

THE DEVELOPMENT OF EVALUATIVE
CRITERIA FOR A MIDDLE SCHOOL

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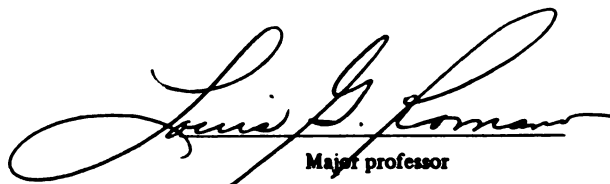
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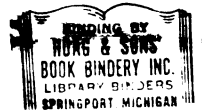
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ABSTRACT

THE DEVELOPMENT OF EVALUATIVE CRITERIA FOR A MIDDLE SCHOOL

By

William W. Powell

The main purpose of this dissertation was to develop evaluative criteria for a middle school. After an extensive research of literature, it was revealed that at the present time no evaluative criteria instrument exists which could be used exclusively for middle schools. All of the evaluative criteria instruments reviewed were either for junior high schools or junior high school/middle schools.

According to most of the authors concerned with early adolescent education, major differences exist between the philosophy and application of the junior high school and the middle school. It seemed logical then that a specific evaluative criteria instrument should be developed that educators could use in evaluating middle schools.

This particular study was somewhat different from the usual dissertation as it did not use statistical references such as sample, population, variance, or mean scores as its methodology. Instead, it used a panel of experts who accepted, rejected or modified the statements which were compiled by the author thru a survey of the

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literature and discussion with practitioners. The experts were Dr. Thomas Gatewood, Central Michigan University, Mount Pleasant, Michigan; Dr. Nicholas P. Georgiady, Miami University, Oxford, Ohio; Dr. Glen K. Gerard, Principal, Kinawa Middle School, Okemos, Michigan; Dr. George Mills, University of Michigan, Ann Arbor, Michigan; and Dr. Jack D. Riegler, Ball State University, Muncie, Indiana.

After a thorough research of the topics to be chosen, statements were written using the content materials which were most often mentioned as important to the middle school organization. These statements were critiqued by specific educators, rewritten and then sent to the five experts for acceptance, rejection or modification. The accepted and modified statements were eventually used as the evaluative criteria. It was agreed upon by the consultant and the researcher that four-out-of-five or more of the experts should agree to the statements before using them in the final evaluative criteria.

The topics which were chosen for inclusion into the final evaluative criteria instrument were: The Developmental Characteristics of Early Adolescents, Basic Middle School Characteristics, Administration, Curriculum, Co-Curriculum, Guidance, Media Center, Objectives, Philosophy, School-Community, School Plant, School Staff and Instructional Areas.

Summary

Developmental Characteristics

The developmental characteristics were compiled by Dr. Louis Romano and others and were included in this study as an introduction

to the instrument so that each school district or individual using this instrument would have a basic concept of these characteristics.

Basic Middle School Characteristics

Dr. Jack D. Riegle, for his dissertation, developed eighteen basic middle school principles which have become recognized throughout the United States. These principles were included to help give direction for implementation or evaluation of a middle school.

Administration and Staff

The review of literature suggests that too many middle school administrators and teachers are poorly prepared to operate or work in a middle school. This instrument will help these personnel identify their weaknesses so that improvement can be made through in-service, workshops, course work and on-the-job-training.

Curriculum and Instructional Areas

Most middle schools teach the four basic subjects of math, science, social studies and Language Arts. This section is rather general and all encompassing but suggests certain outcomes which are important for each subject area, plus for all the different electives which might be offered in a middle school.

Co-Curricular Activities

The extra-curricular activities are an integral part of any middle school. There are several different types of extra-curricular

activities provided in a middle school but the one which causes the most concern is the intramural-interscholastic competition debate. Most middle school educators do not believe that interscholastic sports should be a part of any middle school. This section concentrates on providing direction for extra-curricular activities.

Guidance

The section on student services stresses one very critical and crucial area in any middle school--guidance. Every teacher in the middle school setting must accept guidance as an integral part of his/her responsibilities. It is imperative that the guidance counselors provide the direction and the impetus needed by each teacher in establishing this type of environment.

Media Center

The media center is one of the most important areas of a middle school. The entire middle school, in fact, should evolve around the media center. This section is very thorough and should give excellent direction for the middle school media center personnel.

Philosophy and Objectives

Each school district which has a middle school or which plans to initiate one should develop its own philosophy and objectives. This will provide the format and direction which the district's middle school plans to go. The philosophy and objectives in this study were well-accepted by the experts and should provide the impetus needed for each school district to develop its own.

School and Community

It will be necessary for the middle school personnel to inform the community about the middle school and to receive pertinent information back from the community. This particular study does not provide the actual surveys but does provide the direction for obtaining that information.

School Plant

Many middle schools are initiated in hand-me-down high schools or elementary schools which usually do not meet the needs of the early adolescent. School plants which are not necessarily built for the early adolescent will involve some serious constraints for the middle school program. It is just as important to provide adequate housing for the early adolescent as it is for the pre-adolescent and late adolescent. This section of the instrument identifies certain considerations for a middle school plant.

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FOR A MIDDLE SCHOOL

By

William W. Powell

A DISSERTATION

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in partial fulfillment of the requirements
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1974

DEDICATION

With love to my lovely wife, Carolyn,
and my two sons, Steven and Michael

"TILL THERE WAS YOU"

ACKNOWLEDGMENTS

My sincerest respect and appreciation to Dr. Louis Ramano who served as my chairman and who provided far more help than any student could reasonably expect. His understanding guidance, sincere consideration and enthusiasm will always be remembered.

I appreciate the help provided by Dr. Alex Kloster, Dr. Dale Alam, Dr. Keith Grotz and Dr. Stanley Hecker who served as members of my committee. I wish to acknowledge Dr. Paul Sakamoto and Dr. Richard Featherstone who were very instrumental in the early stages of my program.

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CHAPTER I

THE PROBLEM

Introduction

If you say "middle school" to the average person, he will probably think you're talking about any junior high school. An educator who keeps up with his trade papers will know you are speaking about an alternative to the traditional junior high.

The middle school is essentially just what the name suggests--an intermediate school, a school in-between two other schools. The middle school, according to many educators, presents a sense of newness, of innovation, of adaptability, of coming a bit closer than past efforts to matching educational programs to the needs and potentials of children from 10 to 14. The middle school as a new and distinctive institution construes the acceptable pattern as grades 6 (or 5) through 8. They are separate schools and should not be watered-down high schools.

Middle school as used in this study 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 grade 5 or 6.

Through its physical layout and instructional program, the middle school tries to take better account than the conventional

junior high of the needs and abilities of between age youngsters and to use--or at least anticipate--a variety of instructional innovations and groupings. If the middle school is kept unfrozen, in program as well as physical design, it can serve as a true expansion link in the school system, adding or subtracting grades to meet changing enrollment pressures.

To date there are not very many of the middle schools, perhaps, depending on the strictness of the definition, only a few hundred operating across the United States. Attempting to meet the needs of the vulnerable and volatile population of early adolescents they enroll, these schools will learn by doing. If they prove to be pacesetters, the name middle school will earn its own more precise definition.

It is unrealistic to suppose that this new kind of school will, or even should, replace the junior high school everywhere. There is, after all, a mass of factors that determine school organization in any given community--from economics to law to politics to real estate. Many school systems, for one reason or another, cannot restructure their organization of grades. Other systems with inadequate funds and compound social problems, may achieve reorganization, but without the full implementation of characteristics that identify the middle school.

There is no intention of suggesting that the new middle school is the only route to better education for early adolescent children. For systems where traditional organization seems likely to prevail indefinitely, middle schools may provide working examples of physical

and instructional innovations that could improve any sort of intermediate school, however organized.

The middle school should exist as a school in its own right, free to serve as an educational laboratory for the early adolescent. It should serve as a transitional phase between the paternalism of the neighborhood elementary school and the varied, departmentalized environment of the senior high school.

Perhaps the strongest case to be made for this emergent middle school is the possible freedom for innovation found in a new organization unshackled from the dominant traditional patterns of elementary school self-containment and secondary school departmentalization.

Purpose of the Study

The purpose of this study is to develop a set of criteria to use in planning, organizing, implementing and/or evaluating a middle school. A tremendous amount of material has been written, especially in the last ten years, expressing different ideals and attitudes concerning what a middle school is and how it should be implemented.

It is the intent of this study to review, analyze and summarize the available material and develop an instrument to be used as a guide for educators to follow in evaluating their own middle schools.

Problem

There are many teachers, administrators, and educators who are stressing the retention of the present junior high school. These people are well-oriented to the junior high school environment and speak with some authority on the subject. There are others, just as well trained and qualified in this area, who advocate a change. They believe that the middle school is the answer to what they consider the inadequacies present in the junior high school system.

Much of the literature that has been written in recent years discusses the junior high school, why it failed and then use its failure to help rationalize why the middle school be established.

It is not the purpose of this study to prove that the middle school will "bridge the gap" between the elementary school and high school. In spite of what some people call "difficulties" involved in many of our junior high schools, the school has established a definite pattern for a unique role in American education.

The middle school organization is also unique and is slowly being accepted into our educational process. It is just as important to have a school to serve the period of early adolescence as it is to have an elementary school to serve the very young and for the high school to serve the late adolescent.

However, it should not and cannot be considered a "bridge" from one process to another. It has its own unique setting, students, problems and needs, and should be operated to best serve these conditions.

It is, after all, a school that consists of students in the 10-14 year age group--a group that is different from both the elementary and high school students.* This differentiation is based on the physical, social, emotional and mental development of the student. The curriculum, method of instruction, and instructional materials used in the middle school are selected because of their appropriateness for this age group, but certainly not to bridge the gap between two other unique functions of education.

It could become very easy for educators who are not involved in these different school organizations to become very confused as to what is best for the early adolescent. This particular study will not attempt to prove or disprove that one school organization is better than the other. Its main concern will be to develop criteria to use in evaluating a middle school.

Significance of Problem

At the present time there are several guides to use in evaluating a junior high school or a junior high/middle school. There is not, however, one that can be used specifically to evaluate a middle school. As explained in the review of literature there are major differences between the junior high school and the middle school. It would seem, then, educationally unsound to use the same guidelines to evaluate both the junior high school and middle school when the majority of educators agree that there are major differences.

*Appendix C, Developmental Characteristics, page 121.

Therefore, a need for guidelines to be developed for educators to use in evaluating a middle school is paramount. This, then, is the basic reason for pursuing the development of guidelines specifically for the middle school.

The evaluative criteria developed in this study will help guide any school district in evaluating a middle school. The topics were selected after an extensive review of the literature and discussions with middle school theorists and practitioners. This study will describe:

1. The Developmental Characteristics
2. Basic Middle School Characteristics
3. Philosophy and Objectives
4. School and Community
5. Staff and Administration
6. School Plant
7. Curriculum and Instructional Areas
8. Extra-Curricular Activities
9. Student Services
10. Media Center Services

Procedures for Analysis of Data

As each section of evaluative criteria was completed it was sent to five experts in the middle school concept. They accepted, rejected, and/or modified the statements and then returned them for modification. Each statement was analyzed on its own merits and if 80 percent or more of the experts agreed--then it was incorporated into the final evaluative criteria instrument. After all the materials for each section was returned and analyzed, the accepted and modified statements were used to establish the evaluative criteria for a middle school.

The necessity of using a panel of experts was to verify the statements that were incorporated into the evaluative criteria on the middle school. This particular type of research approach is used to check the reliability of the forms and types of questions that are asked. If 80 percent or more of the panel agreed on the basic concepts of the middle school and the practicality of the statements they were used in the evaluative criteria. On the basis of this agreement the statements relating to the middle school were formulated into the evaluative criteria used to evaluate a middle school.

Definition of Terms

- MIDDLE SCHOOL:** An organizational arrangement encompassing what are traditionally grades six, seven, and eight for purposes of planning and conducting a unique setting for early adolescents or transescent students, ages 11 to 14 years.
- ELEMENTARY SCHOOL:** A separate school housing students between the ages of 5-10 years of age.
- JUNIOR HIGH SCHOOL:** A separate school unit generally offering an education program for grades seven to nine.
- HIGH SCHOOL:** A separate school housing students between the ages of 14-18 years of age.
- PREADOLESCENT:** A youth who is in the period of human development which encompasses late childhood and generally includes those in ages ten to twelve.
- EARLY ADOLESCENTS:** A youth who is in the period of human development which is at or after the onset of puberty and generally includes those in ages thirteen and fourteen.
- ADOLESCENCE:** Usually described as the developmental stage beginning with puberty--the period when sexual maturing occurs--and the attaining of the emotional, social, and other aspects of adult maturity.

TRANSESCENT:	A youth who is in the period of human development which begins in preadolescence, prior to the onset of puberty, and extends through early adolescence.
NEEDS:	Needs are the social, emotional, physical, and mental considerations which are important for the normal growth of the early adolescent.
EXPERTS:	Those who have special skills or knowledge in the middle school.
BRIDGE THE GAP:	A structure used to span or to join together two other areas.

Summary

In planning, organizing, implementing, and/or evaluating the middle school it is extremely important that we do not become complacent with our accomplishments. The proponents of the middle school must constantly review the purposes, goals and aspirations. They must consistently focus on the main purpose--the student involved. They must always be prepared to make necessary changes for the betterment of society through the growth of the student.

The middle school is a long-range continuing process that will need teachers, administrators and educators who are completely and fully devoted to its growth and development.

It will need experts who are candidly studying, researching, analyzing and revising its curriculum, method of instruction, teacher preparation, organization, and the characteristics of the early adolescent if the middle school is to be accepted into the educational process.

Overview

Chapter I presents an introduction to the middle school, describes the problem and purpose of the study and the methodology used.

Chapter II presents a review of literature focusing on the pre and early adolescent's characteristics, the philosophy and program of the middle school, and the teacher's preparation and certification.

Chapter III presents a description of the procedures used in this study while Chapter IV gives the analysis of the data.

Chapter V presents the conclusion, implications, and reflections on the middle school.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A discussion of the literature is undertaken to clarify and establish the middle school concept and belief as an organizational setting especially appropriate to the development of children ages ten to fourteen years and who are becoming aware of themselves as individuals with particular physical, social, intellectual, and emotional growth needs.

History

The junior high school, from its early inception has had its share of controversy, strongly worded claims of potential, and sharp criticisms. The movement for a reorganization of the public schools that developed in the late 1800's and culminated in the junior high school (which usually included grades 7, 8, and 9), was heralded by some as the answer to the majority of the problems besetting the public secondary schools of the times. College and university faculties were largely of the opinion that the new organizational pattern would do much for a better preparation of the pre-college student; industry hoped that the new schools would meet at least a part of the need for job training; public school personnel believed that the junior high school would reduce pupil dropout, improve retention,

furnish some pre-vocational training; and there was considerable expectation that the junior high school would provide a broader range of course offerings that would be of material value in the education of all youth.

The conditions which originally gave impetus to the junior high school movement either no longer exist or are considerably changed. Probably the first junior high school was a Kansas City school established for grades seven and eight in 1867. In 1896 Richmond, Indiana, set up a 6-2-4 plan. In Columbus, Ohio, 1909, a definite effort was made to revise the traditional 8-4 plan of organization, and a three-year intermediate school was established which included grades 7, 8, and 9.

Such reorganization was to a considerable extent based upon recommendations made by committees of the National Education Association and attempted to solve these problems; to reduce the high percentage of dropouts thereby keeping youngsters in school for another year; to provide terminal courses of a vocational or pre-vocational nature for those who left school at this point; and to provide for an earlier study of foreign languages, elementary algebra, constructive geometry, science and history.

Much of what was hoped for and promised came to pass. But changing social and economic conditions, expanded knowledge of the adolescent and the nature of learning, improved educational and teaching techniques and methods, earlier maturity and sophistication of education have produced criticism, controversy, and proposals

markedly affecting the curriculum, organization, and administration of the junior high schools.

A combination of factors such as social change, more rapid physical maturation, college-preparatory ninth grade, overemphasis on interscholastic sports and social activities has led to considerable disenchantment with the junior high school and a search for reform of grade organization.

Out of this disenchantment for the junior high school has come an organizational pattern which is commonly called the "middle school." The extent of this current grade reorganization movement was prophetically heralded by the welcoming speaker at the 38th Annual Conference of Junior High School Administrators. That group was informed that they were simultaneously attending the last conference on junior high school education and the first conference on middle school education.

Definitions of Middle School

Almost everything in the world today has a name. This name is usually used for identification. So it is true with the middle school! It has been given a name for identificational purposes.

The trouble is, however, that not all people identify everything the same. Although there are close similarities between certain definitions they all do not encompass the same things.

Some of the definitions are quite general and would apply to almost any school, such as, "the middle school is a school that tries to structure a child's education for him and around him. It considers

who he is, where he is, what his needs are, and what his potential is."¹ This particular definition would certainly be applicable and appropriate for any level of education whether it be first grade or post-graduate.

