Middle Schools. Educational Research Service Circular No.3, 1965. 15p. (out of print)

⁸William A. Cuff, "Middle Schools on the March", Bulletin of the National Association of Secondary School Principals, VOL. 57, February, 1967, pp. 82-86

⁹William M. Alexander, A Survey of Organizational Patterns of Reorganized Middle Schools (Washington, D.C.: USOE, Bureau of Research, 1968).

Available data since 1965 shows the existence of a trend to a grade organization for the middle years that differs from the 6-3-3 and the other traditional patterns. A national survey conducted by the Educational Research Service of the NEA, in the summer of 1968¹⁰, strongly suggests such a trend. Sixty-five school systems out of ninety-three responding indicated they are considering or have definite plans to move to middle schools.¹¹ Even though the predominant grade organization pattern is still 6-3-3, "It is quite clear . . . that interest in middle school programs is rapidly increasing."¹²

The increase in the number of middle schools and the interest the movement has generated suggest a number of imperatives for educational leaders. Among these is the responsibility to insure that the middle school become a viable alternative to the traditional junior high school and not just a junior high in disguise. Moreover, leaders at the state level in each of the states must assess the extent and the degree of the commitment they will make to the middle school movement.

Recent figures released by the State Department of Education, show Kansas had the following 15 middle schools operating under the middle school concept during the 1972-1973 school year. See Table 1.

¹⁰American Association of School Administrators and NEA Research Division. Grade Organization Patterns. Educational Research Service Reporter, Washington, D.C.: The Service, November, 1968, p. 4.

¹¹Ibid., p. 4.

¹²Ibid., p. 4.

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TABLE I

MIDDLE SCHOOLS IN KANSAS

1972-1973

<u>Name of School</u>	<u>Address</u>	<u>Principal</u>	<u>Grades</u>	<u>Enrollment</u>
Goddard	Goddard 67052	Lester L. Paul	5-6-7-8	467
Paola	202 E Wea Paola 66071	Arthur R. Austin	5-6-7-8	476
Hesston	100 Ridge Road Hesston 67062	Herbert L. Overton	5-6-7-8	240
Tonganoxie	Box 379 Tonganoxie 66086	J. Howard Bowie	6-7-8	281
Overbrook	Box 267 Overbrook 66524	Warren B. Cramer	6-7-8	103
Roosevelt Middle School KSTC, Emporia	1200 Commercial Emporia 66801	Dr. Arthur D. Brill	6-7-8-9	109
Pratt Liberty Intermediate	320 S. Iuka Pratt 67124	Carlos M. Polk	6-7-8	405
Niki Middle School	1-35 at Gardner Antioch Road Gardner	Wesley D. Oyer	7-8	230
Concordia Middle School	7th & Doster Concordia 66901	Ray N. Stanton	5-6	340
Perry Middle School	Perry 66073	Eugene Foos	7-8	123
Windthorst Middle School	Spearville Box 338	Bob Boyd	6-7-8	106
Ruppenthal Middle School	400 Elm Russell 67665	Bert Hitchcock	6-7-8	350
Phillipsburg Middle School	646 7th St. 67661 Phillipsburg	Larry Lee Ward	5-6-7-8	379
Moundridge	816 East Cole	Victor Goering	7-8	121
Herington	2 South A St. 67449	David D. O'Neal	6-7-8	181

It appears that few state departments of education have offered leadership in the middle school movement. Presumably the states perceive their roles to be passive until overtures are made from local school districts. In the absence of official state recognition of the middle school there is a perceptible degree of study and experimentation going on in some areas.¹³ Perhaps if the results of these efforts in terms of curriculum, teacher preparation and certification prove fruitful other state education agencies may follow suit.¹⁴

Defining the Middle School

Though several definitions of middle schools have emerged during the last decade a few of these definitions seem to prevail throughout the available literature. Perhaps one of the more representative definitions is made by Robert Finley, a middle school principal, when he describes the new intermediate unit as follows:

The middle school is based on the knowledge of child development, especially the knowledge of the preadolescent. It is a school which is devoted to the education of the child who is in the age bracket of ten to fourteen.¹⁵

Another is offered by Judith Murphy, one of the pioneers of the middle school movement, by stating that the term:

-designates a school in between elementary and high school housed separately and, ideally, in a building freshly designed for its purpose, and covering at least three of the middle school years, beginning with grades 5 or 6.¹⁶

¹³DeVita, Joseph C., Pumerantz, Philip and Wilklow, Leighton B., The Effective Middle School. West Nyack, New York: Parker Publishing Co., 1970. p.29.

¹⁴Ibid., p. 29.

¹⁵Finley, Robert, "An Illinois Middle School, "The Middle School: A Symposium, (London: The School Master Publishing Co., 1967) p. 33.

¹⁶Murphy, Judith, "Middle Schools", "Educational Facilities, Laboratories, New York, 1965. p. 65.

There is no general agreement on whether the initial year of middle school should be grade 5 or grade 6, but opinion is nearly unanimous that the 9th grade should be part of the high school and not of the middle school. Also a fresh start should be made in developing programs for the intermediate unit. Communities must recognize that to substitute the name "Middle School" for "Junior High School", without examining the program, is not progress.¹⁷

Purposes of the Middle School

Perhaps it is still too early to expect clearly defined purposes for the middle school. Many of the new schools have articulated individual philosophies or statements of purpose and this is commendable.¹⁸ There does seem to be common agreement that the elementary school is concerned with children, the high school focuses on adolescents, and the middle school is designed specifically to meet the needs of pre-adolescents. Moss¹⁹ offers for consideration the following ideas, derived from the literature and from personal visits to several districts planning on operating middle schools. They are based on the unique characteristics of 11 to 14 year-olds.

1. The individual physical well-being of the student during late childhood and early adolescence. Health and physical education activities are designed which are unique to this period of rapid physical growth and dramatic bodily change.
2. Individual mental health through a continuous program of sex education aimed at understanding the many epochal changes taking place during the years 11-14.
3. Learning specifically geared to immature and maturing students in an atmosphere which challenges but does not pressure the individual. Such programs recognize that there are many different learning styles and that large numbers of this age group cannot tolerate huge doses of subject matter because of their physical metamorphosis.

¹⁷Moss, Theodore C., Middle School. Boston: Houghton Mifflin Co., 1969. p.21.

¹⁸Ibid., p. 21.

¹⁹Ibid., p. 21.

4. A continuous program of educational guidance based on the concept that guidance belongs in all classrooms, but utilizing specially-trained guidance counselors as resource personnel. Thus all middle school teachers should be "guidance oriented", working with specialists as members of a professional team. Vocational and career guidance (including college counseling) belong in the high school, not middle school.
5. A curriculum that is part of a continuous nursery through 12th grade program but that takes cognizance of the purposes listed above. Such a program provides for articulation with the elementary school and with the high school.
6. Activities related to the interests and needs of middle school students. These recreations are a natural outgrowth of classroom activities and take the form of special interest clubs and intramural sports. Elaborate graduation ceremonies, evening dances, cheerleaders and marching bands do not belong in the middle school.

These objectives have been formulated as a challenge to all interested middle school partisans to ponder their purposes, in order to evolve a statement of objectives that will guide the future development of the middle school, lest it become the "Muddle School" critics say it is.²⁰

The Middle School Student

In an attempt to understand the developmental characteristics of the eleven to fourteen year olds, a look at the physical, social, and psychological patterns of growth are of importance and are basic to understanding their concerns and desires.²¹

Physical Characteristics: The eleven to fourteen year old group is taller than this group of boys and girls of a generation ago. Girls usually begin to develop at a slightly faster pace. Their muscular eye-hand coordination is improving rapidly. They seem to be growing out of their skirts

²⁰Moss, Op. Cit., p. 21. as cited by Castwirth, Paul, "Questions Facing the Middle School", Clearing House 41 (April, 1967), p. 475.