Another definition of a middle school which is a little more specific but still quite vague in nature is by William Alexander which states,

. . . a school providing a program planned for a range of older children, pre-adolescents, and early adolescents that builds upon the elementary school program for earlier childhood and in turn is built upon by the high school's program for adolescence.²

It is difficult to determine if he means a separate school or one within and part of another school. The educational process needs to be a continuous endeavor one leading to the other, however, the middle school is a unique setting for the individual student and the program must be involved around that individual's needs and not necessarily built from just basic elementary to high school curriculums with the middle school a gap in-between.

The majority of authors believe that the middle school should include grades sixth, seventh, and eight along with the possibility of grade five but most concur that grade nine should not be included.

However, Hansen and Hearn believe that the term "middle" or "intermediate" school:

¹Joseph C. DeVita, The Effective Middle School (West Nyack, New York: Parker Publishing Company, Inc., 1970), p. 26.

²William M. Alexander and Emmett L. Williams, The Emergent-Middle School (New York: Holt, Rinehart and Winston, Inc., 1968), p. 13.

. . . designates a school which is between elementary and high school; is housed in separate buildings (preferably designed for this purpose); includes some of the grades five through nine; makes use of variety of instructional innovations; is highly flexible; and is neither elementary nor secondary in basic characteristics, but strives to make use of the best features of each.³

A definition that appears to be quite acceptable in most of the literature was written by Judith Murphy who states:

. . . a middle school 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 6.⁴

The definition by Georgiady and Romano is also well accepted and probably best describes the middle school according to most of the literature:

. . . an organizational arrangement encompassing what are traditionally grades six, seven, and eight for purposes of planning and conducting a unique set of educational experiences for early adolescents or transescent students, ages 11 to 14 years.⁵

Student Characteristics

The main concern of any middle school should be the mental, emotional, social, and physical growth of each individual student. This is the main theme this study will use as it develops criteria to use in evaluating a middle school.

³John H. Hansen and Arthur C. Hearn, The Middle School Program (Chicago, Ill: Rand McNally & Company, 1971), p. 3.

⁴Judith Murphy, Middle Schools (New York: Educational Facilities Laboratories, 1967), p. 6.

⁵Nicholas P. Georgiady and Louis G. Romano, "The Middle School; Is It a Threat to the Elementary School?" Impact, Journal of the New York State A.S.C.D., (Winter 1967-68).

The most important aspect of the middle school student is that he is unique. He is experiencing social, emotional, physical and mental changes that are new, frightening and exciting.

Socially,⁶ he:

1. Seeks approval of friends and acceptance by his contemporaries
2. Displays a strong sense of loyalty and devotion
3. Desires to be a member of the group or clique
4. Desires independence and is inclined to withdraw from the family group
5. Resents criticism and teasing by adults
6. Frequently is actually ashamed of his parents
7. Imitates novelties or fads in manners, dress, speech
8. Is easily influenced by adults, often undesirably ones
9. Exhibits behavior patterns noted by aggression, argumentation, defiance, rebellion and boisterousness
10. Dreads insecurity in social situations

Emotionally,⁷ he:

1. Is erratic and displays inconsistent behavior--is either happy or down in the dumps evidence by giggling, loud laughter, pushing or spurts of intense anger or pouting
2. Wants and needs sympathy, some degree of success, and recognition as an individual
3. Gains in self-control, exhibits less timidly and shyness
4. Keenly feels outside pressure to succeed and will often cheat to compete successfully

⁶The Early Adolescent, (The Interstate Printers and Publishers, Inc., 1963), p. 6.

⁷The Middle School, (East Lansing, MI: Michigan Association of School Boards, publication), pp. 5-6.

5. Seeks love objects outside of family--indulges in hero worship

6. Possesses a great many fears, real or imagined

Physically,⁸ he:

1. Experiences a great period of growth, students vary greatly in both size and maturity
2. The bones of the body grow in length, width and thickness
3. Maturing of the sex glands becomes the most important single development of the adolescent years
4. Girls begin to develop approximately two years earlier than boys and reach their adult stage more quickly
5. Motor performance becomes a crucial issue
6. Changes in voice are prominent
7. Individual differences are prevalent and important

Mentally,⁹ he:

1. Wants a place to try but a safe place for retreat
2. Is willing to learn things that he considers useful, that answer his questions, and that are related to their interests
3. Performance is unstable since growth of the whole child determines how much he can do
4. Interest develops in solving problems that are real to him, using skills being learned
5. Concern begins to develop for economic independence. Interested in earning money. Asks about vocations.
6. Is less interested in fantasy and fairy tales, more in community and country, and in other countries and people
7. Attitudes are changing because of experience and growth

⁸Luella Cole, Psychology of Adolescence, VI (New York: Holt, Rinehart and Winston, Inc., 1965), pp. 1-131.

⁹Op. cit., p. 4.

The aforementioned characteristics only slightly touch upon the hundreds of characteristics described to be common of the early adolescent. The most important aspects to remember are that each child is unique and that he is developing at his own rate of growth.

These changes, however, are not taking place separately from one another or wrapped together in a neat package. A certain phase of each is developing simultaneously with the others. The effects are numerous on his personality, countenance, equilibrium, attitude and relationship to others. The problems are then compounded by his friends, family, and community and school environments. He is going through a period of great change, trying to find out who he is, where he is going, and whether or not it all matters.

He is expected to act and think like an adult, but is so often treated like a child. He is expected to reason in a mature way but without the needed experience and exposure. Educators must remember that:

. . . individuals neither develop nor reach emotionally, physically or mentally in a separate sense but this happens in an integrated or unified manner. What one does in a given situation, is not only the result of what he knows, but also of how he feels, and of the stimulus value of his environment as he perceives it. Neither the individual nor his surroundings completely determines what he will do or what he will be. A cause and effect relationship exists between him and his milieu between the intellectual, physical, and emotional aspects of his being.¹⁰

Students, during the age of early adolescence, can sometimes give the impression that they really don't care or what happens really

¹⁰H. W. Bernard and W. C. Huckins, Readings in Human Development (Boston: Allyn and Bacon, Inc., 1967), p. 35.

doesn't matter. In most cases this is a cover up for their real feelings. As Lewis points out:

. . . the frequency with which young people of these ages voice interest in body development and function, and in peers and family relations evidence that the desire to understand is not just one of mere interests but of real concerns.¹¹

She goes on to state that:

The evidence shows clearly that boys and girls of ten to thirteen are not placid and unconcerned but are keenly aware of situations threatening their well-being, eager to cope with the present and be ready to meet the future. They appreciate the worth of a good body and mind. They desire profoundly to have the persistent and faithful love and trust of their parents-- They yearn for opportunities to talk with peers, to raise questions, to have honest answers--They want very much to be assured of steady development as competent people.¹²

There are reasons, however, why the adult world views the child differently. With all of the social, emotional, physical and mental changes that are occurring, the early adolescent shows:

1. Rebellion against and withdrawal from adults and their values.
2. Intense narcissism, with a strong pre-occupation with one's own body and self.
3. The peer groups as of vital importance, serving as a way station during the transition from childhood to adulthood.
4. Sexual urges and feelings become intense (and are finding ways toward) heterosexual relationships.
5. Marked increase in emotional and intellectual capabilities with a parallel broadening of interests and activities.

¹¹Gertrude M. Lewis, "I Am-I Want---I Need: Preadolescents Look at Themselves and Their Values," Childhood Education (January, 1970), p. 187.

¹²Ibid., p. 197.

¹³Committee on Adolescence, Group for the Advancement of Psychiatry, Normal Adolescence: Its Dynamics and Impact (New York: Charles Scribner's Sons, 1968), pp. 79-80.

6. Marked increase in aggressive urges, now supported by a corresponding increase in physical size and strength.
7. Attitudes and behavior in general are characterized by unpredictable changes and much experimentation.

What does all of this hold for the middle school. It certainly appears to be a paradox of events. On the one hand we have a student who is very concerned about his mind, body, and peers; and on the other hand, we have a student who rebels, is restless, and unpredictable. To complicate the situation, another aspect of the student is the attitude he has about himself. This important aspect must certainly be taken into consideration when planning, organizing, implementing, and evaluating a middle school. As Donald Hamachek states, "one of the striking things we are currently discovering is that the most important ideas which affect students' behavior are those ideas or conceptions they have about themselves."¹⁴

The middle school student is a unique individual who is experiencing many changes socially, emotionally, physically and mentally. In planning, organizing, and implementing a middle school it must also be kept in mind that the building and curriculum must fit the student. As James Hertling states "the true rationale of the emergent middle school is rooted positively in the nature of the child and his development, rather than negatively in the inadequacies, even failures, of existing institutional arrangements."¹⁵

¹⁴D. E. Hamachek, ed., The Self in Growth, Teaching and Learning (New York: Prentice-Hall, Inc., 1965), p. 77.

¹⁵James E. Hertling, Education for the Middle School Years: Readings (Glenview, Ill: Scott, Foresman and Company, 1971), p. 221.

One of the pioneers in the middle school movement, Donald Eichhorn, states, "that the emerging middle school is an alternative to the junior high school which promises to bring the needed focus to this special period of growth and development in a child's life."¹⁶

Meade wrote that "the middle school would be justified if it provided a launching pad for some new methods that would develop the natural curiosity and non-conformity of children."¹⁷

The key, as it is stressed in most of the literature, continues to be the focus on the student. Whether it be the philosophy of the middle school, curriculum, school plant, teacher training, instructional methods or special services it is of the utmost importance that the entire planning be evolved around the student involved--the early adolescent!

Philosophy

The middle school is unique within the total school program because of the age and characteristics of the students enrolled. The philosophy of a school and the characteristics and needs of its students should determine the nature of its program.

Every school needs a carefully formulated, comprehensive statement of philosophy. Such a statement serves as a basis for forming a judgment upon the extent to which the school is actually accomplishing what it is properly trying to accomplish.

¹⁶Donald Eichhorn, "Middle School Organization: A New Dimension," Theory Into Practice, VII (June, 1968), p. 111.

¹⁷David Meade, "Seventeen? No, Thirteen!" Minnesota Journal of Education, XLVII (November, 1966), p. 13.

A carefully thoughtout philosophy is essential in planning a middle school. As Batezel¹⁸ states:

1. A good middle school ought to provide for a gradual transition from the typical self-contained classroom to the highly departmentalized high school.
2. Provision should be made by program and organization for each student to become well known by at least one teacher.
3. The middle school ought to exist as a distinct, very flexible, and unique organization tailored to the special needs of pre-adolescent and early adolescent youths. It ought not to be an extension of the elementary nor seek to copy the high school.
4. The middle school ought to provide an environment where the child, not the program is the most important and where the opportunity to succeed exists.

William B. Alexander states that the middle school should:¹⁹

1. Serve the educational needs of the "in-between-agers" (older children, pre-adolescents, early adolescents) in a school bridging the elementary school for childhood and the high school for adolescence.
2. Provide optimum individualization for curriculum and instruction for a population characterized by great flexibility.
3. Relate to the foregoing aims, to plan, implement, evaluate, and modify, in a continuing curriculum development program, a curriculum which includes provisions for a.) a planned sequence of concepts in the general education areas; b.) major emphasis on the interests and skills for continuing learning; c.) a balanced program of exploratory experiences and other activities and services for personal development; and d.) appropriate attention to the development of values.
4. To promote continuous progress through and smooth articulation between the several phases and levels of the total education program.

¹⁸George W. Batezel, Schools for the Middle Years: Readings (International Textbook Company, 1969), p. 162

¹⁹William B. Alexander, The Emergent Middle School (New York: Holt, Rinehart and Winston, Inc., 1968), p. 19.

5. Facilitate the optimum use of personnel and facilities available for continuing improvement of schooling.

Mary Compton states that a middle school should:²⁰

1. Articulate with the elementary school to assure easy transition for youngsters. This may necessitate a pseudo-self-contained classroom approach part of the day for the first middle school year.
2. Team teaching by specialists in closely-related areas of general knowledge--English language, literature, history, geography, economics, anthropology, science, art, and music.
3. Skills laboratories staffed by technologists with subject-matter competencies to provide remedial, developmental, and advanced instruction in such skills as reading, listening, writing, mathematics, science, foreign language, art, music and physical education.
4. Independent study for all students, commensurate with the topic selected for study and the student's needs, interests, and abilities.
5. A home-base group assigned to a teacher trained in guidance and counseling.
6. Activities based on the personal development of students rather than on enhancing the school's prestige or public entertainment.
7. A plan of vertical school organization providing for continuous progress of students.
8. Evaluative techniques in light of individual progress, rather than in terms of some illusive "average" for a chronological age group.
9. A program tailored to the needs of each student, with individualized schedules.
10. An instructional and administrative staff with an understanding of the in-between-ager, competence in teaching at least one subject area, and a genuine desire to provide the best possible program for these students.

²⁰Mary Compton, "The Middle School in Theory and in Practice," Educational Digest (April, 1969), p. 24.

There are many considerations in planning a middle school as the previous listings show, however, educators should concentrate on providing a middle school with a wide program of elective subjects and activities. Alexander gives us a warning that:

. . . failing to provide a program and institutional organization differing very much from those in the predecessor schools may once again freeze too hastily planned institutional arrangements into what should be an ever-evolving and changing program of schooling to meet the ever-changing needs of growing individuals in a dynamic society.²¹

Or as Atkins states "the uniqueness of the middle school is not so much a matter of organization of courses, of grouping, of schedules or of staffing as it is a matter of attitude, of expectation, of sensitivity, and of perception."²² He goes on to state that "the school is characterized organizationally by flexibility, environmentally by sensitivity to changing needs and instructionally by individualization."²³

Moss believes that the overall goal of the middle school is to serve the needs of the students and society and to accomplish this a middle school should foster:²⁴

1. The individual physical well-being of the student during late childhood and early adolescence. Health and physical

²¹William B. Alexander, "The Early Adolescent," Phi Delta Kappan (December, 1967), pp. 355-357.

²²Neil Atkins, "Rethinking Education in the Middle," Theory into Practice, VII (June, 1968), p. 118.

²³Neil Atkins, "Rethinking Education in the Middle," Education for the Middle School Years; Reading (Scott, Foresman and Company, 1971), p. 20.

²⁴Theodore C. Moss, Middle School (Boston: Houghton Mifflin Company, 1969), p. 20

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 rapid physical metamorphosis.
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 the 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 band do not belong in the middle school.

DeVita believes that:

. . . The major objective of a middle school should be the development of a curriculum designed specifically to meet the needs, interests, and problems of pre- and early adolescents. These needs, interests, and problems will vary from community to community so that each middle school program should be "tailor-made" for that community.²⁵

He goes on to state:

. . . The middle school program should be designed so that students are able to achieve the highest degree of responsibility,

²⁵ Joseph C. DeVita, The Effective Middle School (West Nyack, New York: Parker Publishing Company, Inc., 1970), p. 67.

productivity, creativity, and self-respect in settings which allow them to experience the fabric of life.²⁶

Howard takes a somewhat different approach by dividing the program up into three different areas:²⁷

1. Personal Development: counseling and referral, development of values, health and physical development, individual interests (a pattern of special-interest activities that includes exploratory experiences, laboratory courses, and the activity program).
2. Skills for continued learning: in reading, listening, asking questions-interviewing, viewing visual aids, using library tools and resources, observing the natural and social environment, organizing information, generalizing from observations, and readings, evaluating information and opinions, and problem solving. There must be opportunities for learning skills in every classroom, for specialized instruction in learning skills, and for independent study.
3. Organized knowledge: systematic instruction must be provided in all middle schools and at all levels in English, mathematics, science, and social studies. The actual content and emphasis will vary from school to school.

Throughout the program, however, Howard stresses that the program must be designed and developed in terms of the characteristics and needs of the transecent student.

As educators plan, organize, implement and evaluate the middle school it would be well to keep in mind "that while the child is the important factor, the program provides the vehicle to move him along intellectually in such a way that his self-image is enhanced."²⁸

²⁶Ibid., p. 67.

²⁷Alvin W. Howard, The Junior High and Middle Schools: Issues and Practices (Scranton, Pa.: Intext Educational Publishers, 1970), p. 247.

²⁸George C. Stoumbis, Schools for the Middle Years: Readings (International Textbook Company, 1969), p. 162.

Middle School Staff

As the middle school is developed around the needs, interests and characteristics of the student, planners must be cognizant of one other very important aspect--the teacher involved--"what organizations do or what they seek to do" is nothing "except as the individual members within them act."²⁹

The role of the middle school teacher is as unique and important to the middle school student as either the elementary teacher is to the elementary child or the high school teacher is to the young adult.

While teaching personalities vary greatly, certain traits are desirable of the level at which instructors teach. Realizing this Moss states that teachers for the middle school should have:³⁰

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 for middle school students.
4. Ability to talk with middle school students.
5. A keen sense of humor.
6. A keen sense of fairness.
7. Many interests.
8. Flexibility in teaching.

²⁹James D. Thompson, Organizations in Action (New York: McGraw-Hill Book Company, 1967), p. 98.

³⁰Theodore C. Moss, Middle School (Boston: Houghton Mifflin Company, 1969), pp. 229-230.

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

Most authors agree that a particular type of training is necessary for middle school teachers. As Hansen states,

. . . basically, a middle school teacher is a hybrid whose preparation contains more subject matter content than his fellows in the lower grades and more knowledge of an empathy for children than his fellows in the senior high school.³¹

He believes that the training of these teachers should be directed by the teacher's role as a professional, manager of learning, interactor, counselor, mediator, organization man and liaison man.

Mary Grooms states that a middle school teacher must "enjoy students who are active, energetic, and loud, and will take teasing in his stride."³² She believes the teacher must be "flexible and sensitive to quick changes of moods and needs, and will sense group feeling and student interaction."³³

She goes on to state that "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."³⁴

³¹John H. Hansen and Arthur C. Hearn, The Middle School Program (Chicago, Ill.: Rand McNally & Company, 1971), p. 48.

³²M. Ann Grooms, Perspectives on the Middle School (Columbus, Ohio: Charles E. Merrill, Inc., 1967), p. 46.

³³Ibid., p. 46.

³⁴Ibid., p. 51.

The student, after all, is a unique individual with unique learning processes and only by supporting that student will maximum growth be utilized and recognized in education.

There are two serious problems in relationship to the middle school teacher. The first problem relates to the teacher preparation programs offered by colleges and universities. Most institutions offer either an elementary or a secondary program and the college student must decide between one or the other. Most institutions, unfortunately, gear their programs to existing state regulations and this brings up the second serious problem. There are very few states which grant certification for middle school teachers. Obviously, it is going to take concerted effort by everyone to solve these problems.

Work, however, is being done in these areas. Indiana legislated certification for junior high schools in 1962. However, very few students have taken advantage of this certification and classes are small. Nebraska initiated a teacher preparation program in September 1967. The plan called for certification for elementary (K-6), middle (5-9), and secondary (7-12). Unfortunately, not one college or university in the state of Nebraska has a program to prepare teachers for certification under this plan.

M. Ann Grooms has formulated a teaching intern program for perspective middle school teachers which would involve:³⁵

- a. the assignment of the neophyte to a teaching team
- b. participation in student programming with the teaching team and students

³⁵Ibid., p. 50.

- c. involvement in supporting students in the learning situation guided by a teaching team member
- d. participation in small group sessions involving other neophytes and teaching team group leaders from several disciplines
- e. partaking of staff development activities along with other professionals
- f. participation in program formulation, learning how to use the computer to select materials which contribute to the most probable success of individual students in the separate disciplines
- g. taking part in evaluation conferences with the student, teaching team and student's parents.

The importance of the teacher cannot be minimized. A quality school program depends upon competent and effective teachers. The traditional practice of recruiting junior high teachers from those prepared for elementary or high school teaching has never been a satisfactory way of building a teaching staff with dignity and integrity.

The unique functions of the middle school require a type of teacher education that is similar to the existing program but at the same time possessing features peculiar to this one specific level of education. The transitional role of the school demands a balance between the basic skills of the elementary school and the subject matter specialization of the senior high school.

Teachers must be well versed in child growth and development, especially in terms of the transescent youth. Since in the process of working out personal identities, youngsters often exhibit behavior puzzling to many adults, it is essential that teachers in these

schools be trained to understand the psychological bases of youthful behavior and should provide sufficient outlets for the behavior.

Behavior exhibited by transescent youth should be considered as input for learning experiences. Teachers must learn to skillfully and accurately interpret the subtle verbal and non-verbal cues which youngsters send. The teachers must master the art of listening in the literal sense and also in the more figurative sense of listening with the inner ear.

The transescent individual and his needs must be the central focus of each teacher in each classroom. Each teacher must be guidance oriented. Not that the functions of a good guidance program should be taken over by the classroom teachers, but the teachers and counselors should work as cooperative counselors. The skills of the trained guidance specialists must be utilized in prescribing remedies or strategies for dealing with youngsters educational and/or personal problems. Thus, the guidance staff also contributes to the delivery system and help the youngsters attain the goals and objectives they have set.

If teachers are not prepared for this type of teaching, a very high percentage of them will not remain middle school teachers. Buddle found that junior high school teachers in Michigan were less likely to remain in the field of teaching or at their grade level than were teachers at other levels of the school system.

To help alleviate this problem Hertling suggests that:

. . . state education department officials, especially those concerned with teacher certification, should take the lead in bringing together representatives of all interested parties to

plan over-all policies and to stimulate development of programs at teacher-preparation institutions.³⁶

Colleges and universities must meet the challenge of preparing teachers to properly instruct the early adolescent. Students preparing for teaching at this level should take courses in the teaching of reading, instruction in guidance, information on conducting practical experience projects, psychology--understanding adolescents, and sociology. Students should plan appropriate major-minor combinations such as English-social studies; math-science; or shop-art and crafts. And last, but certainly not least, students should do their student teaching at the junior high school or middle school level.

By having the student do his student teaching at this level he would have the opportunity to know the needs, attitudes, problems, and desires of the early adolescent.

Middle schools can also do their part to help train and retrain teachers at this level of instruction. They can have orientation and inservice programs which would stress: conferences and workshops, emphasizing the school's point of view; visits to well-established schools in the area; cooperative efforts or team teaching; curriculum study groups, stressing adolescent needs; summer school classes in middle school education; proper supervision; faculty meetings; and visiting consultants.

As Hertling says,

. . . The demand for separate and equal provisions for middle school teachers in training and retraining is increasingly

³⁶James E. Hertling, Education for the Middle School Years: Reading (Glenview, Ill.: Scott, Foresman & Co., 1971), p. 109.

evident. The movement seeks reorganization of teacher education, at least to the extent that middle school teachers have an opportunity for training equal in extent to that of the elementary and secondary teachers.³⁷

Summary

When the junior high school was established it was to "bridge the gap" between the elementary school and the high school. Much of what was hoped for and promised, according to many educators, never came to pass.

Changing social and economic conditions, expanded knowledge of the adolescent and the nature of learning, earlier maturity and sophistication of American youth and increased public interest in and critical scrutiny of education have produced criticism, controversy, and proposals markedly affecting the curriculum, organization, and administration of the junior high schools.

Out of this disenchantment for the junior high school has come an organizational pattern which is commonly called the "middle school."

Most of the middle school experts agree that the middle school involves what are traditionally grades six, seven, and eighth; is housed in its own building; has a curriculum designed for the early adolescent and includes students between the ages of 10-14.

The key to the middle school, according to Williams, Alexander, Moss, Eichhorn, Romano, and many other middle school experts, continues to be the focus on the individual student.

³⁷Ibid., p. 111.

Whether it be the philosophy of the middle school, curriculum, teacher training or instructional methods it is of the utmost importance that the entire planning be evolved around the student involved--the early adolescent!

CHAPTER III

PROCEDURES USED IN THE STUDY

The main purpose of this dissertation is to develop evaluative criteria for a middle school. After an extensive research of literature it was revealed that at the present time no evaluative criteria instrument exists which could be used exclusively for middle schools. All of the evaluative criteria instruments reviewed are either for junior high schools or junior high school/middle schools.

According to most of the authors concerned with early adolescent education major differences exist between the philosophy and application of the junior high school and the middle school. It would seem logically then that a specific evaluative criteria instrument should be developed that educators could use in evaluating middle schools.

This particular study will be somewhat different from the usual dissertation as it will not use statistical references such as sample, population, variance, or mean scores as its methodology. Instead it will use a panel of experts who will accept, reject or modify the questions which were compiled by the author through a survey of the literature and discussion with practitioners. The accepted and modified questions will eventually be used as the evaluative criteria.

This chapter will be used to explain the procedure for selecting the experts, a resume of the experts, source of the data, selection of the questions, degree of acceptance of the questions, treatment of the data and the procedures for the analysis of data.

Guidance and consultation was given for this chapter by Dr. Mary Ellen McSweeney, statistical expert in the guidance and counseling department at Michigan State University. Dr. McSweeney concurs with the literature that using experts to verify questionnaires has been a well-established educational practice.

Other experts used for consultation in specific areas were: Dr. Archibald Shaw, Administration and Higher Education department at Michigan State University, school plant; Dr. James Costar, Guidance and Counseling department at Michigan State University, guidance; Jacqueline Wolff, Ph.D. candidate, media center; and Shirley Davis, Ph.D. candidate, instructional areas. Guidance was also given by Dr. Stephen Yelon noted expert in the area of writing behavior objectives. Dr. Louis Ramano critiqued every section before the sections were sent to the panel of experts.

Selection of Experts

A list of experts were compiled by the researcher using the following criteria:

1. All have Ph.D.'s in the field of education.
2. All have published.
3. All have been used as consultants for the middle school.

4. All have been used as speakers or presenters at conferences or workshops.
5. All have had an association at the middle school level.
6. All are presently working in the middle school field either as practitioners or consultants.

The consultant for this dissertation, Dr. McSweeney, verified that the experts could be chosen randomly or arbitrarily depending on the number of noted-experts in the middle school field. Since this particular field is relatively new in comparison to the elementary or high school levels there are very few recognized experts. Therefore, it was recommended by the consultant that the experts be chosen arbitrarily using the above criteria.

The five experts used for this dissertation was also recommended as a workable number. If there were a considerable larger number of experts from which to choose than a larger sample would be more acceptable but since the field is rather limited, five is considered a significant number.

Following is the list of experts chosen: Dr. Thomas Gatewood, Central Michigan University; Dr. Nicholas P. Georgiady, Miami University, Oxford, Ohio; Dr. Glen K. Gerard, Principal, Kinawa Middle School, Okemos, Michigan; Dr. George Mills, University of Michigan, Ann Arbor, Michigan; and Dr. Jack D. Riegler, Ball State University, Muncie, Indiana.

Source of the Data

It should be noted that all questions used for verification by the experts, which will eventually be used as the evaluative criteria,

were written using behavioral objective terms. The main purposes for using behavioral objective terms were for clarification of the questions (knowing exactly what was expected) and for communication (knowing exactly what was asked). The main source used in writing the questions was Preparing Instructional Objectives by Robert F. Mager. The proper terms to use were taken from Objectives for Instructional Programs by Croft Educational Services, Inc.

The topics for evaluation were taken from magazines, books, booklets, and pamphlets relating to the middle school; materials received from ERIC (Educational Resources Information Center); National Association of Secondary Administrators' Evaluative Criteria for junior high school/middle schools, the National Study of School Evaluation's Guide in evaluative criteria for junior high school/middle schools; the Utah Evaluative Criteria for a junior high school; the Iowa Evaluative Criteria for a junior high school; and the Texas Evaluative Criteria for a junior high school.

The particular format used was developed after an examination of several different instruments. This particular format provides for both subjective and objective responses.

Topics Chosen

After a thorough study of literature the following areas were chosen for inclusion into the evaluative instrument:

1. The Developmental Characteristics of Early Adolescents.
2. Basic Middle School Characteristics
3. Philosophy and Objectives.

4. School and Community.
5. Staff and Administration.
6. School Plant.
7. Curriculum and Instructional Areas.
8. Extra-Curricular Activities.
9. Student Services.
10. Media Center Services.

Selection of the Questions

After a thorough research of the topics to be chosen, questions were written using the content materials which were most often mentioned as important to the middle school organization. These questions were critiqued by the aforementioned individuals, rewritten and then sent to the five experts for acceptance, rejection or modification.

It was confirmed by the research consultant that four-out-of-five or more of the experts should agree to the questions before using them in the evaluative criteria. Using this format the possibility of chance was only about 16 percent. By using only three-out-of-five the possibility of chance rose to nearly 50 percent, which was considered by the consultant to be too high.

In essence, before any questions were used in the final instrument it had to be accepted by 80 percent or more of the panel of experts. This level of acceptance would lower the possibility of chance, therefore increasing the reliability of the questions.

Analysis of Data

As each section of evaluative criteria was completed it was sent to five experts in the middle school concept. They accepted, rejected, and/or modified the statements and then returned them for further analysis. Each statement was analyzed on its own merits and if 80 percent or more of the experts agreed to its concept then it was incorporated into the final evaluative criteria instrument. After all the materials for each section were returned and analyzed, the accepted and modified statements were used to establish the evaluative criteria for a middle school.

The necessity of using a panel of experts was to verify the statements that will be incorporated into the evaluative criteria on the middle school. This particular type of approach is used quite often to check the reliability of the forms and types of questions that are asked.

It is the belief of the researcher that 80 percent or more of the panel will agree on the basic concepts of the middle school and the practicality of the statements. On the basis of this agreement the statements relating to the middle school will be formulated into the evaluative criteria used to evaluate a middle school.

Summary

This particular chapter has explained the need for the development of a middle school evaluative instrument as, at the present time, no instrument has been written exclusively for this purpose.

The material used for the instrument was gathered from several different sources as they related to the middle school concept.

After each section was written it was given to specific experts for correction and/or modification. The section was then critiqued by this author's chairman, rewritten, and sent to the panel of experts.

The experts, who were chosen arbitrarily using the aforementioned criteria, were asked to accept, reject, or modify the questions. After receiving the sections back, the author used only those questions that were accepted or modified by 80 percent or more of the panel of experts. The questions were then compiled for final inclusion into this dissertation.

CHAPTER IV

ANALYSIS OF THE DATA

This chapter includes the ten sections that were sent to the five experts for acceptance, rejection, or modification. If 80 percent or more of the experts accepted the statement, then the statement was included in the final revision which appears in the appendix. Those statements that did not receive 80 percent or more acceptance but needed only a slight modification were also corrected and included in the final instrument. The statements that needed complete modification or were rejected by two or more of the experts were not used in the final revision.

A summary for each of the sections follows giving the percentage of those statements that were accepted; an explanation of those rejected; and the correction for each statement that needed modification.

Administration

The section on administration involved thirty statements and received the most comments from the panel of experts. Twenty-one or 70 percent of the statements were accepted by 80 percent or more of the experts. Six statements or 20 percent of the statements were accepted by three of the experts and modified by two of the experts. These six statements were rewritten according to the recommendations

by the panel and used in the final draft. The remaining three statements did not receive sufficient support and were eliminated from the final instrument.

Curriculum

There were twenty-five statements initially in this section and twenty-four of the statements or 96 percent of the statements were accepted by 80 percent or more of the experts. The other statement, number twelve, was accepted by three of the experts and modified by two of the experts. The statement is number twelve and reads, "All students have an opportunity to participate in a wide-exploration program." The revised statement reads, "All students have an opportunity to participate in a program of widely ranging exploratory studies." With the revision of this particular statement, all twenty-five of the original statements were used in the final instrument.

Extra-Curricular

This particular section was well accepted by the panel of experts as twenty-six of twenty-seven statements were accepted or 96 percent. Statement twelve was accepted by three experts and modified by two of the experts. The statement as first presented read, "The programs provide a form of student participation in government as an important feature of the programs." The revision reads, "The programs provide the opportunity for student participation in government as an important feature of the programs." It was also recommended

by a majority of the experts to change "Extra-Curricular" to "Co-Curricular" which has been done.

Guidance Program

Thirty out of thirty-one statements or 97 percent of the statements were accepted by 80 percent or more of the panel of experts. The one remaining statement, number six, was accepted by three experts and rejected by two and will therefore be eliminated from the final draft. The part basically rejected was, "by placing the student into specific courses and programs." It inferred that the counselor does the scheduling and the two experts objected to this procedure. They felt that the counselor should do no more than assist with the scheduling.

Media Center

The media center section has more statements than any of the other sections but forty-four of forty-five statements were still accepted for a 98 percent acceptance. These experts felt that the media center is an extremely important component of the middle school and that the number of statements for this section was appropriate.

Statement fifteen was accepted by three experts, rejected by one as being "unrealistic" and modified by one to read "with reasonable safeguards." The question reads, "All resources are circulated for students' use outside the school building (including equipment)." This particular statement was included into the final instrument with special scrutiny recommended after field testing.

Objectives

There were seventeen statements to this section and fifteen of the statements were accepted by 80 percent or more of the panel of experts. Statement seven relating to the training and preparation of middle school teachers-----was accepted by two, rejected by one, and modified by two. The modifications are quite extensive indicating ambiguity with the statement and, therefore, the statement will not be included in the final instrument. Statement eleven, "The middle school takes into consideration the general objectives of the local school system in its planning," was accepted by three, rejected by one, and modified by one. Since the modification consists of changing the word "objectives" to "goals" the statement was included in the final revision. The suggestion by all the experts was to change the word "good" as it appears in all the statements to read "effective." This revision was made in the final instrument.

Philosophy

The section on philosophy received only 78 percent acceptance as only eighteen statements out of twenty-three were accepted by 80 percent or more of the panel. Three statements or 13 percent were accepted by three experts and modified by two. These statements were 5, 8, and 21. As the three statements needed only a slight revision, correction was made and the three statements are included in the final instrument. Statement seven was only accepted by two experts, rejected by one, and modified by two. This statement,

along with statement twenty-three, which was an incomplete statement, were eliminated from the final instrument.