²¹DeVita, Op. Cit., p. 41.

and pants, through an awkward stage to a period in life where they demonstrate an unceasing capacity to bounce, dance, and actively participate in all types of sports. It is at this stage in life when they become aware of their bodies. Internal changes in body organs are taking place rapidly in both boys and girls. Girls begin menstruation cycles and boys reach puberty. Heart conditions and other physical traits may begin to show up because of their desire to participate in the competitiveness of their age group. Personal hygiene, awareness of body muscular growth, outdoor participation, and some tests of strength become important to boys of this age range.²²

Social Characteristics: It is in this area we can see the greatest contrast between boys and girls today and their peers of yesterday. The social peer group becomes all important. Discussions within this group concern everything from personality development to sexual relations. Unfortunately there is sometimes a personal exploration based upon misinformation and insufficient knowledge. These youngsters are exposed to pressures from mass media communications and as a result are superficially sophisticated since experience is lacking. Conflicts and unfair older boy desires may begin to affect the girls of this age group. The boys are involved in sports of all sorts, both inside and outdoor. Both boys and girls want to sleep at a friends house, and strive for more social freedoms and later hours. Boasting, rivalry, conformity to peer demands, inattentiveness, independence, and responsibility are characteristics of this age. They are ready for and demand more experiences in a social environment which satisfy their needs at a fantastic rate. They are still willing to accept the teacher, the parent, and

²²DeVita, Op Cit., p. 42

adults that know and understand them, but they desperately want to cut the apron strings. On the one hand, socially they are slaves to their own codes of dress, items of identification, and music for their group. Boys find safety with boys, while girls are thinking up ways of enticing their male classmates to parties, dances and kissing games. Boys love the attention but are aware of the peer approval and disapproval patterns, and are fearful of lack of social know-how with girls.²³

Psychological Characteristics: There is a psychological correlation between social growth and physical development. Each exerts an influence upon the psychological development of middle school youngsters. Their frustrations, limited knowledge and anxieties are covered up by their emotions, attitudes, and "smart" language. They are sometimes confused, insecure, self-conscious, temperamental, and react to "unfair" criticism. They are fighting for individuality, responsibility, independence, and at the same time in need of parental directions and guidelines which they can accept without sacrificing their personality and needs. The peer groups, the gang, and early adolescent society set stringent limitations on the middle school child, yet he is happy to be a part of this group and finds safety in complying with its rules.²⁴

Belonging to clubs, a ball team, a neighborhood group or musical combo is vital to our middle school student. They need organized activities and structured experiences which do not squelch their curiosity and independence.

²³Ibid., p. 42.

²⁴Ibid., p. 43.

They begin to excel in athletic activities and competitive games. They need success as well as failure experiences.²⁵

Youngsters are now pressured by parents for good grades. The needs of the parents, peers, the school and society are sometimes contradictory and confusing. The home, once a major factor in shaping youngsters, is being challenged by radio, TV, and magazines for, and sold to them. The immediate goals in life are important and the future is dark and uncertain.²⁶

The ten or eleven to fourteen year old student is unique in his development pattern. He is searching for truth of self and seeking recognition as an individual. As a pre-adolescent he needs a school environment and program different in atmosphere and climate. Its directions and philosophies must reflect his unique needs-different from the elementary and not as complex as the high school.²⁷

The foregoing discussions concerning growth and development point up some imperative needs unique to the middle school youngsters which must be handled tactfully by teachers and parents. They need parents and teachers who will listen and discuss what students think are important. They need to be trusted and guided. They need answers to their silly fears-silly only because they have not had satisfactory answers.²⁸

Developing the Middle School Curriculum

The school staff must be concerned with the development of the whole child. Consequently, the framework within which the teachers function must be structured to include teaching-learning experiences that provide for students'

²⁵ DeVita, Joseph C., Pumerantz, Philip and Wilklow, Leighton B., The Effective Middle School. West Nyack, New York: Parker Publishing Co., 1970. p.43

²⁶ Ibid., p. 44.

²⁷ Ibid., p. 42.

²⁸ Ibid., p. 44.

total growth. Too many times, curriculum development involves philosophy, some specific objectives, and selection of required and elective courses. The school program is then considered complete. Actually, these constitute only a part of the middle school curriculum. A major aspect of curriculum development is its implementation, its humanization, its utilization by both teachers and students so that the students benefit in terms of their own individual needs and in terms of their participation in a social environment.²⁹

Curriculum development for the middle school should be comprehensive Eichorn³⁰ states:

It is not enough to create programs only for the cognitive area. Conversely, curricular efforts directed at the emotional and social phases of schooling will not produce an adequate program. A successful curriculum model must be all inclusive if the needs of transescents are to be met. Several components of a revitalized curriculum are suggested by the nature of transescence. First there needs to be an analytical facet, including the traditional areas of mathematics, science, social studies, and language, characterized by logical, sequential, and cognitive learning. Considerable attention should be given to the sequence of learning objectives with emphasis to the more abstract operations stage of mental development.

Second, evidence suggests the need for an innovative component involving personal dynamics, characterized by the concept of "know thyself" because transescents have a substantial need to understand the growth changes. New curriculum programs in growth and development, social dynamics, and physical activities appropriate to this age should emerge.

²⁹Stradley, William E., A Practical Guide to the Middle School. New York: The Center for Applied Research in Education Inc., 1971. p. 43.

³⁰Eichorn, Donald H., "Middle School Organization: A New Dimension", TIP, (1966), p. 112.

A third curriculum component, closely related to personal dynamics but differing in emphasis is self-expression. This hopefully would result in improved divergent mental development. Individuality, through opportunities for creative expression, can play a vital role as the youngster strives for independence. Current segments of the curriculum such as practical arts, fine arts, composition, literature, and the performing arts may be restructured to accomplish these goals.

Moss³¹ suggests the four-area approach in an effort to meet the needs of middle school students. The four areas are:

1. Skills - reading, spelling, writing, computation, typing, library, and listening.
2. English, social studies, science, mathematics, and foreign languages.
3. The Arts - art, music, drama, industrial arts.
4. Health, Recreation, Physical Education--
personal health, sex education,
recreation, outdoor education,
physical fitness.

Some difficulties arise in attempting to group subject offering because some are meant to develop individual skills and some intended for group skills. Also the areas become inter-related.

Moss³² points out:

For example, writing skills are essential in English, social studies and the sciences. However, not all middle schoolers will possess the same need for skill improvement. The continued development of skill in reading, listening, writing, computation and spelling is achieved through work with individuals rather than groups. Library skills and typing can be improved on an individual basis also, but group work may

³¹Moss, Op. Cit., p. 44.

³²Moss., Op. Cit., p. 46

occasionally be necessary. On the other hand, the subjects in area II are taught largely on a group basis. The arts and health; physical education and recreation should be developed through a combination of group and individual work.

A number of innovations in curriculum suggest the breakdown of courses, per se, to be artificial barriers in a program, and urge the design of integrated areas of study, such as combinations of English and social studies or mathematics and science. But essential components of content within these subjects must still be retained. It is not so much what we call the subjects, perhaps, but how they are arranged in the instructional setting.³³

However, it should be further noted, the arrangement of the program of studies is not paramount, only the way children are allowed to confront these experiences. There is a variety of curriculum arrangements which can be implemented through an equal variety of instructional practices. For the purposes in this chapter we are concerned with suggesting three middle school programs which may serve as models for the effective middle school.³⁴

The arrangement of several different program offerings are illustrative of the possibilities for providing learning experiences for pre and early adolescents. For example, in Bellingham, Washington, the following courses are offered in grades 6, 7, and 8 of the middle school.³⁵

Courses Offered at Sixth Grade Level

Core	Specialized Subjects
Language Arts (Reading Spelling English)	Physical Education
Social Studies	Music of Choice
Mathematics	
Science	
Arts and/or Crafts	

³³DeVita., Op. Cit., p. 74.

³⁴Ibid., p. 74.

³⁵Ibid., p. 75.

Courses Offered at Seventh Grade Level

Core	Specialized Subjects
Language Arts (Reading Spelling English)	Mathematics
Social Studies	Science Arts-Crafts Industrial Arts Home Economics Music Physical Education

Courses Offered at Eighth Grade Level

Core	Specialized Subjects
Language Arts (Reading Spelling English)	Social Studies Mathematics Industrial Arts-Home Economics Physical Education Science Art (of Fine Arts) Music (of Fine Arts) Additional Independent Study

It can be seen that the number of specialized (departmentalized) subjects increases according to the grade level, the fewest being at the sixth grade level and the most at the eighth grade level. Furthermore, there are no foreign language offerings at this particular middle school for any grades, which obviously reflects the needs of the community.

Course offerings for grades 6, 7, and 8, for Goose Creek Consolidated School District, Baytown, Texas, include the following subjects:³⁶

³⁶ Ibid., p. 76.