School-Community

Eighteen of the twenty statements or 90 percent of the statements were accepted in this section. Statements one and seventeen were accepted by three of the experts and rejected by two experts. It was suggested that in statement one the words "in book form" be added for confidentiality. It was suggested that "evaluating, modifying and" be included in statement seventeen which originally read "A policy of follow-up on withdrawals furnishes data that are used in planning the curriculum offerings and administering the schools." Both changes were made in the final instrument.

School Plant

Eighty-nine percent of the statements in this section or twenty-four of twenty-seven were accepted by 80 percent or more of the experts. The remaining three statements were accepted by three of the experts and modified by two experts. In statement two, the word "help" was changed to "advice." Statement twenty-two was changed from "the site is located in an open-space locality," to read "the site is located on a site adequate to the needs of the school program." The word in statement twenty-four "centrally" was changed to "conveniently."

School Staff

There were thirty statements in this section and twenty-seven or 90 percent of them were accepted by 80 percent or more of the panel. Two statements were accepted by three experts, modified by one, and rejected by one. The other statement was accepted by two experts, rejected by one, and modified by two. This statement, number twenty-three, is ambiguous and was not included in the final instrument. Statements thirteen and seventeen were considered to be too encompassing and difficult to measure and also were eliminated from the final instrument. Therefore, only the twenty-seven statements originally accepted by the panel were included in the final instrument.

Instructional Areas

This particular section was critiqued by several different experts and the final thirty-one questions as they appear in both Chapter IV and in the appendices were unanimously accepted.

Table 1. Responses of experts on evaluative criteria for administration.

Evaluative Criteria Statement	Accept	Reject	Modify
1. The administrative staff of the school is organized and oriented to meet the administrative needs of the school as expressed in the philosophy and objectives.	4		1
2. The administrator has the chief responsibility for the administration of the personnel and program within the building.	3		2
3. The administrator has completed special training in the nature and needs of middle school students.	4		1
4. The administrator has completed a course in personnel administration.	4		1
5. The administrator has completed a course in school administration.	3		2
6. The administrator demonstrates evidence of professional growth.	2	1	2
7. The administrator provides leadership and actively participates in school improvement activities.	3	2	
8. The administrator is responsible for the maintenance of good working conditions.	3		2
9. The administrator is responsible for the maintenance of safe, healthy and attractive surroundings.	4		1

Table 1.--Continued.

Evaluative Criteria Statement	Accept	Reject	Modify
10. The administrator's conception of the middle school is identified in terms of its own characteristics rather than in terms of characteristics borrowed from elementary, junior high or senior high school.	4		1
11. The administrator accepts the responsibility for an adequate system of pupil data and accounting procedures.	4	1	
12. The administrator is responsible for handling the finances within the school	4		1
13. The administrator of the middle school has had teaching experience at the early adolescent level (10-14).	4	1	
14. The administrator provides in-service improvement opportunities for teachers.	4		1
15. The administrator is responsible for the quality of teaching in the school.	3		2
16. The administrator provides for the basic teaching materials needed.	3		2
17. The administrator schedules teaching loads equitably.	4		1
18. The administrator supports a morale among the staff that challenges them to make a professional career of middle school teaching.	4		1

Table 1.--Continued.

Evaluative Criteria Statement	Accept	Reject	Modify
19. The administrator discusses with the faculty members ways of promoting, through school activities, the human worth and dignity of the individual.	3		2
20. The administrator participates actively in the recruitment, selection, and assignment of school staff.	5		
21. The administrator employs teachers who plan to make middle school education a career.	5		
22. The administrator develops orientation and guidance programs to expedite the assimilation of new teachers.	4		1
23. The administrator provides guidelines for faculty members to help them understand the varied behavior of students.	4		1
24. The administrator guides faculty members in developing flexibility in attitudes toward change.	5		
25. The administrator guides faculty members in accepting behavior of colleagues which differs from their own.	4		1

Table 1.--Continued.

Evaluative Criteria Statement	Accept	Reject	Modify
26. The administrator participates in all phases of education at the middle school level.	4	1	
27. The administrator interacts with the state department to develop and/or improve the middle school certification code.	3	1	1
28. The administrator interacts with colleges and universities to develop and/or improve middle school instruction and curricula.	5		
29. The administrator identifies organizations and individuals who will help maintain good school-community relations.	5		
30. The administrator communicates as the liaison person for the teachers and other school units with community agencies that have relationships with the school.	5		

Table 2. Responses of experts of evaluative criteria for curriculum.

Evaluative Criteria Statement	Accept	Reject	Modify
1. The program of studies is based upon the philosophy, objectives, and functions of the middle school.	5		
2. The staff is so organized that each member has the opportunity to contribute maximally to the improvement of the instructional program.	5		
3. There is clear-cut evidence of administrative leadership which provides the kinds of services conducive to the development of an effective instructional program.	5		
4. Provision is made for periodic and continuous appraisal of the school's instructional program.	5		
5. The curriculum for the school in the middle must be designed with careful consideration of the growth characteristics of the early adolescent.	5		
6. The middle school's curriculum provides a broad general education.	4		1
7. The language arts learning program includes opportunities for reading, writing, speaking, and listening, and will be applied in all fields of study.	5		
8. The social studies learning program will be designed to develop democratic values and attitudes and will be relevant to students' needs, interests, and lives.	5		

Table 2.--Continued.

Evaluative Criteria Statement	Accept	Reject	Modify
9. The science learning program will provide opportunities for the early adolescent to acquire an understanding of the basic principles of modern science and of the world in which they live.	5		
10. The mathematics learning program will provide the early adolescent with basic competencies and understandings necessary for life in our society.	5		
11. Individualized student programs are included in the program to permit the individual student to go as far beyond the basic competencies as he is able to do in any field.	5		
12. All students have an opportunity to participate in a wide exploratory program.	3		2
13. All students in the middle school have an opportunity for a continuous program in health, physical education, and recreation.	5		
14. The middle school provides a program of remedial education.	4		1
15. The middle school provides alternative programs so that all students will have an opportunity to meet their own individual needs.	4		1
16. The middle school curriculum is flexible so that programs may be modified and expanded in accord with newer approaches to early adolescent education.	5		

Table 2.--Continued.

Evaluative Criteria Statement	Accept	Reject	Modify
17. The middle school provides many means for the students to see themselves as significant individuals in a larger world setting.	5		
18. The local community is an integral part of all planning for change.	5		
19. Planning for change is based on extensive and continuing local study.	5		
20. The curriculum reflects a recognition of the value of varying size of groups to be consistent with the nature of the instruction.	5		
21. The design of the curriculum recognizes the student activities program as an extension of the formal curriculum.	5		
22. The curriculum is influenced by follow-up studies of students who have gone from the school.	5		
23. The design of the curriculum is characterized by articulation: the sequence of learning experiences is free from gaps and unnecessary repetition.	5		
24. The curriculum provides for experimentation with new materials, procedures, and programs.	5		
25. The middle school recognizes sex education as an important phase of its curriculum.	4		1

Table 3. Responses of experts on evaluative criteria for co-curricular activities.

Evaluative Criteria Statement	Accept	Reject	Modify
1. Student activities are considered as an integral part of the curriculum of the middle school.	5		
2. The objectives of student activities grow out of the middle school's philosophy and objectives.	4		1
3. The activity programs are designed to meet the needs, interests, and abilities of all students.	5		
4. The school provides guidance to the student in the choice of activities.	4	1	
5. All regularly enrolled students are eligible to participate in student activities.	5		
6. Recognition accorded to each activity bears a reasonable relationship to that activity's place in the total educational program.	5		
7. Participation of students in activities is not limited by economic circumstances.	5		
8. The school activity program is carefully and methodically coordinated with other educative agencies within the community.	4		1
9. The programs provide students with exploration experiences that have physical, social, and emotional value, for both the present and the future.	4		1

Table 3.--Continued.

Evaluative Criteria Statement	Accept	Reject	Modify
10. The programs provide leisure-time and recreational experiences that will have both immediate and carryover value.	5		
11. The programs provide for individual, small-group, and entire student body participation.	5		
12. The programs provide a form of student participation in government as an important feature of the program.	3		2
13. The programs avoid emphasis on contests and the exploitation of students for the benefit of school or community prestige.	4		1
14. The programs are under the supervision of interested, competent, qualified sponsors.	5		
15. The programs are recognized by the faculty as worthwhile endeavors because they understand that it helps to fulfill needs in early adolescent growth and development.	5		
16. The middle school programs are under the sponsorship and direction of the school.	5		
17. The program offerings are determined by the interests of the students.	4		1
18. Human relations, family life, and the home are considered in the development of the programs.	5		
19. Sponsors guide rather than dominate the programs.	5		

Table 3.--Continued.

Evaluative Criteria Statement	Accept	Reject	Modify
20. A faculty-student committee coordinates the student activity programs.	5		
21. Policies concerning relationships between class and extra-class activities are determined by the general faculty.	5		
22. A definite time is provided in the daily schedule for student participation in the program.	5		
23. The activity programs provide social situations through which students may achieve self-realization.	4		1
24. The manner of handling activity funds conforms to the general school policy for handling monies.	5		
25. Assembly programs provide a balance between education and recreation.	4		1
26. The assembly programs are coordinated by the faculty-student committee.	4		1
27. The programs are continually evaluated by students, faculty, and administration.	5		

Table 4. Responses of experts on evaluative criteria for a guidance program.

Evaluative Criteria Statement	Accept	Reject	Modify
1. The guidance staff works with the faculty to incorporate guidance into the total program.	5		
2. Administrative, guidance, and instructional staff members have clearly defined responsibilities in the guidance program.	4		1
3. The guidance program provides for both individual and group counseling throughout the middle school years.	5		
4. The guidance program has available and utilizes CA's, teacher recommendations, parental concerns, testing results plus other relevant materials in working with each student.	5		
5. The guidance program is concerned with behavioral outcomes as they relate to the social adaptation of the student.	5		
6. The guidance program helps each student identify and understand his attitudes, abilities, interests, aspirations, and motivations by placing the student into specific courses and programs.	3	2	
7. Guidance services give evidence of understanding	5		
8. The guidance program helps each individual make the most of his intellectual, physical, and social capacities through proper placement into courses, programs, and extra-curricular activities.	4	1	

Table 4.--Continued.

Evaluative Criteria Statement	Accept	Reject	Modify
9. Guidance personnel develop a systematic plan for scheduling one or more counseling interviews each year with all students.	5		
10. Every effort is made to maintain and improve the position of the classroom teacher as an effective student counselor by meeting individually with each teacher at least once during the school year.	4	1	
11. Counselors and teachers are expected to consult with parents by developing a systematic form of communication.	5		
12. Guidance service makes use of all school activities that contribute to the student's ability to make worthwhile adjustments.	5		
13. Guidance activities are planned to help each student understand himself as an individual and as a member of a group.	5		
14. The guidance program helps each student learn about the world of work and those types of work most likely to provide for him a satisfying career.	4	1	
15. The guidance program helps each student recognize what educational opportunities exist within the school system for his personal and social as well as vocational development.	4	1	
16. Provision is made for effective use of the services of counselors, school nurses, psychologists, psychometrists, psychiatrists and physicians by providing special information programs for all students.	5		

Table 4.--Continued.

Evaluative Criteria Statement	Accept	Reject	Modify
17. The guidance program helps each individual adjust to the demands of his environment by assisting the student to develop habits of self-reliance.	5		
18. The guidance service helps the student develop an understanding of the privileges and responsibilities of citizenship in the community through community visitations, lay speakers and media presentations.	5		
19. The guidance service helps the middle school staff to understand and provide for individual differences by providing case studies of students.	4	1	
20. The guidance personnel participates in the placement of handicapped students in remedial programs within the school.	5		
21. The guidance service helps students to express their social tendencies in helpful services through proper placement into programs.	5		
22. The guidance service strives to acquaint students with the social, emotional, and economic problems they will face in the world outside of school.	5		
23. The guidance personnel regularly assess the needs of students who are or will be enrolled in the school, and to initiate means by which changing needs can be met.	5		
24. The guidance personnel countinuously evaluate the degree to which the objectives of the guidance program are being met.	5		

Table 4.--Continued.

Evaluative Criteria Statement	Accept	Reject	Modify
25. Guidance service records are adequate, accurate, and up to date.	5		
26. Information gathering is limited to items that are germane to the guidance function.	5		
27. Security measures are taken to protect the integrity of the individual student's record for authorized and professional use only.	5		
28. Adequate provision is made for the exchange of essential information among the instructional staff, students, parents, counselors, administrators, and community resources.	4		1
29. There is extensive sharing of records between the elementary school and the middle school and between the middle school and the senior high school.	4		1
30. The guidance department provides special assistance to students during their transition from one school to another by arranging for the testing and placement of these students.	4		1
31. The guidance department develops plans for the systematic follow-up of students as they move from one course to another or change curricula.	5		

Table 5. Responses of experts on evaluative criteria for a media center.

Evaluative Criteria Statement	Accept	Reject	Modify
1. Academic and social needs of the learner are served by a rich collection of recommended print materials.	5		
2. Print materials are systematically organized and accessible through a centralized card catalog.	5		
3. Academic and social needs of the learner are served by a rich collection of recommended nonprint materials.	5		
4. Non-print materials are systematically organized and accessible through a centralized card catalog.	5		
5. Students are actively involved in the selection of materials for acquisition by the media center.	4		1
6. An atmosphere (physical as well as mental) conducive to learning is evident in the media center.	5		
7. Adequate learning facilities have been provided for according to identified instructional goals and learner needs.	5		
8. Formal and informal instruction in the use of the media center and its resources is provided for individuals and groups.	5		
9. Professional assistance is offered to students for the purpose of selecting, evaluating, and utilizing instructional resources appropriate to individual and academic needs.	5		

Table 5.--Continued.

Evaluative Criteria Statement	Accept	Reject	Modify
10. Students are assisted in the development of competency in the listening, viewing and reading skills.	4		1
11. Students are guided in the development of desirable reading, viewing, and listening attitudes and appreciations.	5		
12. A system for correlating student interest with available materials is successfully used to promote use of the media center.	5		
13. All resources of the media center and equipment are circulated to any student to use in the media center.	5		
14. All resources are circulated for use by students in areas in the building other than the media center.	4	1	
15. All resources are circulated for students' use outside the school building (including equipment).	3	1	1
16. The services and resources provided in the media program are available at times other than the normal school day.	5		
17. Student schedules, as well as media center philosophy, permit flexible use of the media center. (That is, schedules are not limited to study periods and/or scheduled class group use.)	5		

Table 5.--Continued.

Evaluative Criteria Statement	Accept	Reject	Modify
18. Opportunities are provided for students to design and produce audiovisual and printed materials needed for classroom assignments.	5		
19. The media center staff identifies and designs services according to curricular needs.	4		1
20. The media center staff identifies and designs services to meet varied teaching styles.	5		
21. Classroom teachers receive consultative services aimed at implementing curricular objectives by the use of media and media services.	5		
22. A system is provided to acquaint faculty members with the resources in the media collection which are relevant to their instructional needs.	5		
23. Media center staff develop resource units or packages from the media collection for classroom or media center use either on a short or long term basis.	4		1
24. A plan is provided whereby faculty members regularly review, evaluate and suggest possible new acquisitions.	5		
25. Classroom teachers are provided local production facilities.	5		

Table 5.--Continued.

Evaluative Criteria Statement	Accept	Reject	Modify
26. Media professionals assist classroom teachers in the design of instructional media.	5		
27. Media center staff provide inservice education in the effective utilization of all types of media.	5		
28. Instructional equipment needed in classroom instruction is readily available and well maintained.	5		
29. Well selected professional volumes and journals are provided for faculty use.	4		1
30. Use of the media center and its services is predicated on the needs of students and teachers rather than inflexible time schedules.	5		
31. The media center staff has the desire and ability to work with and relate well to students and faculty.	5		
32. Possesses the ability to critically select and evaluate print and nonprint materials, equipment, and media programs.	4		1
33. Is alert to new developments in both curricular areas and media center program development.	4		1

Table 5.--Continued.

Evaluative Criteria Statement	Accept	Reject	Modify
34. Should be an active member of all curriculum related groups in the school.	4		1
35. The media center director should be a professional--background in teaching, library science, audiovisual, instructional design, etc.	4		1
36. The media center should provide areas for instruction of individuals, small groups, and class-size groups.	5		
37. The media center should have an area in which students and faculty members can design and construct instructional material.	5		
38. The media center should be kept in good physical repair.	5		
39. The media center should have physically comfortable furnishings.	5		
40. The media center should be arranged in a way that insures efficient and profitable educational use.	5		
41. The media center should be arranged in a way that permits the implementation of a wide variety of activities.	5		
42. The media center should provide an area for administration of the program including office and storage areas.	5		

Table 5.--Continued.

Evaluative Criteria Statement	Accept	Reject	Modify
43. The media center director prepares and executes the budget for the media program.	4		1
44. The media center director submits, on an annual basis, a media program progress report to the local Board of Education (usually as part of the budget request and justification).	4		1
45. A substantial budget provides for the continuous development of the media center program.	4		1

Table 6. Responses of experts on evaluative criteria for objectives.