Grade 6

1. Reading (
2. English (Block
3. Social Studies
4. Math
5. Physical Education
6. Science 18 wks. and Spanish 18 wks.
7. Vocal Music 12 wks., Art 12 wks., Speech 12 wks. OR Band 36 wks.

Grade 7

1. Reading (
2. English (Block
3. Social Studies
4. Math
5. Physical Education
6. Science 18 wks., Health 18 wks.
7. Electives: Band or choir for 36 wks. OR Homemaking 18 wks.,
Shop 18 wks., Spanish 18 wks., French 18 wks.,
Speech 18 wks., Art 18 wks.

Grade 8

1. Reading
2. English
3. Social Studies
4. Math
5. Physical Education
6. Science 36 wks. OR Science 18 wks. & For. Lang. 18 wks.
7. Electives: Band or Choir for 36 wks. OR Choose two: Typing
18 wks., Homemaking 18 wks., Art 18 wks., Speech
18 wks., Shop 18 wks.

In contrast to Bellingham's program, Goose Creek offers science for only one semester, but does include one foreign language for the sixth grade and two for the seventh and eighth grades. Electives for the seventh grade in the areas of music, art, speech, homemaking and typing are taught on a tri-semester basis.

The Palos Verdes Peninsula Unified School District offers the following in the sixth, seventh, and eighth grades.³⁷

³⁷Ibid., pp. 77-79.

REQUIRED COURSES

Sixth Grade

English	
Social Studies	Half Day
Art	
Music	
Mathematics	
Science	Half Day
Physical Education	
Foreign Language	

REQUIRED COURSES

Seventh Grade

English-Social Studies	3 periods
Foreign Language	
Mathematics	1 period
Science I	1 period
(Required one semester Only)	
Physical Education	1 period
Elective	<u>1 period</u>
	7 periods

Special Subject Elective Courses
For Seventh Grade Students

Semester Only

One or Two Semesters

Art I	Music-Chorus
Art II	Music-Instrumental Music
Crafts	
Home Arts I	
Journalism	
Music-20th Century	
Practical Arts I	
Reading Development	
Science II	
Speech/Drama I	
Speech/Drama II	

REQUIRED COURSE DESCRIPTIONS

Eighth Grade

English-Social Studies	2 periods
Mathematics	1 period

Science I/Foreign Language (Required one semester only)	1 period
Physical Education	1 period
Elective	<u>2 periods</u>
	7 periods

Special Subject Elective Courses
For Eighth Grade Students

Semester Only

Art I
Art II
Art Service
Career Exploration
Crafts
English Review
Home Arts I
Home Arts II
Journalism
Library Service
Music-20th Century
Practical Arts I
Practical Arts II
Reading Development
Science II
Speech/Drama I
Speech/Drams II

Full Year
French I
German I
Latin I
Spanish I

One or Two Semesters

Music-Chorus
Music-Glee Club
Music-Instrumental Music

In the Palos Verdes plan, basic subjects are taught in varying ways as one proceeds from the sixth grade to the eighth grade with a very comprehensive elective course program for the eighth grade.

The course outline formats cited are by no means exhaustive. There are other subjects not listed in either of the three sample courses of study programs that are offered in other middle schools.

Effective Guidance for the Middle School Pupil

New insights into the nature of the pre and early adolescent, in terms of biological, social and psychological needs, suggest that a sound guidance program includes the need to foster an environment that provides for pupil growth while in the school setting as well as the need to understand the vital

role of orientation of prospective students. Also if we believe that guidance is enhanced by the teacher, a good relationship provided by a classroom teacher is most important. Many problems, both physical and emotional in nature, may be pinpointed at this level of interaction. Every school should endeavor to encourage this awareness on the part of the total faculty. Once major concerns are identified, guidance specialists are utilized together with the teachers and the parents. Provisions for social workers, psychological services, home visits and referral agencies make a worthy contribution and at the same time give the child an opportunity to experience a healthy growth and development.³⁸

Eichorn³⁹ states:

The present approach with its heavy dependence upon the specialist, is effective with youngsters with severe problems but does not adequately serve all middle school students. All children during this period need daily contacts with a wide range of adults if the adjustment process is to be successful.

Transescentals seeking identity need experiences which will aid their social and emotional development. This can be achieved if the middle school climate is fundamentally a guidance one, with all programs and activities considered fundamental to the guidance process.

Extra Curricular Activity Program

The academic program in the school receives most of the emphasis and attention. This provides for the student's scholastic development. The program of studies does not, however, meet all the needs of the middle

³⁸DeVita., Op. Cit., p. 104.

³⁹Eichorn., Op. Cit., p. 112.

school student.

Because there are some educational objectives which may be better accomplished through social activities, the middle school should provide a varied activity program for the students. All activities should be selected and planned as definite parts of the school curriculum, not as ends in themselves.

The number and extent of extra curricular activity offerings seem to vary from school to school. Grooms⁴⁰ places all activities in four different areas: physical, service, aesthetic, and intellectual activities.

1. Physical Activities-with emphasis on an intramural program where all students may participate. Skill development, sportsmanship and appreciation for both team and individual sports become more important than winning at any price. Student support for individual teams can prove to be a stimulating and effective emotional release as in any inter-school athletic program without the undesirable social side effects associated with the latter activity.

2. Service Activities-where the decision-making process can be developed. The student council can be a decision making body in the school. When decision-making responsibility is delegated to the council, the student body can observe first-hand the importance of selecting governing officials with care.

Student publications serve both the student body and the community by

⁴⁰Grooms, M. Ann, Perspectives on the The Middle School, Columbus, Ohio: Charles E. Merrill Publishing Co., 1967. p. 21.

providing information. Various skills are required by the publications staff thereby affording many students the opportunity to employ their skills for the benefit of others.

3. Aesthetics-the arts can be advanced by permitting the middle school aesthetically-oriented student to participate in the "live arts" such as music festivals, dramatic endeavors, arts and craft shows, and school displays.

4. Intellectual Activities-many activities in the academic area can be extended in scope and depth to afford students adequate opportunities for personal dedication. Intellectual activities become stimulating adventures; science, social studies, mathematics, and language arts all have challenging areas.

Moss⁴¹ places activities such as health, recreation and physical fitness under area IV in his four-area approach to curriculum. Concerning team sports he comments:

While team sports need not be neglected, these activities should be kept in proper perspective by middle school teachers. As a school for "growing up" the athletic program emphasizes development, rather than perfection, of team playing skills. Interscholastic sports should not be scheduled. A strong program of intramurals, together with some instruction in physical education classes, should encourage skill development and sportsmanship.

Moss⁴² feels individual sports and outdoor education, where the weather permits, contribute much to individual development whereas marching bands and cheerleading squads should be replaced by activities that a greater number of students could get involved in.

⁴¹Moss., Op. Cit., p. 136

⁴²Ibid., p. 150.

Stradley⁴³ makes a very practical point when he states:

There are arguments pro and con as to whether interscholastic athletics should be included in a middle school program. Regardless of the differences of opinion and the validity of the reasons, inter-scholastic athletics, in many cases, are a part of the middle school activities. Accepting this as fact, the middle school staff must keep athletics in their proper, limited place.

Limitations must be imposed to keep the athletic program from becoming "little high school." This can be difficult when there is a middle school and one or more junior high schools in the same area and the junior high schools field athletic teams. The middle school staff would face tremendous student and public opposition to any plan that would result in elimination of or "de-emphasis of," interschool competition. Nevertheless, if the middle school concept is to be maintained, limitations must be imposed.

There seems to be general agreement that extra curricular activities are a very important segment of the middle school program. They should be developed on the basis of need as well as on the basis of interest. Individual school districts will be faced with the decision as to the need and to what extent they wish to participate in interschool athletics and marching bands.

Teachers for the Middle School

One of the truisms of education is that a school is only as good as its teachers. The most creative modern curriculum and the most advanced technology will be of little use if weak and misguided teachers are placed in charge of instruction.

Where will teachers for the middle school be found? Will the middle school, become a "school without teachers?" After 60 years only a handful

⁴³ Stradley., Op. Cit., p. 88.

of states have recognized the junior high school as worthy of separate teacher certification. What chances are there, then, of special programs for the preparation of middle school instructors? Let us hope that the state certification units profiting from past mistakes and prodded by middle school partisans, will come forth with programs for the preparation of personnel for the new organization.⁴⁴

Commenting on junior high school teachers, Conant⁴⁵ states:

Neither the elementary school teacher nor the senior high-school teacher is usually well adapted to give instruction in grades 7 and 8. This is a problem for state certification and teacher training institutions.

Attempts to establish as an initial career commitment teaching on the junior high and middle school level have met with indifferent success. Most teacher education institutions have emphasized secondary education and elementary education with little or no recognition of the overlapping middle level. State departments of education have tried various patterns of teacher certification. Secondary or elementary certificates remain the most frequent route to junior high and middle school teaching. Recognizing that most teachers beginning at the junior high or middle school level have had no special preparation for that level, many public school administrators have long accepted responsibility for in-service education as part of a continuing teacher education program.

Concerning professional preparation, Grooms⁴⁶ recommends consideration of the three elements that comprise job specifications - training, experience, and skills.

⁴⁴Moss., Op. Cit., p. 203.

⁴⁵Moss., p. 203 Citing. Conant. James, B., "Some Problems of the Junior High School, "NASSP Bulletin, 44 (April, 1960), p. 314.

⁴⁶Grooms., Op. Cit., p. 49.

Training for prospective middle school teachers would be five years of college work culminating in an accredited college degree and a full year of internship in a middle school. Advanced graduate work to support the staff member for his middle school career can best be undertaken after the staff member's aptitude for middle school teaching has been ascertained.⁴⁷

The type of experience necessary for the staff should be middle school teaching experience. Serving as a learning coordinator on a teaching team may be an equivalent alternative experience. Employment of teachers for middle school is permissible only after teachers have served an appropriate internship period.⁴⁸

The teaching skills needed are learning support skills. Grooms⁴⁹ explains:

The middle school teacher is not teaching math; he is not teaching Mary; he is not teaching math to Mary. He is providing support to Mary so that she can learn math. The teacher lends support to Mary in the math learning situation in accordance with his understanding of Mary's learning process.

This concept for teaching math or any other discipline identifies a student-teacher learning ratio that applies to many learning situations. In supportive learning, the persons involved intend to optimize learning in a new area.⁵⁰

Concerning preparation of teachers for middle school Moss⁵¹ states:

Probably all instructors should be intelligent and possess similar personality characteristics, regardless of teaching level.

⁴⁷Grooms, M. Ann. Perspectives on the Middle School. Columbus, Ohio: Charles E. Merrill Publishing Co., 1967. p. 49.

⁴⁸Ibid., p. 50.

⁴⁹Ibid., p. 51.

⁵⁰Ibid., p. 52.

⁵¹Moss., Op. Cit., p. 211.

Teacher training must provide opportunities for college students to develop understandings of the growth and developmental characteristics of children and adolescents. Moss⁵² feels the traditional courses in "child psychology" and "the psychology of adolescence" are good if taught by professors who have had experience with children and youth and the two courses concentrate on the ten to fourteen year old.

Some observations, by college students, or work with 10-14 year olds would be of value to college students considering teaching in the middle school. Early exposure with opportunities to communicate with 10-14 year olds might also be of help.⁵³

Moss⁵⁴ would have college students spend at least one semester full-time in a middle school as a part of their teaching training. Furthermore, if team teaching is taking place they should be assigned to the team. Teacher educators should also visit schools to establish programs that provide content background desirable for middle school teachers.

While teaching personalities vary greatly, certain traits are desirable regardless of the level at which instructors teach. Moss⁵⁵ feels teachers for the middle school should have:

1. Knowledge about the growth and developmental characteristics of children aged 10-14.
2. Understanding of and sympathy for middle school students.
3. Sincere liking of middle school students.
4. Ability to talk with middle school students.
5. A keen sense of fairness.
6. A keen sense of humor.

⁵²Moss, Theodore C., Middle School. Boston: Houghton Mifflin Co., 1969. p. 212.

⁵³Ibid., p. 212.

⁵⁴Ibid., p. 217.

⁵⁵Ibid., p. 229

7. Many interests.
8. Flexibility in teaching.
9. Reasonable competency in a teaching field.
10. Ability to cooperate and work with colleagues.
11. Commitment to the purposes for the middle school.

Some examples of the teacher who meets requisites of the middle school staff are presented here by Grooms⁵⁶ in the form of profiles:

Miss Olive easily established rapport with her students. She evidences quick wit, a happy facial expression, and a calm easy manner. She laughs easily, knows when to talk privately with a student, when to listen, and when to reassure. She contrives situations to permit students to demonstrate newly acquired capacities. Her understanding of students' reactions to situations permits her to anticipate student feeling and behavior. She is a happy individual who radiates enthusiasm for teaching.

Mr. Brown's chronological age is not much greater than that of his students. To him, life and learning are adventures to be diligently pursued - the day is too short to accommodate his activities. Each new learning experience in the middle school is a new adventure. Mr. Brown shares in students' learning discoveries. No detail of learning experience is too unimportant to relate to him. He listens, he commands, he shares in talking and telling others of learning accomplishments. His smile is contagious to those around him. Mr. Brown does not labor consistently at generating an affection for learning and a stimulating climate; such things just happen when Mr. Brown is around.

Mr. Green, upon an exit interview from a middle school position, had these comments to make: "These kids are driving me wild. They aren't quiet for more than 15 minutes at a time. I find them loud and noisy, lazy and non-cooperative. And their jokes - the jokes are too much." The students, when interviewed noted, "Mr. Green was unfair, always picking on somebody and not prepared for the day." They commented further, "Mr. Green never permits us to plan. He follows the same routine daily. He never allows classes to experiment and fails to respect the opinions of the students." The replacement, Mr. Gray successfully completed Mr. Green's term. Upon arrival at the middle school Mr. Gray states, "hope the students are alive with energy. I loathe students who are conformists and complacent. The students are going to share in decision-making responsibilities. Students' opinions are valuable to me."

⁵⁶Grooms., Op. Cit., p. 46.

Having read the profiles, the word comes through loud and clear that the middle school teacher must be alive - intellectually, physically and socially.

Summary

The middle school, as an organizational pattern, emerged during the 1960's and has spread steadily throughout the country.

The eleven to fourteen year old students of today have caused educators to reassess the organizational structure and methods of instruction in an effort to meet their needs in education. Many innovations, such as team teaching, flexible scheduling individualized instruction with increased emphasis on guidance, are being used today in the middle school.

Activities that meet the interest and need of this age group are being introduced. Intramural sports are replacing interschool athletics with emphasis on participation in place of competition in the new middle school.

The need for recognition of middle schools by state departments of education and teacher training institutions has become apparent. Teachers for this age group need special training. They also must possess a desire to know, and understand, and to work with the eleven to fourteen year old student.

CHAPTER III

PRESENTATION OF THE DATA

Introduction

It would seem at the outset that it would be much easier to start a middle school in a new facility designed specifically for this type of organization, a faculty that had been trained and were committed to the middle school concept, and a community that was informed and felt strongly that this would be the best educational program for their children.

This chapter will constitute a brief summary of the development of the Pratt Unified School District #382 Middle School. Particular emphasis will be placed on the implementation necessary to change a conventional junior high school, grades 7-8-9, to an intermediate school organization scheme of grades 6-7-8.

Data Pertaining to School and Community

Pratt Unified School District #382 encompasses the city of Pratt with boundries extending into Pratt County. It is one of two school districts in Pratt County. Unified School District #382, operates in a K-5, 6-8, 9-12 organizational structure with four elementary attendance centers, one intermediate school and one senior high school. The total school enrollment is 1585 students.

Liberty Intermediate school has an enrollment of 400

students in grade levels 6, 7 and 8. The instructional staff consists of twenty five teachers, one counselor, one librarian and one part time school nurse. The office staff has one full-time secretary and one principal.

The faculty at Liberty range in age from twenty three to fifty nine with the average age being 36.7 years. The range in teaching experience is from one year to twenty five with the average being 9.6 years. From a staff of twenty five, twelve have elementary certification, and ten have secondary certification with three having a combination of both elementary and secondary certification.

The program is housed in what was formerly a secondary school facility. There are twenty eight conventional type classrooms ranging in size from 440 square feet to 800 square feet, a regulation size gymnasium and an auditorium with a seating capacity of 600. The building provided adequate space for the number of students enrolled.