Evaluative Criteria Statement	Accept	Reject	Modify
1. A good middle school has a cooperatively developed, agreed upon written statement of the major functions for the middle school.	4		1
2. A good middle school has a systematic plan for regular, continuous program of in-service study and in-service training in the new middle school organizational and program arrangements for all professional personnel.	4		1
3. A good middle school has an identifiable independent study program for all middle school students.	4		1
4. A good middle school has a systematic plan for studying significant research related to early adolescence.	4		1
5. A good middle school has a planned program of intramural activities for both boys and girls.	5		
6. A good middle school has an exploratory program designed especially for the middle school students.	4		1
7. A good middle school employs a staff representing both elementary and junior high preparation and experience.	2	1	2
8. A good middle school provides a secure home base arrangement for each student.	5		
9. A good middle school has a systematic plan for recognizing, evaluating, and reporting on student progress toward all significant middle school goals.	5		

Table 6.--Continued.

Evaluative Criteria Statement	Accept	Reject	Modify
10. A good middle school has a systematic plan for communicating its purposes and procedures to all interested publics.	4		1
11. The middle school takes into consideration the general objectives of the local school system in its planning.	3	1	1
12. The middle school considers the characteristics of the students' total educational environment, school and non-school in its planning.	5		
13. The middle school recognizes and appreciates accepted learning theories.	4		1
14. The middle school demonstrates a respect for individual differences among students and plans ways for providing for these differences.	4		1
15. The middle school personnel accept the obligation to promote intellectual development.	5		
16. The middle school personnel accept the obligation to provide citizenship experiences necessary to function in a free American Society.	5		
17. The middle school personnel consider the rapid physical, mental, emotional, and social maturation of the students in their planning.	5		

Table 7. Responses of experts on evaluative criteria for philosophy.

Evaluative Criteria Statement	Accept	Reject	Modify
1. A school for the middle school years should have a separate identity as an institution, include at least three age-or-grade-levels, and embrace the years during which the vast majority of students reach puberty.	5		
2. The plant, equipment, and supplies for the educational program of the middle school years must be adequate for the task, and be designed in terms of the special characteristics and needs of early adolescents.	4		1
3. The middle school should be staffed with dedicated and highly qualified men and women especially trained for work with early adolescents.	4		1
4. Scheduling and administrative routines should be adaptable and flexible.	5		
5. Students should have opportunities to come to grips with pressing social realities of the times.	3		2
6. Students should receive help in meeting their personal-social needs.	5		
7. Students should be helped to understand and practice democratic values, including reliance upon the method of intelligence.	2	1	2
8. Students at all levels should participate in a structured core program that deals with significant centers of experience or problem areas. Block-time scheduling and interdisciplinary team teaching represent major steps toward this goal.	3		2

Table 7.--Continued.

Evaluative Criteria Statement	Accept	Reject	Modify
9. Students should grow in ability to use the language arts through abundant opportunities to read, write, speak and listen.	5		
10. Students should acquire the social understandings, competencies, and attitudes essential for democratic citizenship.	5		
11. Students should acquire the mathematical understandings and competencies essential for intelligent citizenship.	5		
12. Students should acquire a basic understanding of the natural world and of modern scientific technology.	4		1
13. Students should have many experiences with arts and crafts, literature, home-making, industrial arts, and music.	5		
14. Students should participate in a comprehensive health and physical education program.	5		
15. Students should have access to a variety of elective courses that are appropriate to the needs of young adolescents.	4		1
16. Students should have access to a rich variety of co-curricular activities.	4		1
17. A full range of guidance services should be available to every student.	5		

Table 7.--Continued.

Evaluative Criteria Statement	Accept	Reject	Modify
18. Individual abilities, needs, and achievement should be determined by a carefully planned and coordinated program of testing and evaluation.	4	1	
19. Students should have access to remedial help in the basic skills.	5		
20. Students should be taught through a wide variety of teaching methods and instructional materials.	5		
21. Assignment of students to class sections should be based on careful consideration of all pertinent factors but still should stress heterogeneous grouping.	3		2
22. Every student should progress continuously through school. Flexible scheduling and nongraded programs are valuable means to this end.	5		
23. The relationship of the school to other educational institutions and agencies in the community, such as colleges, libraries, museums, recreational agencies, should be evaluated yearly.		3	2

Table 8. Responses of experts on evaluative criteria for school-community.

Evaluative Criteria Statement	Accept	Reject	Modify
1. A large map of the school district is available and all relevant middle school data entered as it is secured and as it relates to the community.	3		2
2. Findings of the financial ability of the community to pay for educational benefits are available.	4		1
3. A study is made to see what information the school needs from the parents and how best to obtain it.	4		1
4. The racial and lingual status of the parents is studied for any effect it may have on the students' success in school.	5		
5. The health, safety and moral hazards of the community are known and located.	5		
6. The recreational opportunities, facilities and pursuits of the adults and children of the community are surveyed.	4		1
7. The school is alert to any sub-community conflicts.	4		1
8. The types of homes or living quarters of the students are known.	5		

Table 8.--Continued.

Evaluative Criteria Statement	Accept	Reject	Modify
9. Up-to-date data are available for the staff to use to describe the composition of the student population as a whole and indicate their educational needs.	5		
10. Up-to-date data are available for the staff to use to describe the various school groupings and determine their educational needs.	4		1
11. Up-to-date information about the occupational pursuits of the adults in the school community is kept current and is used in the development of the curriculum offerings.	5		
12. Significant findings related to the education of adults in the school-community are used in the development of the curriculum.	5		
13. The educational expectations of the parents are known to the teachers.	5		
14. A survey of the community is made to find out what services are available which may be used to facilitate or enrich the educational program.	5		
15. The school cooperates to extend its services as an integral part of the community.	5		
16. Up-to-date data are available for the staff to use to describe, diagnose, and plan for each student.	4		1

Table 8.--Continued.

Evaluative Criteria Statement	Accept	Reject	Modify
17. A policy of follow-up on withdrawals furnishes data that are used in planning the curriculum offerings and administering the schools.	3		2
18. A policy of follow-up on students who have gone to senior high school furnished data that are used in planning and revising the curriculum offerings and administering the schools.	5		
19. Administrative provision is made to secure and service the data without encroaching on the teaching time of the teachers.	5		
20. A survey is made to find out what information about the school the parents want and how best to supply it.	4		1

Table 9. Responses of experts on evaluative criteria for school plant.

Evaluative Criteria Statement	Accept	Reject	Modify
1. The school plant is built to provide for the future growth of the community.	4		1
2. The plant was constructed or modified only after obtaining the best professional help available from administrators, teachers, and consultants.	3		2
3. Plant facilities are designed to promote utilization for community activities.	5		
4. Parking areas are provided for the teachers and the general public.	5		
5. The design of the building facilitates the efficient movement of students.	5		
6. Each area for instruction is of such size and design as to meet the needs of the instructional program allotted to that area.	5		
7. The building is equipped with safeguards for the protection and rapid evacuation of all students and other personnel.	5		
8. The grounds are landscaped, clean, and attractive.	5		
9. The sanitary and safety facilities of the plant are planned to permit practices which help prevent disease.	5		

Table 9.--Continued.

Evaluative Criteria Statement	Accept	Reject	Modify
10. All areas used for instructional purposes are lighted, heated, and ventilated to meet accepted standards for the activity.	5		
11. All instructional service areas are designed, arranged, decorated, and acoustically treated to provide a harmonious and pleasant atmosphere conducive to effective learning.	5		
12. Facilities are provided for personal belongings of all students.	5		
13. Sanitary restroom facilities are provided in appropriate parts of the building.	4		1
14. Work spaces, conference rooms and lounges are provided for teachers.	4		1
15. A cumulative inventory of equipment and supplies is kept for each instructional and service area.	5		
16. The plant, equipment, and facilities are maintained in such a way as to get efficient use of them.	5		
17. Facilities and equipment are replaced when they are no longer educationally useful.	5		
18. Public address facilities are provided.	5		
19. The school plant is built to provide for possible future curricular offerings.	5		

Table 9.--Continued.

Evaluative Criteria Statement	Accept	Reject	Modify
20. The classrooms have facilities for carrying on an innovative program of education.	5		
21. The school plant is built so as to meet adequately the students' needs arising from the students' characteristics.	5		
22. The site is located in an open-space locality.	3		2
23. The site is large enough to provide for all outdoor exploratory programs.	4		1
24. The administration offices are centrally located.	3		2
25. The school plant is such that philosophy and objectives of the school may be implemented.	5		
26. The design of the school plant provides for present and future flexibility as the educational program changes.	5		
27. Storage space is provided for pupils and teachers in each instructional area.	5		

Table 10. Responses of experts on evaluative criteria for administration.

Evaluative Criteria Statement	Accept	Reject	Modify
1. The instructional staff of the school is organized and oriented to meet the instructional needs of the school as expressed in the philosophy and objectives.	5		
2. The instructional staff of the middle school is chiefly responsible for guiding students in their learning.	4		1
3. The staff actively participates in instructional improvement activities.	5		
4. The staff actively participates in in-service opportunities.	4		1
5. The staff utilizes self-evaluation instruments for improvement.	4		1
6. The staff takes an active part in scheduling procedures.	5		
7. The instructional staff fosters a teaching-learning environment in which the educational program can continually improve.	5		
8. The staff members make recommendations to the administration of perspective candidates for middle school teaching.	4		1
9. The staff members help new teachers to begin their work with confidence.	5		

Table 10.--Continued.

Evaluative Criteria Statement	Accept	Reject	Modify
10. The staff members seek ways of promoting, through school activities, the human worth and dignity of the individual.	4		1
11. The staff members work to develop flexibility in attitudes toward change relating to curricular and instructional techniques.	5		
12. The staff members are willing to accept teaching styles of colleagues which differ from their own.	4		1
13. The instructional staff is in such ratio to the total student population that its members are able to perform an effective functional role.	3	1	1
14. Members of the instructional staff are professionally energetic, socially well adjusted, and serve as desirable models for students as evidenced by their instruction, actions, and attitudes.	4	1	
15. Members of the instructional staff have broad general knowledge and acquaintanceship with the behavior and needs of early adolescents.	5		
16. The staff members enjoy working with the early adolescent.	5		
17. The staff has had student teaching experience at the early adolescent level.	3	1	1

Table 10.--Continued.

Evaluative Criteria Statement	Accept	Reject	Modify
18. The staff personnel show evidence of keeping abreast in all phases of education at the middle school level.	4		1
19. The staff members are guidance-oriented in working with students.	5		
20. The staff members are consciously searching for new teaching materials.	4		1
21. The staff members conceptions of the middle school are more defined in terms of its own characteristics rather than in terms of characteristics borrowed from the elementary, junior high or senior high school.	5		
22. The staff members possess special competencies that contribute to the cooperative efforts required to satisfy the needs of all the students.	4		1
23. Members of the instructional staff have both intensive and extensive preparation in their field of specialization.	2	1	2
24. The staff reveals evidence of professional growth through in-service training, workshops, travel, course work, and committee involvement.	5		
25. The staff works with colleges and universities to develop and/or improve middle school instruction and curriculums.	4		1

Table 10.--Continued.

Evaluative Criteria Statement	Accept	Reject	Modify
26. The staff gives attention to the maintenance of a safe, healthy and attractive building.	5		
27. The instructional staff utilizes community resources such as special speakers or visitations with the community.	5		
28. The staff of the school works with parents and other organizations to improve the service the school renders to citizens in the community.	5		
29. Staff members make a conscious effort to improve community/school relations.	5		
30. The staff respects the individual differences of the students and works to develop each student to his fullest potential.	4		1

Table 11. Responses of experts on evaluative criteria for subject areas.

Evaluative Criteria Statement	Accept	Reject	Modify
1. The content and instructional activities in this subject area are based on the philosophy and objectives of the middle school.	5		
2. The content and instructional activities articulate the learning experiences of the middle school with those of the elementary and high school.	5		
3. The subject area is organized so that the ratio between students and teachers in a given area is conducive to learning.	5		
4. The content and instructional activities are based on an analysis of the educational needs of early adolescents.	5		
5. The content and instructional activities contribute to a balanced program of general education for each student.	5		
6. The subject area provides the student with opportunities for exploration within the subject area.	5		
7. The subject area provides the student with opportunities for specialization in areas of interest or ability.	5		
8. The subject materials are flexible enough to meet the changing needs of students.	5		

Table 11.--Continued.

Evaluative Criteria Statement	Accept	Reject	Modify
9. Recently adopted basic and supplementary texts are being utilized.	5		
10. Reference materials, books, magazines, and newspapers are being utilized.	5		
11. Visual aids are being used to provide motivation, instruction and appreciation.	5		
12. Ample equipment needs are provided for the instructional area.	5		
13. The teacher assumes direction and leadership by being helpful, understanding, approachable, and sympathetic in relationship with students but does not dominate.	5		
14. The teacher is released from nonprofessional duties through the aid of paraprofessionals.	5		
15. The teacher makes use of independent study, one-to-one, small group and large group modes for various teaching-learning activities.	5		
16. The teacher is cognizant of various learning styles and provides a variety of instructional activities to meet these differences.	5		

Table 11.--Continued.

Evaluative Criteria Statement	Accept	Reject	Modify
17. The subject area provides for evaluation of student achievement in accordance with each individual's aptitudes and abilities so that re-teaching techniques are based upon prognostic evaluation.	5		
18. The subject area is analyzed in an effort to determine why students do not succeed in some areas.	5		
19. The subject area is examined in order to determine what contribution this area makes to the total education of the students.	5		
20. The results of evaluation are used to reveal individual strengths and to identify areas for improvement.	5		
21. The students have input in setting subject area goals and objectives.	5		
22. Provisions are made for the individual ability differences among students.	5		
23. The classroom is equipped with appropriate furniture consistent with the needs for a particular subject.	5		
24. Career education opportunities are discussed within each instructional area.	5		
25. Class time is provided for improving individual skills, and for acquiring new ones through problems, projects, and units.	5		

Table 11.--Continued.

Evaluative Criteria Statement	Accept	Reject	Modify
26. Students are encouraged to seek guidance and direction in the solution to their subject area problems.	5		
27. The learning situation encourages and involves critical thinking.	5		
28. Students are motivated to find needed resource materials both to prepare assignments and to satisfy intellectual curiosity.	5		
29. Special projects, such as community field trips, are cooperatively planned by the teacher and students.	5		
30. Students are encouraged to participate in co-curricular activities which complement their subject area special skills.	5		
31. Students have an opportunity to evaluate their individual growth toward their own goals.	5		

Summary

Section	Total No. Questions	Accepted		Rejected		Modified	
		No.	Percent	No.	Percent	No.	Percent
Administration	30	21	70%	3	10%	6	20%
Curriculum	25	24	96%	0	0%	1	4%
Extra-Curriculum	27	26	96%	0	0%	1	4%
Guidance	31	30	97%	1	3%	0	0%
Media Center	45	44	98%	0	0%	1	2%
Objectives	17	15	88%	1	6%	1	6%
Philosophy	23	18	78%	3	13%	2	9%
School-Community	20	18	90%	0	0%	2	10%
School Plant	27	24	89%	0	0%	3	11%
School Staff	30	27	90%	3	10%	0	0%
Instructional Areas	31	31	100%	0	0%	0	0%

CHAPTER V

CONCLUSIONS

Summary

The junior high school, from its beginning over sixty years ago has had its share of controversy, strongly worded claims of potential, and sharp criticisms. The movement for a reorganization of the public schools that developed in the late 1800's and culminated in the junior high school (which usually included grades 7, 8, and 9) was heralded by some as the answer to the majority of the problems besetting the public secondary schools of the times.

Much of what was hoped for and promised came to pass. But changing social and economic conditions, expanded knowledge of the adolescent and the nature of learning, improved educational and teaching techniques and methods, earlier maturity and sophistication of American youth, and increased public interest in and critical scrutiny of education have produced criticism, controversy, and proposals markedly affecting the curriculum, organization and administration of the junior high schools.

Out of this disenchantment for the junior high school has come an organizational pattern which is commonly called the "middle school."

The review of literature suggested two main ways of viewing the middle school. One group looked at it, consciously or unconsciously, as an organizational device. According to this viewpoint it consists of three grades grouped together in one building called a middle school or a junior high school, with its own teaching and administrative staff. In operation, it may be merely a scaled down version of the high school.

The other viewpoint expressed that the middle school consists of students in the 10-14 year age group, a group which is different from both the elementary and high school students. This difference is based on the social, emotional, physical, and mental development of the students. The curriculum, method of instruction, and instructional materials are selected because of their appropriateness for the early adolescent. Learning responsibility is placed on the students; a guidance and supportive role on the teacher.

Middle School, as used in this study, was used with the second viewpoint in mind. The middle school, as considered from the first viewpoint, is not in truth a middle school.

To date there are not very many middle schools, perhaps, depending on the strictness of the definition, a few hundred operating across the United States. If these middle schools prove to be pacesetters, the name middle school will earn its own more precise definition.