The Intermediate School Begins

During the 1970-71 school term a decision was made to change the organizational scheme of the district from a 6-3-3 to a 5-3-4. The impetus for this organization change came as a result of inadequate facilities at the elementary level. Furthermore, it was determined that the 1971-72 school year would necessarily involve planning, research and inservice before any curriculum changes would be made though structurally a middle school organization existed.

As such, during the 1971-72 school year the sixth grade students were placed in self-contained classrooms while the seventh and eighth grade students were placed in a departmentalized setting.

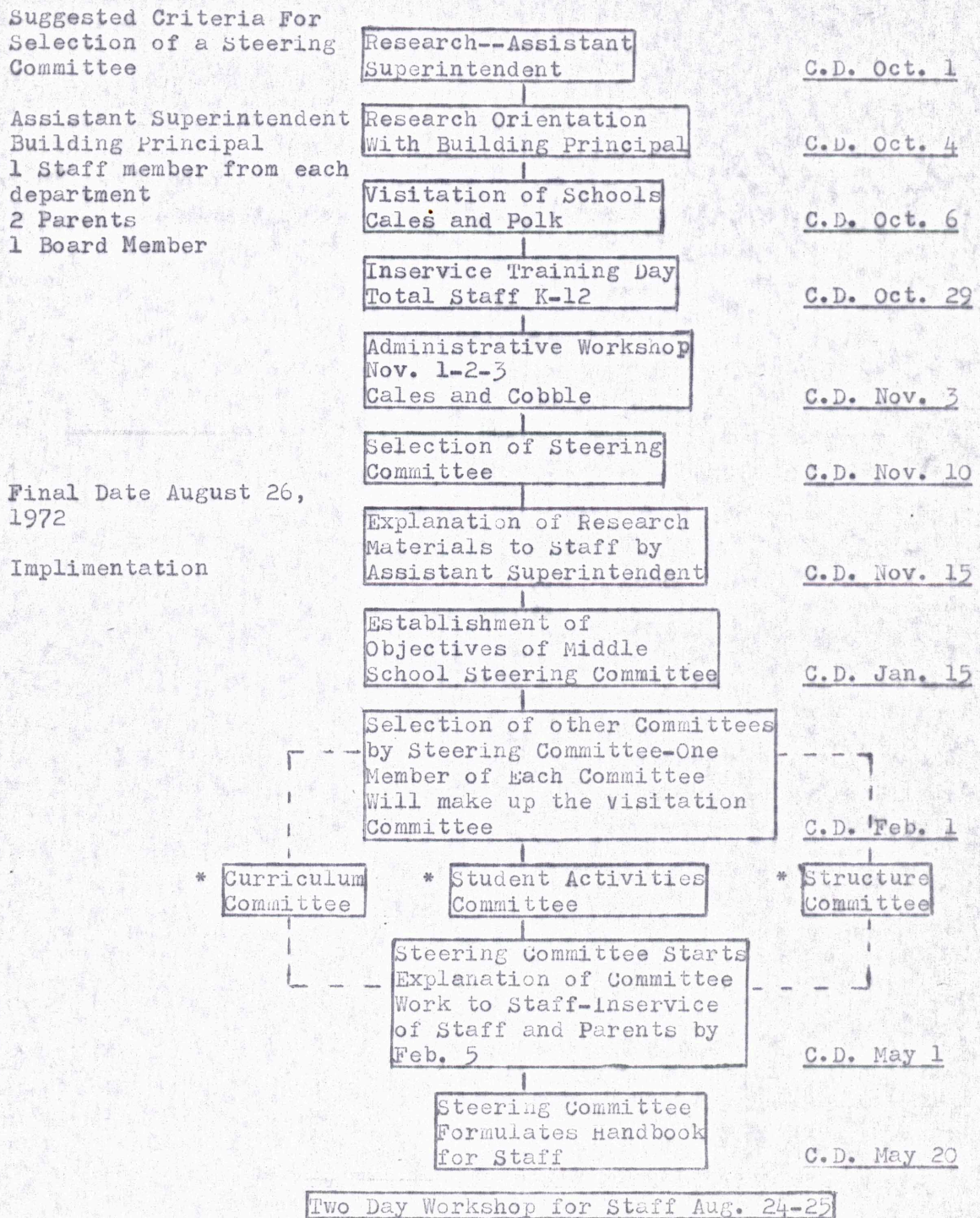
Research

Research was done during the summer and early fall, a flow chart was developed as a guide with completion dates designated. (See Table II). The completion dates are designated by C. D. in the column to the right. Reference to these dates will be made throughout this chapter.

The research and background materials were compiled and distributed to the faculty in the form of a handbook on October fourth, 1971. In addition each faculty member was given a guide book entitled "A Vehicle For Change" devised by the administrative staff to receive input from the instructional staff as we progressed. The staff was advised to review the literature in the research handbook in addition to other books and articles that were available in order to determine goals and objectives to reach these goals for the middle school. Meetings were held of an open-ended nature for the purpose of understanding how we were to proceed with consideration being given to recommended changes. Many questions were asked and insight gained through council situations whereby faculty members became a partner in the decision making process. The following goals accompanied by objectives to meet these goals were written by the intermediate

TABLE II

PRATT U.S.D. # 382 MIDDLE SCHOOL FLOW CHART 1971 - 1972



*Indicates that they feed back to Steering Committee through
Committee Leader.

staff, under the direction of the steering committee. (See Table III).

Visitations

Visitations of middle schools operating under the middle school concept were made throughout the school year. Specifically, these were the Hesston Middle School, located at Hesston, Kansas, Rogers Middle School, located at Spencer, Oklahoma, and the Rincon Middle School, in West Covina, California. Perhaps the most valuable of these visits was the two day period at Rogers Middle School in Spencer, Oklahoma, in which the steering committee composed of five teachers, two parents, one board member, the principal, coordinator and Superintendent had an opportunity to interact with a staff involved with team teaching and modular scheduling in a total middle school setting. Sitting in on team meetings, visiting with students and finally a brain-storming session in the motel during the evening proved to be a moving force in our middle school planning. The instructional staff returned to Pratt excited about team teaching and flexible scheduling as a way of meeting the needs of 11 to 14 year olds in Pratt. Their enthusiasm seemed to spread to the other faculty members. The two parents and board members also stimulated interest in the community concerning this approach to instruction.

Inservice

The major thrust of the inservice day scheduled on

TABLE III

OBJECTIVES TO REFLECT THE GOALS THAT HAVE BEEN IDENTIFIED BY
THE MIDDLE SCHOOL STAFF

-
- A. Students will improve and develop a sound background of basic concepts of educational processes.
 - 1. Motivational textbook study
 - 2. Directed classroom activities
 - 3. Planned use of laboratory manuals
 - B. Students will be stimulated to have concern for the natural environment.
 - 1. Field trips
 - 2. Science laboratory
 - 3. Assemblies
 - 4. Lyceums
 - 5. Community speakers
 - C. Students will develop an intellectual curiosity and profit from a free exchange of ideas.
 - 1. Small group activities in classroom
 - 2. Supervised use of resource center
 - 3. Directed independent study
 - 4. Free exchange of ideas in open classroom discussion
 - D. Each student should learn to manage his physical body and care for his physical well-being.
 - 1. Health education courses
 - 2. Physical education courses
 - 3. Subject area adaptation
 - E. Each student will be provided with experience and training in vocational activities.
 - 1. Home economics
 - 2. Shop classes
 - 3. Introduction to occupations
 - 4. Expanding vocational guidance
 - F. Activities and experiences in the use of leisure time and the enjoyment of expression and achievement by means of the arts should be provided.
 - 1. Curricular activities
 - 2. Verbal communication
 - 3. Music appreciation
 - 4. Art appreciation
 - 5. Language arts
 - G. Each student should develop a high degree of self-discipline and respect for his fellow citizen through sound moral and spiritual attitudes and values.
 - 1. Varied subject content
 - 2. Relevant classroom experiences
 - 3. Needed parent-teacher-pupil conferences
-

October 29, 1971, was the middle school concept. A team of consultants were brought to the school to work with the staff in large/small group situations and in individual conferences. Consultants were provided for the following topics: (1) team teaching, (2) individualizing instruction, (3) organizing for learning, (4) flexible scheduling.

After the meetings with the consultants, the staff held a series of meetings to discuss ideas about team teaching and flexible scheduling. The meetings disclosed that:

Some of the professional staff were afraid to depart from their current modes of teaching.

Some staff members straddled the fence. They suggested that a limited course of action be followed regarding team teaching and flexible scheduling.