The purpose of this study was to develop evaluative criteria to use in planning, organization, implementing and/or evaluating a middle school.

A tremendous amount of material has been written, especially in the last decade, expressing different ideals and attitudes concerning what a middle school is and how it should be implemented. It was the intent of this study to review, analyze, and summarize all the available material into a working guide for educators to follow in implementing and/or evaluating their own middle schools.

The evaluative criteria for a middle school, as developed for this study, involves the developmental characteristics, basic middle school characteristics, school and community, philosophy and objectives, staff and administration, school plant, curriculum and subject areas, extra-curricular activities, student services, and the media center.

Procedure

As each section of evaluative criteria was completed it was sent to five experts in the middle school concept. They accepted, rejected, and-or modified the statements and then returned them for modification. Each statement was analyzed on its own merits and if 80 percent or more of the experts agreed then, it was incorporated into the final evaluative criteria instrument. After all the

materials for each section was returned and analyzed, the accepted and modified statements were used to establish the evaluative criteria for a middle school.

The necessity of using a panel of experts was to verify the statements that were incorporated into the evaluative criteria on the middle school. This particular type of research approach was used to check the reliability of the forms and types of questions that were asked.

If 80 percent or more of the panel agreed on the basic concepts of the middle school they were used as the evaluative criteria. On the basis of this agreement the statements relating to the middle school were formulated into the evaluative criteria used to evaluate a middle school.

Findings

Section I - Developmental Characteristics

The developmental characteristics were compiled by Dr. Louis Romano and were included in this study as an introduction to the instrument so that each school district or individual using this instrument would have a basic concept of these characteristics.³⁸

³⁸Romano, Louis G.; Geordiady, Nicholas P.; and Heald, James E. The Middle School (Camden, New Jersey: Nelson Hall Company, 1973, p. 187.

Section II - Basic Middle School Characteristics

Dr. Jack D. Riegle, for his dissertation, developed eighteen basic middle school principles which have become recognized throughout the United States. These principles were included to help give direction for implementation or evaluation of a middle school. It should help to develop a certain degree of consistency from middle school to middle school using this particular instrument.³⁹

Section III - Administration

The section on administration involved thirty statements and received the most comments from the panel of experts. Twenty-one or 70 percent of the statements were accepted by 80 percent or more of the experts. Six statements or 20 percent of the statements were accepted by three of the experts and modified by two of the experts. These six statements were rewritten according to the recommendations by the panel and used in the final draft. The remaining three statements did not receive sufficient support and were eliminated from the final instrument.

Section IV - Curriculum

There were twenty-five statements initially in this section and twenty-four of the statements or 96 percent of the statements

³⁹Riegle, Jack D. "A Study of Middle School Programs to Determine the Current Level of Implementation of Eighteen Basic Middle School Principles." Unpublished Ph.D. dissertation, Michigan State University, 1971.

were accepted by 80 percent or more of the experts. The other statement, number twelve, was accepted by three of the experts and modified by two of the experts. The statement is number twelve and reads, "All students have an opportunity to participate in a wide-exploration program." The revised statement reads, "All students have an opportunity to participate in a program of widely ranging exploratory studies." With the revision of this particular statement, all twenty-five of the original statements were used in the final instrument.

Section V - Co-Curricular

This particular section was well accepted by the panel of experts as twenty-six of twenty-seven statements were accepted or 96 percent. Statement twelve was accepted by three experts and modified by two of the experts. The statement as first presented read, "The programs provide a form of student participation in government as an important feature of the programs." The revision reads, "The programs provide the opportunity for student participation in government as an important feature of the programs." It was also recommended by a majority of the experts to change "Extra-Curricular" to "Co-Curricular" which has been done.

Section VI - Guidance Program

Thirty out of thirty-one statements or 97 percent of the statements were accepted by 80 percent or more of the panel of experts. The one remaining statement, number six, was accepted by

three experts and rejected by two and will therefore be eliminated from the final draft. The part basically rejected was, "by placing the student into specific courses and programs." It inferred that the counselor does the scheduling and the two experts objected to this procedure. They felt that the counselor should do no more than assist with the scheduling.

Section VII - Media Center

The media center section has more statements than any of the other sections but forty-four of forty-five statements were still accepted for a 98 percent acceptance. These experts felt that the media center is an extremely important component of the middle school and that the number of statements for this section was appropriate.

Statement fifteen was accepted by three experts, rejected by one as being "unrealistic" and modified by one to read "with reasonable safeguards." The question reads, "All resources are circulated for students' use outside the school building (including equipment)." This particular statement was included into the final instrument with special scrutiny recommended after field testing.

Section VIII - Objectives

There were seventeen statements to this section and fifteen of the statements were accepted by 80 percent or more of the panel of experts. Statement seven relating to the training and preparation of middle school teachers----was accepted by two, rejected by one, and modified by two. The modifications are quite extensive

indicating ambiguity with the statement and, therefore, the statement will not be included in the final instrument. Statement eleven, "The middle school takes into consideration the general objectives of the local school system in its planning," was accepted by three, rejected by one, and modified by one. Since the modification consists of changing the word "objectives" to "goals" the statement was included in the final revision. The suggestion by all the experts was to change the word "good" as it appears in all the statements to read "effective." This revision was made in the final instrument.

Section IX - Philosophy

The section on philosophy received only 78 percent acceptance as only eighteen statements out of twenty-three were accepted by 80 percent or more of the panel. Three statements or 13 percent were accepted by three experts and modified by two. These statements were 5, 8, and 21. As the three statements needed only a slight revision, correction was made and the three statements are included in the final instrument. Statement seven was only accepted by two experts, rejected by one, and modified by two. This statement, along with statement twenty-three, which was an incomplete statement, were eliminated from the final instrument.

Section X - School-Community

Eighteen of the twenty statements or 90 percent of the statements were accepted in this section. Statements one and

seventeen were accepted by three of the experts and rejected by two experts. It was suggested that in statement one the words "in book form" be added for confidentiality. It was suggested that "evaluating, modifying and" be included in statement seventeen which originally read "A policy of follow-up on withdrawals furnishes data that are used in planning the curriculum offerings and administering the schools." Both changes were made in the final instrument.

Section XI - School Plant

Eighty-nine percent of the statements in this section or twenty-four of twenty-seven were accepted by 80 percent or more of the experts. The remaining three statements were accepted by three of the experts and modified by two experts. In statement two, the word "help" was changed to "advice." Statement twenty-two was changed from "the site is located in an open-space locality," to read "the site is located on a site adequate to the needs of the school program." The word in statement twenty-four "centrally" was changed to "conveniently."

Section XII - School Staff

There were thirty statements in this section and twenty-seven or 90 percent of them were accepted by 80 percent or more of the panel. Two statements were accepted by three experts, modified by one, and rejected by one. The other statement was accepted by two experts, rejected by one, and modified by two. This statement,

number twenty-three, is ambiguous and was not included in the final instrument. Statements thirteen and seventeen were considered to be too encompassing and difficult to measure and also were eliminated from the final instrument. Therefore, only the twenty-seven statements originally accepted by the panel were included in the final instrument.

Section XIII - Instructional Areas

This particular section was critiqued by several different experts and the final thirty-one questions as they appear in both Chapter IV and in the appendices were unanimously accepted.

Conclusions

1. At the present time no evaluative instrument exists strictly for middle school.
2. There are strong differences of opinion expressed in the literature between educators as to the necessity of a middle school organization.
3. Eighty percent or more of the experts agreed that the evaluative criteria as it appears in Appendix C are valid.
4. The criteria which appear in Appendix C are useful and appropriate in the evaluation of a middle school.

Recommendations for Further Study

Throughout the study this author could find no instrument available for evaluating a middle school. The evaluative instruments

available were strictly for junior high schools or for a combination of the junior high/middle school.

It is recommended that this particular instrument be used in a pilot study with a few well-selected, well-established middle schools. This would provide for a consistency and help give direction for improving the instrument.

After the pilot study has been completed and improvements incorporated then a field study should be made to determine the reliability and validity of this instrument on a national scale.

Another study of importance to the middle school concept would be an analysis of the justifications offered by school superintendents, school boards of education, and administrators for inclusion of interscholastic athletics in the middle school programs rather than intramural activities.

Studies have been conducted relating to the social and growth aspects of the early adolescent. A study could be conducted to provide an indication of the level of knowledge middle school personnel have in these areas.

A study was conducted to determine the backgrounds of middle school principals. The results indicated that administrators were evenly divided between an elementary background and a secondary background. A follow-up study should be made to determine which group better understands and implements the middle school concepts.

A study should be made of middle schools to determine the needs of this particular age group and how best to provide for these needs.

Reflections

As I ponder all that I have read and experienced in the area of middle school education, I cannot help but have mixed emotions with the way the middle school concept has been misused.

On the negative side, it is apparent from the literature that a great percentage of middle schools are in name and/or grade organization only. Not only are these schools passing up a great opportunity to establish a much needed educational program especially designed for the early adolescent, but their reputation impairs the implementation of other middle school programs.

There are also indications that many are establishing middle schools without careful planning for staffing and instructional organization. This, of course, leads to programs that are either elementary or secondary oriented when what is needed are special programs for a group of students with unique educational needs.

After all, middle schools are justifiable, but these units should be considered neither elementary nor secondary. It is extremely important that middle school programs be planned and implemented with staffs that have the commitment and special competencies to do so.

It is also discouraging to see the number of middle schools which still have an active interscholastic athletic program. We live in a sports-minded society which envisions glory, fame and fortune for those talented in athletics. However, those advocates of interscholastic sports do not stop to contemplate, analyze or accept the facts stated by the medical profession which proves that

interscholastic athletics are frequently harmful, both physically and mentally, to students at the middle school level.

Looking at the positive side, there is an increasing number of middle schools that do have programs that are different from either the "traditional" elementary or secondary programs, utilizing the best from both and adding new features appropriate for the early adolescent. The percentage of identified middle school grade organizations that are authentic middle schools seems to be increasing each year. The increase in numbers of middle schools has brought to focus the need for special programs for this age group, and the middle school has been the subject of countless conferences, meetings, and seminars. Also, an excess of books and articles has been written on middle schools in the past decade, bringing more and more information to more and more interested readers.

Certainly, the increasing trend to provide teacher education programs and certification procedures for teachers of the middle grades is a positive result of the middle school movement. The notion that teachers are either secondary or elementary is outdated, and provisions to adjust teacher education programs and certification procedures to recognize and accommodate middle grade teachers are long overdue.

The decision by any community to adopt the middle school concept must be accompanied by an understanding of what a middle school is, why it is a more effective way of providing for the education of students in the transescent stages of development and how it is organized and operated.

It is also necessary for a board of education to recognize its responsibility for commitment to the middle school concept once the decision is made to adopt it. This includes providing funds and other support for the preparation of staff to effectively make the adjustment to the middle school concept.

A further responsibility of the board of education is the communication to parents of the nature of the middle school, its advantages to the community through better education and their involvement in the program of the middle school in a true community-school approach.

The trend toward reorganized middle schools is clear. It is hoped that more and more of these schools will reflect a philosophy that is appropriate for the education of the early adolescent.

This has been a most meaningful and enjoyable experience in research, and a very valuable experience in middle school education.

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APPENDICES

APPENDIX A

LETTERS TO PANEL OF EXPERTS

November 21, 1973

Dear Dr.

I am presently working on the Doctor of Philosophy degree at Michigan State University under the guidance of Dr. Louis Romano. He has recommended that I contact you for the purpose of serving on a panel of experts to verify a list of statements to be used in the development of an evaluative criteria for the middle school.

Specifically, you are to accept, reject, or modify any of the statements. Upon receipt of the list of statements from you and the four other experts, I will then have those statements accepted by the panel of experts.

You will note some similarity with the topics that I will send you because we will attempt to pattern the topics after the traditional junior high format, but the statements to be included in the evaluative criteria will be significantly different. The evaluative criteria should help teachers and administrators to develop a true middle school.

I respect how busy your schedule must be, but I also know that you have much to contribute to this important study. I will look forward to communicating further with you.

Sincerely,

William W. Powell

December 28, 1973

Dear Dr.

Thank you for your willingness to serve as a panel member. Enclosed is the first sub-section of the middle school evaluative criteria instrument.

Lou Romano and I feel that the format is quite concise and workable. However, if you have any suggestions for improvement, please feel free to make them.

Your main responsibility, however, is to accept, reject, and/or modify the statements as they apply to the middle school organization.

Directions

Under comments you may indicate your choice by writing either (A) (B) or (C). If you mark (C), please state your suggestion for modification.

1. Read each statement:
 - A. accept the statement completely
 - B. reject the statement completely
 - C. accept the statement with modification
2. Attach any statements you feel should be included as important to the administration of a middle school which may have been omitted.
3. Return to me for summary and analysis

We will attempt to follow the same format for the other nine sub-sections. If for any reason the procedure is not clear or becomes too involved, please communicate with me.

Sincerely,

William W. Powell

APPENDIX B

INSTRUCTIONS FOR THE MARKING OF THE EVALUATIVE CRITERIA

INSTRUCTIONS FOR THE MARKING OF
THE EVALUATIVE CRITERIA

I. HOW TO MARK

- A. Evaluation should be made on the basis of how extensively each criterion is found to be in operation.
- B. Evaluate by placing a check on the line beside the number that is most applicable, using the following standards:
 - (0) if the provision does not APPLY.
 - (1) if the provision or condition is MISSING but is recognized as being NEEDED.
 - (2) if the provision or condition is LIMITED in extent.
 - (3) if the provision or condition is in evidence to an APPRECIABLE extent.
 - (4) if the provision or condition is EXTENSIVELY in evidence.
- C. For those items marked (0) state under COMMENTS why items do not apply.
- D. For those items marked (1) or (2) indicate under COMMENTS observed areas of weakness.
- E. For those items marked (3) or (4) indicate under COMMENTS specific evidence of implementation of the criteria.

APPENDIX C

THE ACCEPTED AND REVISED EVALUATIVE CRITERIA

DEVELOPMENTAL CHARACTERISTICS

Implication for the Pre-Adolescent (11-14 years)	Curriculum Implications for the School	Questions for the Teacher
I. Physical Growth Characteristics A. Body Growth The growth pattern is the same for all boys and girls, but there are wide variations in the timing and degree of changes. The sequential order in which they occur is relatively consistent in both sexes. Each person rapidly accelerates before pubescence and decelerates after pubescence. During the transition between childhood and adolescence, the greatest amount of physical (as well as psychological and social) change in an individual will occur.	Develop an awareness that individuals grow at varying rates of speed and begin this rapid growth at different ages. Emphasize self-understanding throughout the curriculum. This can be done by: a. Providing health and science experiences that will develop an understanding of growth such as: (1) weighing and measuring at regular intervals and charting gains or losses; (2) observing growth of plants and animals; (3) Learning about individual differences in growth. b. Providing guidance at the classroom level and by utilizing school counselor(s) as a resource person. Learn to accept one's own body; realize, too, that classmates may develop differently; each individual is unique.	Do I expect that there will be a tremendous range of maturity levels in any one class, e.g., some 14 year old boys may be biologically and physiologically 10 years old, whereas some 14 year old girls may be 19 years old biologically and physiologically? Do I provide guidance within the classroom knowing that it's more important than help provided by the school counselor(s)?

Physical Growth Characteristics	Implication for the Pre-Adolescent (11-14 years)	Curriculum Implications for the School	Questions for the Teacher
a. growth-hormone (anterior lobe of pituitary gland) stimulates overall growth of bones and tissue. This hormone is largely responsible for the growth rate. b. gonad - stimulating hormone causes gonads (testes and ovaries) to grow, which produce hormones of their own. When gonads reach maturity they seem to dry up the growth hormone. c. changes in thymus, thyroid, and possibly adrenal glands result in changes in rate of energy production (metabolism), blood pressure, and pulse rate.		c. During physical education classes, providing for individual differences by having several groups of differing abilities.	Do I use pre-tests to group according to skills during team sports? Do I provide appropriate activities and objectives for each group?
d. bones grow fast, muscles slower; legs and arms grow proportionately faster than trunk. Hands and feet mature before arms and legs. This split growth is called asynchrony.	Understand that others will be changing as well as oneself and that all pre-adolescents have similar difficulties in coping with these changes.	Provide opportunities for interaction among students of multi-ages.	Do I provide activities which include the sixth, seventh and eight graders?