Some staff members became avid middle school disciples through participating in planned activities. These staff members advocated the use of interdisciplinary team teaching and flexible scheduling in all school areas.

What had the look of an impasse situation was quickly resolved by the assistance of staff professionals skilled in group dynamics techniques. The result was the staff pulled themselves together and dedicated themselves to the formulation of curricula framework.

Steering Committee

The following committees were formed with every staff member being involved in at least one committee: (1) Steering Committee, (2) Curriculum Committee, (3) Activities Committee,

(4) Structure Committee. The composition and functions of these committees follows.

The steering committee was made up of the coordinator, building principal, one staff member from each discipline, two parents and one board member. The faculty selected their representatives and also recommended the two parents for this committee. The functions of the steering committee included the following: (1) determine the objectives of the intermediate school - presented earlier in Table III, (2) act as an executive committee for other committees, (3) formulate a handbook on team teaching for the instructional staff, and (4) prepare a plan for dissemination of information concerning the middle school.

All recommendations from the various committees were presented to the steering committee for approval. Final recommendations were made to the board of education for adoption at the board meeting on April 10, 1972.

A teaming handbook was prepared by the steering committee to serve as a guide to the instructional staff. It also serves as a valuable instrument for new teachers joining the staff. See Appendix A for teaming handbook.

Plans for dissemination of information concerning the curriculum and activities to parents and other citizens of the community was another function of the steering committee. The following statement was made at a committee meeting.

The committee felt that the major thrust of our

plan should be directed to parents of those students directly involved in the middle school program.

The emphasis as we interacted with people within the community should be placed on our concepts and philosophy that expressed a need for a change.

Actual mechanics and implementation of the program should be outlined, but parents are desirous of knowledge cognizant to the program as it affects their child, but not primarily concerned with procedural changes.

We feel dissemination must come from each member of our faculty to create an enthusiastic acceptance in the community.

The program for dissemination of material is outlined in Table IV.

Curriculum Planning

The curriculum committee was composed of teachers from each discipline as well as from each grade level. They were charged with the responsibility of developing the curriculum as well as the instructional strategies to implement the program.

The committee had read about, heard about, and some members had seen team teaching and individualized instruction in practice so they solicited the commitment from staff members to employ this strategy.

It was determined that the staff would be assigned to academic teams composed of five teachers at the sixth and seventh grade levels with a strength (elementary) or a major (secondary) in math, science, social studies, language arts

TABLE IV

LIBERTY INTERMEDIATE SCHOOL APRIL, 1972
PROGRAM FOR DISSEMINATION OF FACTS CONCERNING THE CURRICULUM
OF LIBERTY INTERMEDIATE SCHOOL TO PARENTS
AND OTHER CITIZENS OF THE COMMUNITY

- I. Parents of Students of the Middle School
 - A. Letter
 - 1. All parents of students in the middle school
 - 2. Sent latter part of the current school term
 - B. Student Orientation
 - 1. Program explained - Coupled with pre-enrollment
 - C. Parent Open House
 - 1. Evening of the same day student orientation is held
 - 2. General presentation of curriculum
 - 3. Field questions from the floor
 - D. Letter in the Fall
 - 1. Repeat general outline of program
 - 2. Add any relevant material developed through summer
 - E. Tribune Back-to-School Issue (local newspaper)
 - 1. Articles telling of program
 - 2. Pictures of building changes
 - F. Open House
 - 1. Explanation of program in first two months of fall term
 - 2. Urge parent classroom visitation
 - II. Parents of Students in K-5
 - A. Fall P.T.A. meetings
 - B. Tribune Back-to-School Issue (local newspaper)
 - III. Parents of Students 9-12
 - A. Paragraph in parent newsletter
 - B. Tribune (local newspaper)
 - IV. Community
 - A. Civic groups
 - 1. Programs by staff members
 - 2. Programs by administrators
 - 3. Programs by lay members of committee
 - B. Tribune Back-to-School Issue (local newspaper)
 - C. General contact with staff
-

and reading. Both teams of sixth and seventh grade academic teachers would have, in theory, complete freedom to use the large blocks of teaching time as they deem fit. (See Tables V, VI, VII). Approximately 130 students were assigned to each of the teams.

The teachers in the "special areas" art, music-both vocal and instrumental, physical education and health had the option of joining the academic teams at different points or forming a separate team. The special area times on the schedule were to be "tied down" as some of these staff members were shared with other buildings.

The committee scheduled all members of the team planning at the same period of time during the school day. The length and frequency of the team meetings would be determined by the team.

The eighth grade was to remain in a departmentalized structure with the opportunity to team or use the core approach in certain academic areas. The rationale for departmentalized eighth grade classes was based on a smoother transition from a flexible middle school to the highly departmentalized high school. Also, the additional curriculum offerings for eighth grade students would allow additional exploration prior to deciding on their program of studies at the secondary level. Required courses for eighth graders were: Language arts, history, math, science, physical education, world of construction for all boys, home economics for

TABLE V

CLASS SCHEDULE FOR 1972-73
 THE CURRICULUM COMMITTEE OF LIBERTY INTERMEDIATE SCHOOL
 RECOMMEND THESE SCHEDULES FOR 1972-73:

GRADE 6

8:25- 9:15	9:20- 10:10	10:15- 11:05	11:10- 12:35	12:40- 1:30	1:35- 2:25	2:30- 3:20
1	2	3	4	5	6	7
Block	Block	<u>Team plan</u> B Band MTWThF Beginning Orchestra MTWThF Boys PE Girls (not in band) Boys Voc. Girls M. ½ period in each place	Block	Block	Block (Small sec. 12-15 stud) Boys PE Girls Boys V.M. Girls (those in band)	Block
Art	Art		Art			

- Complete teaming in the following academic subjects:
 (Block)
 Math----- Snyder
 Social Studies-- Mason
 Science----- Bateman
 Language Arts--- Modelmog
 Reading----- Schmidt
 Art classes will be scheduled out of block time
 Physical Education-Required for all students
 Vocal Music-----Required for all students
- Electives:
 Band
 Orchestra

TABLE VI

CLASS SCHEDULE FOR 1972-73
 THE CURRICULUM COMMITTEE OF LIBERTY INTERMEDIATE SCHOOL
 RECOMMEND THESE SCHEDULES FOR 1972-73:

GRADE 7

8:25- 9:15	9:20- 10:10	10:15- 11:05	11:10- 12:35	12:40 1:30	1:35- 2:35	2:30- 3:20
1	2	3	4	5	6	7
Block	Block	Block	Orchestra or Band (50-60 stu.)		Block	Block
			Boys PE MWF Health Boys V.or M. TTh	Boys PE MWF Health Boys V.or M. TTh		
			Girls PE TTh Health Girls V.or M. MWF	Girls PE TTh Health Girls V.or M. MWF		
		Art	Team Planning	Small block classes (12 to 15)	Art	Art

1. Teaming in the following academic subjects: (Block)

Language Arts----- Farmer
 Math----- Forssberg
 Science----- Todd
 Social Studies----- Meyeres
 Reading----- Immell

Art classes to be scheduled out of block time
 Physical Education-Required for all students

2. Electives:

Band Health
 Orchestra Vocal Music

TABLE VII

CLASS SCHEDULE FOR 1972-73
 THE CURRICULUM COMMITTEE OF LIBERTY INTERMEDIATE SCHOOL
 RECOMMEND THESE SCHEDULES FOR 1972-73:

GRADE 8

8:25- 9:15	9:20- 10:10	10:15- 11:05	11:10- 12:35	12:40- 1:30	1:35- 2:25	2:30- 3:20
1	2	3	4	5	6	7
World of Construction	World of Construction	Block	A Band Orchestra	Block	Block	Block
Boys PE MWF	Boys PE MWF		Small block classes (12 to 15 stud)			
Boys V.M. TTh	Boys V.M. TTh					
Home Ec. (24)	Home Ec. (24)					
Girls PE TTh Girls V.M. MWF	Girls PE TTh Girls V.M. MWF					
Doan Sci. Link Math (girls not in home ec.)	Lunt Eng. Harris Hist. (girls not in home ec.)					

- Teaming may be done in following areas:
 Language Arts---- Lunt
 History----- D. Harris
 Math----- Link
 Science----- Doan
 Home Economics - Required for all girls
 Physical Education - Required for all students

- Electives:
 Band Orchestra Citizenship Health
 Vocal Music Reading Speech

all girls. Electives for eighth graders included: Band, vocal music, orchestra, reading speech, citizenship and health.