Physical Growth Characteristics	Implication for the Pre-Adolescent (11-14 years)	Curriculum Implications for the School	Questions for the Teacher
Girls are usually taller and proportionately heavier than boys (ages 11-14). Some girls at this age are mature; menstruation begins (12-13), and development of breasts and hips becomes noticeable.	Understand that reproductive organs are developing. Girls should know that menstruation will soon occur and should know how to deal with it.	Provide instruction related to growth of the body so that one can better understand changes in himself and in others and be prepared for future changes and problems.	Am I aware that the preadolescents may be extremely self-conscious during these physical changes, and minimize potentially embarrassing situations?
Boys are growing broad-shouldered, deep chested and heavier with a voice change being more noticeable than with girls. Most rapid growth has occurred by 13 1/2 -14 and most have experienced ejaculation.	Boys should know that they may have nocturnal emissions. Develop the habit of periodic visits to the doctor and dentist.	Do I provide rules for entering or leaving the classroom that are flexible? Provide school examinations of eyes, ears, and teeth. Keep complete health records including height, weight, medications, and emotional problems.	Do I aware of special health problems in the classroom--diabetes, poor vision, students on medication, epileptics, etc.?
Facial proportions change as nose and chin become more prominent.		A nurse should be available on a full-time basis for first aid and as a resource for the teachers.	Do I know what to do in an emergency?
Secondary sex characteristics develop--hair appears on face and in genital area.		Health classes should especially emphasize exercises for good posture.	Do I encourage good posture habits and ignore awkwardness?

Physical Growth Characteristics	Implication for the Pre-Adolescent (11-14 years)	Curriculum Implications for the Schools	Questions for the Teacher
B. Health			
Continues to enjoy comparative freedom from diseases; however, eyes, ears, and especially teeth may require medical attention. Minor illness of short duration are fairly common during early preadolescence.	Learn to accept the fact that some awkwardness and accidents caused by it are likely to occur. Make an effort to improve posture.	Physical education classes should provide health instruction as well as exercise. Periods should be long enough to allow adequate time for showers--which should be required.	Do I require periodic rest especially during highly competitive sports? Do I provide adequate time for showers?
C. Body Management			
Endurance is usually not high, perhaps because of the rapid growth spurt. Preadolescents can over-tire themselves in exciting competition.	Develop good habits for diet, exercise and rest. Nine hours of sleep is usually needed.	Formulate school policy regarding homework assignments to insure adequate play time.	In making homework assignments, do I consider the student's need for free play time?
For many, this is a period of listlessness, possibly of an emotional or physical cause.	Develop a balance between mental and physical activities.		

Physical Growth Characteristics	Implication for the Pre-Adolescent (11-14 years)	Curriculum Implications for the Schools	Questions for the Teacher
Pimples and excessive perspiration become problems as glands produce only secretion.	Learn good health habits such as to bathe regularly. Be aware of sales propaganda for beauty aids which may be harmful.		
II. Emotional and Social Characteristics			
A. <u>Emotional Status (Stability)</u>			
The comparative serenity of later childhood is left behind and emotions begin to play a more obvious part in their lives. They frequently appear unable to control them and lose themselves in anger, fear, love. Often no relationship between the importance of situation and violence of reaction. Extreme variance in moods.	<u>Developmental Tasks for the Child</u> Understand that he is in a period of extreme violent moods with emphasis on exerting some control. Understand that peer friends who "blow up" at him are not necessarily bad guys. They are only doing what is natural to all peers.	Discuss values, morality, and what's important. Get children's feelings on these. If consideration emerges, stress this for children to remember in relationships. Help child find activities at which he excels. Provide for an ample variety of outlets to emotions and for educational learning.	Am I understanding of the needs and feelings of this group and not over sensitive to re-torts to me? Do I provide means by which students can role play and discover the violence of their moods and how it affects them and others?
Uncertainty may begin and a strict self-criticism. Also strict criticism of others. Tend to suppress feelings later in age and to	Learn to judge self and others with less criticism.	Provide dramatic experiences which allow the child to release tension, to take different roles, and to achieve satisfactions in the eyes of peers.	Do I provide a variety of activities and allow for emotional outlet yet provide good learning situations?

Physical Growth Characteristics	Implication for the Pre-Adolescent (11-14 years)	Curriculum Implications for the Schools	Questions for the Teacher
keep things to themselves in contrast to early part of age when they immediately express all feelings.			Do I provide games, plays, self-expression situations?
Strong positive feelings toward ideals that are effectively presented. Frustrations grow out of conflicts with parents or peers, an awareness of lack of social skills, or in failure to mature as rapidly as others. Anger is common and may grow out of feelings of inadequacy, fatigue, rejections, uncertainty.	Become aware of the new feelings and realize they are part of the growing process. Realize the turmoil of the period they are in, the gap that exists between older and younger, and that younger sibling has feelings, too.	Encourage youngsters to be critical of their work but in a way that will help them not to feel inferior.	Do we demonstrate the value of analysis and show children how some learn things slower or faster than others--such as some babies crawl sooner or some boys make better athletes sooner, or girls learn to dance sooner, but eventually all learn?

Developmental Characteristics and Behavior	Developmental Tasks for the Child	Curriculum Implications for the School	Questions for the Teacher
B. <u>Feelings for Self and Others</u>			
Feelings about parents and peers change. View them more realistically. May be quick and vociferous to younger sibling to tease to get a rise out of older child. Later in period, he gets along quite well and may in fact be nice to have around.	Learn to realize that no one is perfect but that there is a great deal of good in each.	Learn to accept others for what they are. Learn behavior necessary to add to the group. Develop appreciation for individual company as well as group.	Does each youngster get a chance to assume a leader role in group?
Group is all important. Compulsion to dress conformity, language, possessions, and behavior. Tend to look down on less mature. Failure to achieve status or belonging may lead to self pity. Often fights in group but may make up quickly. By end of stage the gang changes to the crowd.	Learn that group behavior means giving as well as taking, that there are "rules" in any society.	Be aware that criticism can be constructive and see the merits of accepting some of it.	Do I allow youngsters to plan their own activities? Do I make certain no one or two dominate constantly? Do I stress cooperation and success vs individualism and failure?
Begins by boys loathing girls but girls liking boys. Each stay with own sex. Boys later tend to tease girls and to "steal" loose articles of clothing. Late in period both prefer mixed parties.	Learn how one functions with the opposite sex.	Punish the act when necessary. Be firm and fair. Develop an understanding of the opposite sex through readings, discussions, role playing, etc.	Am I cheerful and warm when reprimanding and let the child know I reprimand his act and not him? Do I provide opportunities for the transient to discuss personal-social problems?

Developmental Characteristics and Behavior	Developmental Tasks for the Child	Curriculum Implications for the School	Questions for the Teacher
C. <u>Tendency to Have Fears</u>			
Tends to pooh-pooh fears but is apprehensive in dark. Likes flashlight near by or light shining into room from without. Not comfortable on dark streets. Will reject baby sitter but is afraid at home alone. Unexplainable noises or objects stir a wild imagination.	Realize that there are scientific causes for the things that are happening. Understand that everyone worries and that fear is natural. Learn to discover those sources where he can seek personal assistance such as counselor, pastor, teacher, parent, other.	Discuss worries and fears in class. Encourage freedom of expression of feelings and in communicating problems. Show examples of people who have had problems and have learned to overcome them. Show by illustration peers and adults who have learned to overcome them.	Am I aware that fears play a large part in the child's behavior? Do I attempt to understand him and emphasize with him?
Fears are more in form of worries. Worry over non-acceptance primary. Can imagine that report grades and peer criticism are cues of non-acceptance. Worry over school work, exams, promotion. Boys may worry over money, physical ability, facial blemishes. Girls worry about development (too fast or too slow), being longed, and later to acceptance by opposite sex.	See how worry tends to beget worry and that emotional outlet in some form is necessary for everyone--physical activity, involvement with others, reading, other. Realize that self-examination is important. Learn to understand age and not to be too harsh on self--or others.	Explain that many adults strive to help this group. Attempt to build faith in home, church, school, with emphasis on parent, clergy, and teachers and counselors and who to consult when necessary. Find ways to release tensions.	Do I study the needs of each and attempt to provide means for satisfaction of needs? Do I assure each of success roles as well as failure roles? Do I show the need for failure as a means to learn? Do I provide for leadership roles as well as follower roles?
		Show how to accept disappointment because there is always another way to seek rewards.	Do I listen? Really listen? to words and to non-verbal cues?

Developmental Characteristics and Behavior	Developmental Tasks for the Child	Curriculum Implications for the School	Questions for the Teacher
At end of age is apt to feel caged or penned in--confined by crowd. Doesn't fear death but wonders about it. Prefers to die in sleep.			
Worries because of increasing demands of self as well as of school and home.			Do I plan, plan, plan, for every individual in the room and to cover every type of concern the students bring up?
D. Personal Ideals and Values			
Conscience becomes more apparent at this stage. Exhibits strong feelings about fairness, honesty and values in adults but may "relax" their own. Example: boys cheating in school; girls shoplifting.	Realize that nearly everything is not absolutely right or wrong, black and white, but that there are many gray areas. Also to learn that there are two sides to every interaction.	Let the children help develop a method for establishment of some classroom rules. Show the need for rules in a simple society and for a complex society.	Do I provide a positive example of good citizenship as a teacher, as a friend, as an authority figure, as a person?
		Attempt to instill a respect for rules, for law, for school, for all authority.	Do I attempt to show how experience makes each of us see life differently from each other?
This may grow out of greater need for wide variety of articles, greater change of success in not getting caught, pressure of gang, general emotional instability of age.	Understand that there are pressures on every person of every age and understand what forces these pressures are--parent, gang, friend, etc. Learn that each	Discuss those problems of concern: Marriage, divorce, dating, sex, wars, whatever. Attempt to discuss these problems objectively.	Do I constantly seek to help child strengthen those bonds which he considers important and do I help him to establish and reestablish values and goals?

Developmental Characteristics and Behavior	Developmental Tasks for the Child	Curriculum Implications for the School	Questions for the Teacher
	person is accountable for his own actions and behavior and pays his own price. Learn to develop a respect for others' feelings, others' rights, others' property.		
Sense of simple justice strong. Want fair teacher and are quick to challenge anyone unfair. May become martyr to include peer left out of crowd. Expect high levels from teachers and parents. Accept drinking and swearing in moderation. Want independence but may feel anxiety when parents' expectations are not met. Want to do what's right. Pressure of crowd strong.	Develop a respect for self, for self-inspection, and plans for improvement.	Develop sense of responsibility, that each of us is responsible to someone or something every minute of our lives. Expect that they respect each other in everyday courtesies and politeness. Discuss the role of authority in a society.	Am I patient? Do I emphasize the success in students rather than the negative qualities?
<u>E. Independence</u> Begins to cut loose from parents. May look for an adult other than parent for help in understanding complexities of life. Wants to cut loose	Give opportunity for each child to be independent at times and yet attempt to help each develop security within the group.	Understand that it is normal at this age to want to be independent. Provide learning activities which include independent study.	Do I keep track of individual student needs and background and use them to plan?

Developmental Characteristics and Behavior	Developmental Tasks for the Child	Curriculum Implications for the School	Questions for the Teacher
from authority and to figure things out for self. Protests he is no longer baby. Gripes when restricted.	Recognize those conformists who are tied to the group, help them realize this is natural, help each to become confident within himself somewhat as well.	Analyze the behavior of the group and attempt to sort out desirable and undesirable characteristics.	Do I give chances for independent planning for self-improvement?
Much behavior is role playing and cannot be taken at face value. He must respond as the group would expect. May say "the rest of the kids are doing it." Could show lack of concern for family but look out if one is in bad health or needs help. He shows much concern. Parents often misunderstand and can cause problems by demanding level of performance far beyond child's ability.	Help him learn polite meaningful ways of persuasion, to talk and express self to parents, peers, and others with a minimum of antagonistic characteristics.	Provide role playing activities to understand personal and family problems.	Do I show the benefits of group action in certain situations and also show that independent work is better in other situations? Can I give living examples in the known adult world?
During early stage may need help and rules at parties. Later is able to work along quite independently. True in school as well. Often	Understand how responsibility and privileges often go hand and hand.	Provide opportunity for group to plan such as use of time, group activity, independent activity, projects, other.	Do I respect each student?

Developmental Characteristics and Behavior	Developmental Tasks for the Child	Curriculum Implications for the School	Questions for the Teacher
when class is left alone teachers may find them creatively employed when returning.		Provide opportunity for students to work independently when they desire to.	Do I help the child realize that the more responsibility he assumes and handles the more faith others will have in him to do the job right?
Wishes to preserve a self-identity. Often wishes to be alone. Often goes to room to read alone or to be alone. Spends time in reflective thinking toward end of age.	Understand that at times he wants to be alone rather than with the group.	Provide a quiet corner for independent study both in the classroom and in the Learning Center.	Do I make provisions for independent study?
F. <u>Responsibility and Sensitiveness</u>			
Home hostilities are expanded but if channeled right by giving choice, they are more apt to select an activity to do. Generally hate to work early in period. Especially at home.	Show youngster the need for responsibility in group situations and in own. Let him know that his feelings in situations may be another's feelings in another situation. Try to get students to understand, to empathize, be fair and considerate.	Provide opportunities to discuss feelings displayed at home and how to cope with them.	Do I plan release of hostility when things build up so that he learns how to improve his social interaction.
Beginning to accept views of others and to live in harmony with those with whom they disagree.	Learn how to live with others in many different life situations.	Provide many situations where he grows in his ability to work with the group or other individuals.	Do I emphasize cooperative living in a positive manner? Do I do the same for independent living?

Developmental Characteristics and Behavior	Developmental Tasks for the Child	Curriculum Implications for the School	Questions for the Teacher
Able to wash car, dishes, babysit and other home responsibilities: The acceptance of work responsibility seems natural at first. Enthusiasm is great then may slack off toward end of period.	Acceptance of work responsibility is part of growing up.	Provide activities which help him to work well, complete jobs, and to be increasingly responsible.	Do I help him to realize that there are many tasks to be completed because of need, and not merely to be paid or praised?
<u>G. Play</u>			
At early stages the competitive spirit and the will to excel are primary. One boy in desire to win may ridicule another who makes an error.	Encourage all to participate in some game.	Provide opportunities for a variety of activities so that a student may excel in one.	Do I set a good, firm example of desirable behavior involving team games?
	Encourage all to be considerate of each other in the game with understanding that some are naturally better at game than others.	Provide opportunity for all girl, all boy games; for mixed activity; and for activity where the best in it compete against one another to exclusion of poorer ability students.	Do I follow vigorous play periods with quiet games?
Team play is understood and practiced. They can work reasonably well together but ground rules should have first been established and a supervisor should be in attendance, especially at the earliest stage.	Attempt to provide at least one group activity in which each person can excel and one where each will experience some sense of inferiority.	Provide activity for increasingly difficult coordination in both boys' and girls' interests.	Do I seek the knowledge of what's best for each child and continue to work on that interest?

Developmental Characteristics and Behavior	Developmental Tasks for the Child	Curriculum Implications for the School	Questions for the Teacher
Girls lose interest in dolls and become increasingly more aware of their appearance and of boys. Boys detest girls at earliest age, later tease them push them in water, steal little articles of clothing and run expecting to be chased. Much chasing of one another in halls of school, on street, or wherever with "wait 'til I get you." Toward end of period boys and girls prefer mixed parties. Some collect, others write in diaries. Most prefer to play with others. Those alone may need much individual consideration. An especially good time is summer camp as all enjoy swimming, group activity, and running. Roller skating, baseball, swimming, jumping rope are favorite activities. Also just chasing one another.	Participate in vigorous exercise but also in the quiet and spectator games. Learn that on a team, all must contribute. Learn that criticizing each other on a team can cause internal decay. Building each member is a way to win. Learn to develop leadership qualities and also follower qualities. Know that there are many kinds of activities to enjoy throughout life, some active and others more passive. That a truly rounded person will participate and appreciate to some extent all of them or at least to appreciate and understand another's participation.		

Developmental Characteristics and Behavior	Developmental Tasks for the Child	Curriculum Implications for the School	Questions for the Teacher
Near end of period, group play is still appreciated, but not for winning. Participants are more concerned about how well each did. Rules not needed as much. Group more able to make up rules as needed.	Participation, encourage family types of games so child can introduce them to family. Games such as archery, bowling, tennis, swimming, etc. are family type games.	Provide active and quiet team activities in curricular and noncurricular learnings.	Do I discuss valuable ways of spending leisure time?
III. Mental Growth Characteristics <u>General Statement</u> As the child matures physically, increasing in body size and developing more and more motor skills, there is a concurrent growth in mental skills. His world widens with each succeeding experience, and he can cope more readily with abstract ideas. He develops his ability to generalize and to discover relationships. Because of the great differences in mental and physical characteristics, a single, preconceived standard for all may cause extreme pressure on many.			
	To participate in activities which will challenge his growing intellectual capacity.	Provide opportunities for critical reasoning and problem solving.	Do I provide a variety of learning activities?
	To participate in mental activities consistent with his abilities yet challenging.	Use hypothetical situations occasionally in language arts and social studies situations.	Do I provide opportunities to exercise and develop this new reasoning power?