Additional areas of concern for this committee was illminating the bell system at Liberty and heterogeneous grouping for instruction.

First, it became obvious that students would be moving to different areas at various time intervals depending on the teams schedules for that day thus eliminating the need for a bell.

Second, after reviewing the literature concerning grouping the recommendation was made to have heterogeneous grouping of youngsters used in all academic and special areas. Subgrouping may be necessary for good student progress and could prove to be a challenging technique for teachers to use. A balanced teaching program of total group, subgroup, and individualized instruction was called for to take advantage of heterogeneity.

Finally, in the area of guidance a student would be assigned a base room teacher for general guidance and orientation, meeting only as the need arises. The curriculum committee felt much of the guidance program should be undertaken by the teaching team whereby group and individual conferences could be held by adjusting the team schedule. The counselor would be used as a resource person for both teachers and students. He would for all practical purposes be a member of each team, providing input, handling small group sessions

and making professional referrals when deemed necessary. He would be the intermediary through whom teachers would seek to improve their guidance of students.

Activities Program

In keeping with the middle school concept of having activities that are related to the interests and needs of middle school students with major emphasis on participation rather than competition, the activities committee recommended the following outline of activities for Liberty Intermediate.

- A. The middle school will have an intramural sports program so designed as to attract the greatest number of students. Leaders of this program will be one man, preferably a physical education teacher, and one woman physical education teacher who will serve as a team.
 1. Intramural coaches will receive an extra stipend each year for conducting a well-balanced, successful program attractive to both boys and girls, consisting of both team and individual activities.
 2. Intramural coaches will turn in monthly reports to the Intramural Director and to his principal reporting time, activities, and number of students participating.
 3. Intramural activities may culminate in play days for the entire student body, or in play-offs among teams.
 4. Certificates and/or ribbons may be awarded to participants in intramural sports. However, emphasis should be on participation, not competition.
 5. Intramurals for each grade level will be as follows:

Intramurals - 6th grade

Flag Football - Boys
 Basketball - Boys
 Basketball - Girls
 Volleyball - Girls and Boys
 Checkers and chess - Girls and Boys
 Softball - Girls
 Softball - Boys
 Wrestling - Boys
 6th grade girls organized games-
 Battle-ball, Relays, Triple
 Trouble

Intramurals - 7th grade

Flag Football - Boys
 Basketball - Boys
 Wrestling - Boys
 Volleyball - Boys
 Checkers and Chess - Girls and Boys
 Basketball - Girls
 Volleyball - Girls
 Track or Tennis - Girls
 Softball - Girls

Intramurals - 8th grade

Wrestling - Boys
 Volleyball - Boys
 Checkers and chess - Boys and Girls
 Track or Tennis - Girls
 Softball - Girls
 Volleyball - Girls
 Golf - Boys and Girls

- B. Bands may play at home athletic contests and at programs. Those having uniforms may continue to use them, but no new uniforms will be supplied. Bands will confine their efforts to instruction and concert-type performances.
- C. Clubs directly connected with the school program shall meet on the school campus and shall be sponsored by a teacher and shall be open to all students.
- D. Other groups, such as Student Council, Honor Society, Pep Club may be organized when they serve a vital role in school activities and student government and in building school morale.
- E. The middle school will have interschool athletics for the eighth grade boys in the following sports.
 1. Football - six (6) games under the direction of two coaches. It has been suggested that the starting time of these games be 3:45. A minimum of 33 players must take part in each game.
 2. Basketball - ten (10) games in addition to the league tournament. The team will not play more than one game per week except when participat-

ing in the tournament. Two coaches will be assigned to the team. A minimum of twelve players must take part in each game.

3. Track - five (5) meets to be held in the spring. Two coaches will be assigned the track team. A number of dual meets should be scheduled to allow for maximum participation.

F. School functions shall be appropriate for this age group.

1. No social dances will be permitted. (Rhythm activities and folk dancing are permitted in physical education classes.)
2. Club activities may be held subject to the principal's approval. They should be inexpensive or free to students, well-chaperoned, and well-planned to include games appropriate to students in the 11-14-year-old age group.
3. One social activity, such as a picnic or skating part, for each grade level, may be held once a year.
4. Play day or other activities which are an outgrowth of the intramural program are permissible.
5. Night activities are to be discouraged.

Middle School Facility

Reference was made early in this chapter concerning Liberty Intermediate school being housed in what was formerly the senior high school. While some school districts have new buildings designed for the middle school program, many districts do not. At Liberty the structure committee was ask to survey the present building and make recommendations for renovations that would meet the needs of the students and the instructional program outlined earlier in this chapter. The committee was intent on avoiding the tendency to adapt the program to the

building rather than adapting the building to the middle school program.

A local building contractor was employed to work with this committee in considering structural changes that might be recommended. Local plumbers, electricians, painters and furniture dealers were consulted in order to arrive at a cost estimate for the changes needed. They determined the need for a large group meeting area, a resource center and team meeting room that would require changes in the structure and would cost \$17,195.00. This did not include necessary redecorating in other areas of the building. The survey revealed a need for acoustical treatment, installing carpeting, draperies and paint in some areas in an effort to muffle the noise and enhance the attractiveness of the school.

After considerable discussion with the steering committee and considering the fact that the present building was over fifty years old the following recommendation was made to the board of education.

The steering committee recommends that the money for proposal I of the structure committee be held available until May 1, 1973, pending on a recommendation concerning the feasibility of a bond issue. The steering committee recommends that a citizens committee be formed to function during the 1972-73 school year and that said committee make a thorough study relative to proposing a bond issue to replace the present Liberty building.

An alternate proposal to the faculty was to use the present auditorium and/or library facility for large group instruction areas. The students would be given a lap-board for

use in the auditorium. The resource center could be placed in a section of the present library facility and the team meeting room could be a section of the faculty lounge area. These areas could be used during the 1972-73 school year while the board was taking action on the above proposal.

Although the building may impose some limitations on the outlined program the general feeling was among the faculty that the middle school concept should be implemented in the present building.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study has attempted to present the middle school as it has emerged on the education scene as an approach to organizational structure in which pre and early adolescents needs have been identified and instructional innovations to meet these needs are being tried. The planning inservice and finally implementation of a middle school program has been outlined. A look at the 11-14 year old students, the curriculum and activities to meet their needs have been suggested by this study.

The study was limited to Unified School District #382, Pratt Middle School and further limited to the 1971-72 and 1972-73 school terms. A valid evaluation is incomplete at this time.

Conclusions

The following conclusions are based on the data collected in the investigation for this study.

1. Teachers who understand growth and development, are knowledgeable in their subject field and are dedicated to the purposes of the middle school must be recruited to teach 11-14 year olds.

2. Pooling strengths of teachers proved to be the major asset in the team organizational structure.

3. scheduling common planning time during the school day was the key to success in teaming. ???

4. The middle schools need paraprofessionals, since professional staff is under constant pressure to improve its contributions to the learning situation. ?

5. There seems to be no general agreement on whether the initial year of middle school should be grade 5 or grade 6 but the opinion is nearly unanimous that the 9th grade should be part of the high school. ok

6. Activities for middle school should be based on interest and need. Activities, including individual and team sports should be emphasized throughout the middle school years. at

7. An intramural program that stresses immediate and long-range participation and good sportsmanship can meet the need for competition at the middle school level. ?

8. Interscholastic athletics and sophisticated social activities should not be a part of the middle school program.

9. Older facilities may inhibit, but they do not prohibit learning. Facility changes need not be done prior to the opening of a middle school. They should be the result of a thorough study by middle school teachers and administrators working with the advice of architects.

10. Periodical evaluation of the program is necessary and changes will need to be made. ?

11. Keeping parents and the community involved and informed after the program is implemented contributes to the success of the middle school program. ?

12. Moving from the traditional organizational setting and methods the impulse of this movement has been felt throughout all education. This presents educators with unparalleled opportunities to develop programs for the middle school students.

Recommendations

Based on the information gathered in the study of the middle school an approach to organizational structure.

Though these recommendations are subjective in nature and may be contrary to basic beliefs cherished by many authorities, the writer is of the opinion that they have merit.

1. There is a need for state departments of education to recognize the level of education engaged in the education of pre and early adolescents, and by so doing design a program of training and education for teachers at this level of instruction.

2. For those schools considering the change from the junior high school to the middle school, a financial commitment needs to be made by the board of education to provide for staff, inservice, equipment and facilities.

3. A qualified consultant or coordinator should be chosen to assist the school administrator in the task of

introducing the middle school concept to the staff and to the community.

4. Schools considering the change from a junior high school organization should allot a minimum of twelve months from planning and inservice prior to actual implementation of the middle school program.

5. During the planning phases key personnel should be involved as much as possible. The faculty, community and the board of education should be represented by appropriate personnel to work with the coordinator and administration in developing the middle school program.

6. Clearly stated purposes must be developed for the middle school. All instructional activities should then contribute to these purposes.

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APPENDIX A
TEAMING HANDBOOK

TEAMING HANDBOOK
LIBERTY INTERMEDIATE SCHOOL

I. The team

A. Definition

1. Interdisciplinary team of teachers from various subject areas at one grade level will plan and conduct instruction for a particular group of students at a specific grade level.

B. Organization

1. Team Leader

- a. The leader will be chosen by the team with approval of the principal.
- b. He will serve a period of time as designated by the team, or by the leader himself.
- c. The team leader will serve as a bridge between the team and the principal, so that he may inform the administration of team procedures and assist in the program.

2. Team Responsibilities

- a. The team leader will determine the time and frequency of meetings to exchange ideas, formulate a program that permits a continuing learning experience, and to assist in the development of the "whole child."
- b. Joint planning and evaluation of the instructional materials and scheduling will be done by the team.
- c. Each member of the team will assume responsibility for the specializing of instruction in his own area--- "skills" will be an integral part of the curriculum. However, each member will willingly permit flexibility of scheduling to permit additional remedial work in areas other than his own.

II. Activities of the team

- A. Plan for scheduling-this may be a plan for a short time-or a change for only one or two class periods in a week to permit large group meetings.

- B. Choose and plan units that cross interdisciplinary lines.
- C. Progress of individual students is discussed and plans for assisting them in individual needs are determined.
- D. Plan for individualized units for individualized study for students in certain subject areas.
- E. Small group activities should be organized. These may be within the regular class period, or students from several classes may meet in a specified area to work on activities of their choice--or one directed by a member of the team.
- F. The team should determine the objectives of a learning unit.
 - 1. Performance expected of the student.
 - 2. Conditions (type of teaching organization) under which the learning will take place.
 - 3. Level of proficiency expected of the students with emphasis on individual capabilities.

III.. Structure of organization for teaching

- A. Large Group
 - 1. Lecturing without media
 - 2. Lecturing with media
 - 3. Lecturing - forum
 - 4. Lecturing - faculty group presentation
 - 5. Telelecture
 - 6. Film Presentations
 - 7. Panel discussions
 - 8. Unit culminating presentations - student presentations
- B. Medium group
 - 1. Lecture - formal
 - 2. Discussion
 - a. Panel
 - b. Debate
 - c. Dialogue
 - d. Buzz groups
 - e. Brain-storming

3. Role-playing
4. Demonstrations-student or faculty
5. Field trips

C. Small group

1. Discussion
2. Seminar
3. Creative projects
 - a. Experiments
 - b. Play writing
 - c. Notebooks
 - d. Charts
4. Learning packets
5. Assigned viewing of filmstrips
6. Assigned listening-listening center in library

D. Independent study

1. Individualized learning units
2. Assigned reading
3. Assigned listening
4. Programmed assignments
5. Writing assignments
6. Committee assignments
7. Oral reports
8. Creative projects - experiments
9. Work experience
 - a. Community observation
 - b. Interviews
 - c. Job observation

IV. Implementation of large group

- A. Scheduling large meeting room
- B. Plan for seating arrangement
- C. Large group instruction determined by individual teacher's needs
- D. Request A. V. equipment, if needed
- E. Plan for supervision of large group
- F. Time allotment for large group meeting to vary according to need
- G. Responsibility for faculty coordinator determined by team leader

V. Implementation of medium group

- A. Used primarily for subject area instruction or specialized projects
- B. Meetings held in classrooms, resource centers, or field trips
- C. Time allotment varied according to the need
- D. This instructional unit may be coupled with another class
- E. Most procedures comparable to regular classroom situations

VI. Steps to implementing small group

- A. Objectives of small group
 - 1. Condensation of work time
 - 2. Concentration on diversified subject material
 - 3. Skill drills should be limited according to need
 - 4. Differ methods of presentation according to group used
- B. Group Organization
 - 1. Composed of no less than four members
 - 2. Group should have no more than seven members
- C. Group procedure
 - 1. Understand assignments
 - 2. Planned techniques
 - a. Locate resource material
 - b. In depth study of material
 - c. Plan for presentation
- D. Group Leader
 - 1. Leader responsibility should be located
 - 2. Activities of group directed by leader
 - 3. Schedule presentation time
- E. Members of small group or committee
 - 1. Work cooperatively
 - 2. Contribute to project
- F. Presentation of group study
 - 1. Short reports
 - 2. Plays
 - 3. Panels

4. Displays--maps, charts
5. Demonstrations
6. Debates

VII. Individualized or independent study

- A. Student must be aware of the exact way he is to demonstrate performance, under what conditions, and with what proficiency
- B. Faculty member or instructor will direct individualized study
- C. Individualized study unit instruction may include all, or a limited number of students.
- D. Students should be encouraged to do in depth study in high interest areas.
- E. Individualized study can be introduced in varying ways
 1. Filmstrips
 2. Discussions
 3. Reading
 4. Lecture
 5. Demonstrations

VIII. Goals for students

- A. Afford students an opportunity to experience large group, small group, and individualized learning situation .
- B. Discover that educational activities can be varied in nature and result in a positive attitude of mental maturity according to individual ability
- C. Find that various means of grouping and deployment of students with a flexible schedule will add interest, creativity, and effectiveness in the learning process.

IX. Resource personnel

- A. All faculty members of the team should work as guides or aides for any, or all, of the subject units to be used. This should apply not only to units that cross interdisciplinary lines, but those within the individual instructor's subject area
- B. Use of members of the community within the classroom, especially for large group presentations should be favored. This should help bring the community and school, as well as the child, into

a closer understanding. Barriers that might exist, because of lack of understanding the concepts of the school learning situation might conceivably be erased.

- C. The administration and counselor should be used to better understand not only the best academic approaches, but the best approaches for the emotional problems of the preadolescents in the team's group.
- D. The librarian with her knowledge of source materials, audiovisual media, and ability to guide students in individualized research should be consulted and made aware of specific team units.
- E. Parents with an awareness of their child's interests can broaden the scope of study.

X. Suggested format for a team unit.

Subject of Unit

I. Overview

- A. Relationship between this unit and the needs of the age group to be taught.
- B. State reason or reasons for teaching unit.
- C. Define approximate time to be devoted to the study.

II. Objectives

- A. Teacher's goals should be determined.
- B. Pupils goals developed at the beginning of the unit.
- C. Teacher-pupil planning should occur.

III. Approaches

- A. Choose unit to be taught.
- B. Emphasis for each department of interdisciplinary team defined.
- C. Determine structure of organization for teaching.

IV. Activities

- A. Exploring to determine student's knowledge of subject to be studied.
- B. Developmental activities to develop teacher-pupil goals.
- C. Culminating activities to summarize or close the unit.

V. Resource materials

- A. Reference books
- B. Supplementary books--fiction and non-fiction
- C. Magazine articles and clippings
- D. Community resources
- E. Literature
- F. Audio-visual aids
- G. Others

VI. Subject matter outline

- A. Essential material to be considered in the unit.
- B. Disseminate material according to instructional areas.

VII. Evaluation

- A. Tests in individual subject areas.
- B. Evaluations by students.
- C. Evaluation of unit by team.

VIII. Check points for team analysis

- A. Team
 - 1. Member participation and cooperation
 - 2. Overall effectiveness
 - 3. Frequency of team meetings
- B. Students
 - 1. Attitude toward unit
 - 2. Level of proficiency attained
- C. Units
 - 1. Achievement of unit goals
 - 2. Subject adaptable to interdisciplinary curriculum
 - 3. Inclusion of community resources
 - 4. Use of resource center
- D. Scheduling
 - 1. Flexibility for student needs
 - 2. Time allocation adequate for unit