Developmental Characteristics and Behavior	Developmental Tasks for the Child	Curriculum Implications for the School	Questions for the Teacher
A. <u>Intellectual Development</u> Have already learned to make comparisons and to recognize likenesses and differences. Can meet failure and disappointment and accept criticism. Can face reality as well as admit strength and weaknesses.			
Is capable of making judgments. Can make generalizations and do reflective thinking.	Learn to make decisions based on the evidence at hand and to take responsibility for the decision.	Provide experiences such as in science and social studies where the student must look at the data and arrive at suitable conclusions.	Do I provide for teacher-student planning? Do I provide problems in solving situations in the various instructional areas?
Can carry out concrete operations (7-11 years) dealing with the properties of the present world.	To engage in activities which enable him to grow in his ability to carry out concrete operations.	Provide for the full range of intellectual development through the provision of activities to meet the needs of the student. Provide activities in both the formal and informal situations to improve his reasoning powers.	Do I have a multitude of activities to meet the varying learning personalities within my group?
Develops ability to use hypothetical reasoning, formal operations, using This is the final childhood stage preparatory to adult thinking.	To grow in his ability to solve problems.		Do I give all youngsters opportunities to grow in reasoning powers?

Developmental Characteristics and Behavior	Developmental Tasks for the Child	Curriculum Implications for the School	Questions for the Teacher
Develops concepts of volume (11 or 12 years) Some will be satisfied in learning the characteristics of electric bell circuits, as one example; others will go on to discover the basic laws of work and apply them to new situations.	Understand that others will differ in intellectual interest and abilities. Learn to be tolerant of these differences.	To provide experiences to challenge each youngster's thinking abilities in the instructional program.	Do I provide challenging activities in the science program and other instructional areas?
While brain and other neural developments are almost complete, experience is lacking to solve adult problems.	Realize that one's experience is limited, and that others who have more experience may have something to offer.	Provide opportunities for a variety of experiences in curricular and co-curricular activities.	Do I understand that experiences are limited? Do I build on these experiences? Do I provide opportunities to share in the decision making?
Charts, maps, and diagrams are now useful means of communication.	Broaden means of communication by learning the skills necessary to use maps, charts, and diagrams.	Provide experiences which will help the student learn how to read charts, maps, and diagrams effectively.	Do I provide instruction in using maps, charts, and related skills?
Attention span continues to increase with all activities, with the most striking gains being in problem solving.	Participate in many activities so that he will increase his attention span in those activities which he enjoys.	Recognize that students have varying attention spans and make provisions for this variation in the instructional program, homework, etc.	Do I vary classroom activities to provide opportunities for involvement of the preadolescent in relation to his attention span?

Developmental Characteristics and Behavior	Developmental Tasks for the Child	Curriculum Implications for the School	Questions for the Teacher
Reading rates may become adult.	Continue expanding interests while selecting books which continue to challenge.	Keep an adequate number of books at all levels of reading ability.	Do I allow for choices in selecting reading materials while continuing to build the necessary skills?
<u>B. Interests</u> Interests are related to accelerating physical growth, increasingly strong emotional reactions, and the awareness of new roles awaiting them in society. Problems of human relations become increasingly important.			
There is a wide variety of interests and individual differences become greater.	Recognize that everyone does not have the same interests.	Provide reading materials which contain examples of emotional problem-solving, various occupations, and problems of human relations.	Do I realize that emotional problems, although seemingly minor, may be very important for the preadolescents?
Reading and collecting equal or exceed the high rates of later childhood.	To recognize that reading can be an avenue to open up many new experiences.	Provide reading instruction which is individualized. This is more effective than level grouping.	Do I help them sympathetically over these hurdles?
This is the period of excessive day-dreaming.	Excessive day-dreaming can be avoided through involvement in many activities.	Provide opportunities for reading individually and in organizing clubs in various interest areas.	Do I develop an individualized reading program within the classroom?
		Provide a program of learnings which is exciting and meaningful.	Do I encourage hobbies and clubs?
			Do I accept day-dreaming as a normal function of the transient?

Developmental Characteristics and Behavior	Developmental Tasks for the Child	Curriculum Implications for the School	Questions for the Teacher
Girls become more preoccupied with themselves and their appearance.		Provide experiences in clothing and textiles, food and nutrition.	Do I develop units in makeup, hair styling, dress and nutrition.
C. <u>Creative Ability and Appreciations</u> Individual differences in creative ability are pronounced. Exceptional talent, if given opportunity and training, develops rapidly. Some students are self-conscious and highly critical of themselves. Writing, dramatizing and painting are particularly appealing for self-expression and creative expression.	Do the best you can when expressing yourself. Recognize that mistakes will happen. Be tolerant of the mistakes of others.	Provide experiences for individuals to express themselves by writing and participating in dramatic productions. Provide experiences in the various arts for all transeccents.	Do I vary assignments to capitalize on individual interest and abilities? Do I provide opportunities so that each student can be successful?
Diaries, poetry, and letters are used for expressing thoughts.	Recognize that these forms of expression are useful in organizing thoughts.		Do I encourage diaries, poetry, etc.? Do I expect that letters and notes will distract at times, but regardless of reaction, they are normal and inevitable?

BASIC MIDDLE SCHOOL CHARACTERISTICS

Eighteen Characteristics of the Middle School

Characteristics Continuous Progress

What and Why

The middle school program should feature a non-graded organization that allows students to progress at their own individual rate regardless of chronological age. Individual differences are at the most pronounced state during the transescent years of human development. Chronological groups tend to ignore the span of individual differences.

Explanation

The curriculum built on continuous progress is typically composed of sequenced achievement levels or units of work. As a student completes a unit of work in a subject he moves on to the next unit. This plan utilizes programmed and semi-programmed instructional materials, along with teacher-made units.

Multi-material approach

What and Why

The middle school program should offer to students a wide range of easy accessible instructional materials, a number of explanations and a choice of approaches to a topic. Classroom activities should be planned around a multi-material approach rather than a basic textbook organization.

Explanation

Maturity levels, interest areas, and student backgrounds vary greatly at this age and these variables need to be considered when materials are selected. The middle school age youngster has a range biologically and physiologically anywhere from seven years old to 19 years old. Their cognitive development, according to Piaget, processes through different levels, too. (Limiting factors include environment, physical development, experiences, and emotions.) The middle school youngster is one of two stages: preparation for and organization of concrete operations and the period of formal operations. These students have short attention spans. Variation in approach and variable materials should be available in the school program to meet the various needs and abilities of the youngsters and to help the teachers retain the interest of the youngsters.

Flexible SchedulesWhat and Why

The middle school should provide a schedule that encourages the investment of time based on educational needs rather than standardized time periods. The schedule should be employed

as a teaching aid rather than a control device. The rigid block schedule provides little opportunity to develop a program to a special situation or to a particular student.

Explanation

Movement should be permissive and free rather than dominated by the teacher. Variation of classes and the length of class time as well as variety of group size will help a student become capable of assuming responsibility for his own learning.

Social Experiences

What and Why

The program should provide experiences appropriate for the transescent youth and should not emulate the social experiences of the senior high school. Social activities that emulate high school programs are inappropriate for middle school students. The stages of their social development are diverse and the question of immaturity is pertinent in the planning of activities for this age level.

Explanation

The preadolescent and early adolescent undergo changes which affect the self-concept. The youngster is in an in-between world, separate

from the family and the rest of the adult world. This is a time of sensitivity and acute perception, a crucial time in preparation for adulthood. This is the age of sex-role identification. The youngsters model themselves after a same-sex adult and seek support from the same-sex peer group. The youngster needs to be accepted by the peer group. The attitudes of the group affect the judgment of the individual child. There is the necessity for developing many social skills--especially those regarding the opposite sex. There are dramatic changes in activity: dancing, slang, kidding, practical joke give and take, etc. Common areas should be provided in the building for social interaction among small groups.

**Physical Experiences
and Intramural
Activities**

What and Why

The middle school curricular and co-curricular programs should provide physical activities based solely on the needs of the students. Involvement in the program as a participant rather than as a spectator is critical for students. A broad range of intramural experiences that provide physical activity for all students

should be provided to supplement the physical education classes, which should center their activity upon helping students understand and use their bodies. The middle school should feature intramural activities rather than interscholastic activities.

Explanation

Activities that emulate the high school program are inappropriate for the middle school. The stages of their physical development are diverse and the question of immaturity is pertinent in planning activities for this age level. The wide range of physical, emotional, social development found in youngsters of middle school age strongly suggests a diverse program. The child's body is rapidly developing. The relationship of attitude and physical skill must be considered in planning physical activities consistent with the concern for growth toward independence in learning. The emphasis should be upon the development of fundamental skills as well as using these skills in a variety of activities. Intramural activity involves maximum participation, whereas interscholastic activity provides minimum involvement. There

is no sound educational reason for interscholastic athletics. Too often they serve merely as public entertainment and encourage an over-emphasis on specialization at the expense of the majority of the student body.

Team Teaching

What and Why

The middle school program should be organized in part around team teaching patterns that allow students to interact with a variety of teachers in a wide range of subject areas. Team teaching is intended to bring to students a variety of resource persons.

Explanation

Team teaching provides an opportunity for teacher talents to reach greater numbers of students and for teacher weaknesses to be minimized. This organizational pattern requires teacher planning time and an individualized student program if it is to function most effectively.

Planned Gradualism

What and Why

The middle school should provide experiences that assist early adolescents in making the transition from childhood dependence to adult

independence, thereby helping them to bridge the gap between elementary school and high school.

Explanation

The transition period is marked by new physical phenomena in boys and girls which bring about the need for learning to manage their bodies and erotic sensations without embarrassment. Awareness of new concepts of self and new problems of social behavior and the need for developing many social skills is relevant. There is a responsibility to help the rapidly developing person assert his right to make many more decisions about his own behavior, his social life, management of money, choice of friends, in general, to make adult, independent decisions. The transition involves a movement away from a dependence upon what can be perceived in the immediate environment to a level of hypothesizing and dealing with abstractions. There is an establishment of a level of adult-like thought and a desire to test ideas in school as well as social situations.

Exploratory and
Enrichment Studies

What and Why

The program should be broad enough to meet the individual interests of the students for which

it was designed. It should widen the range of educational training a student experiences rather than specialize his training. There is a need for variety in the curriculum. Elective courses should be a part of the program of every student during his years in the middle school.

Explanation

Levels of retention are increased when students learn by doing" and understanding is more complete when viewed from a wide range of experiences. Time should be spent enriching the student's concept of himself and the world around him, rather than learning subject matter in the traditional form. A student should be allowed to investigate his interests on school time, and to progress on his own as he is ready.

Guidance Services

What and Why

The middle school program should include both group and individual guidance services for all students. Highly individualized help that is of a personal nature is needed.

Explanation

The middle school child needs and should receive counseling on many matters. Each teacher

should "counsel" the child regarding his learning opportunities and progress in respective areas. Each child should perhaps be a member of a home-base group led by a teacher-counselor, someone who watches out for his welfare. Puberty and its many problems require expert guidance for the youngsters, so a professional counselor should be available to the individual youngster.

Independent Study

What and Why

The program should provide an opportunity for students to spend time studying individual interests or needs that do not appear in the organized curricular offerings.

Explanation

A child's own intellectual curiosity motivates him to carry on independently of the group, with the teacher serving as a resource person. Independent study may be used in connection with organized knowledge, or with some special interest or hobby. The student pursues his work, after it has been defined, and uses his teachers, various materials available in and out of school, and perhaps even other students, as his sources. He grows in self-direction through various activities and use of materials.

**Basic Skill Repair
and Extension****What and Why**

The middle school program should provide opportunities for students to receive clinical help in learning basic skills. The basic education program fostered in the elementary school should be extended in the middle school.

Explanation

Because of individual differences some youngsters have not entirely mastered the basic skills. These students should be provided organized opportunities to improve their skills. Learning must be made attractive and many opportunities to practice reading, listening, asking questions, etc., must be planned in every classroom. Formal specialized instruction in the basic skills may be necessary and should be available.

Creative Experiences**What and Why**

The middle school program should include opportunities for students to express themselves in creative ways. Student newspapers, dramatic creations, musical programs, and other student-centered, student-directed, student-developed activities should be encouraged.

Explanation

Students should be free to do some divergent thinking and explore various avenues to possible answers. There should be time allowed for thinking without pressure, and a place for unusual ideas and unusual questions to be considered with respect. Media for expressing the inner feelings should be provided. Art, music, and drama provide opportunities for expression of personal feelings.

Security FactorWhat and Why

The program should provide every student with a security group: a teacher who knows him well and whom he relates to in a positive manner; a peer group that meets regularly and represents more than administrative convenience in its use of time.

Explanation

Teachers need time to give the individual student the attention he needs, to help in counseling and curriculum situations. The student needs someone in school that he can be comfortable with.

Evaluation**What and Why**

The middle school program should provide an evaluation of a student's work that is personal, positive in nature, nonthreatening, and strictly individualized. The student should be allowed to assess his own progress and plan for future progress.

Explanation

A student needs more information than a letter grade provides and he needs more security than the traditional evaluation system offers. Traditional systems seem to be punitive. The middle school youngster needs a supportive atmosphere that helps to generate confidence and a willingness to explore new areas of learning. Student-teacher planning helps to encourage the students to seek new areas. Student-teacher evaluation sessions can help to create a mutual understanding of problems and also to provide a more meaningful report for parents. Parent-teacher-student conferences on a scheduled and unscheduled basis should be the basic reporting method. Competitive letter grade evaluation should be replaced with open pupil-teacher-parent communications.

Community Relations**What and Why**

The middle school should develop and maintain a varied program of community relations. Programs to inform, to entertain, to educate, and to understand the community, as well as other activities, should be a part of the basic operation of the school.

Explanation

The middle school houses students at a time when they are eager to be involved in activities with their parents. The school should encourage this natural attitude. The middle school has facilities that can be used to good advantage by community groups.

Student Services**What and Why**

The middle school should provide a broad spectrum of specialized services for students. Community, county, and state agencies should be utilized to expand the range of specialists to its broadest possible extent.

Explanation

Health services, counseling services, testing, opportunities for individual development (curricular and co-curricular) meeting the interests and needs of each child should be provided.

Auxiliary Staffing**What and Why**

The middle school should utilize highly diversified personnel such as volunteer parents, teacher aides, clerical aides, student volunteers, and other similar types of support staffing that help to facilitate the teaching staff.

Explanation

Auxiliary staffing is needed to provide the individual help students require. A variety of teacher aides or paraprofessionals may be used to extend the talents of the professional staff.

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ADMINISTRATION

EVALUATIVE CRITERIA

ADMINISTRATION	COMMENTS
1. The administrative staff of the school is organized and oriented to meet the needs of the middle school as expressed in the philosophy and objectives.	
(0)___ (1)___ (2)___ (3)___ (4)___	
2. The principal has the chief responsibility for the administration of the personnel and program within the building.	
(0)___ (1)___ (2)___ (3)___ (4)___	
3. The administrator has completed a course regarding the nature and needs of middle school students.	
(0)___ (1)___ (2)___ (3)___ (4)___	
4. The administrator has completed a course in personnel administration.	
(0)___ (1)___ (2)___ (3)___ (4)___	
5. The administrator has completed a course of study in school administration.	
(0)___ (1)___ (2)___ (3)___ (4)___	
6. The administrator is responsible for the maintenance of good working conditions for the professional staff.	
(0)___ (1)___ (2)___ (3)___ (4)___	
7. The administrator is responsible for the maintenance of a safe, healthy and attractive physical plant.	
(0)___ (1)___ (2)___ (3)___ (4)___	

EVALUATIVE CRITERIA

COMMENTS

ADMINISTRATION

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8. The administrator's conception of the middle school is identified in terms of its own characteristics rather than in terms of characteristics borrowed from elementary, junior high or senior high school.

(0)___ (1)___ (2)___ (3)___ (4)___

9. The administrator accepts the responsibility for an adequate system of pupil data and accounting procedures.

(0)___ (1)___ (2)___ (3)___ (4)___

10. The administrator is responsible for coordinating finances within the school in cooperation with the professional staff.

(0)___ (1)___ (2)___ (3)___ (4)___

11. The administrator of the middle school has had teaching experience at the early and preadolescent level. (10-14 age level)

0 yrs. 1-3 yrs. 4-6 yrs. 7-9 yrs. 10+ yrs.

(0)___ (1)___ (2)___ (3)___ (4)___

12. The administrator provides in-service improvement opportunities for teachers.

(0)___ (1)___ (2)___ (3)___ (4)___

13. The administrator shares responsibility with teachers for developing the quality of teaching in the school.

(0)___ (1)___ (2)___ (3)___ (4)___

EVALUATIVE CRITERIA

ADMINISTRATION	COMMENTS
14. The administrator assists in the provision of the basic teaching materials needed. (0)___ (1)___ (2)___ (3)___ (4)___	
15. The administrator schedules teaching loads equitably. (0)___ (1)___ (2)___ (3)___ (4)___	
16. The administrator encourages a morale among the staff that challenges them to make a professional career of middle school teaching. (0)___ (1)___ (2)___ (3)___ (4)___	
17. The administrator discusses with the faculty ways of promoting, through school activities, the human worth and dignity of the individual. (0)___ (1)___ (2)___ (3)___ (4)___	
18. The administrator participates actively in the recruitment, selection, and assignment of school staff. (0)___ (1)___ (2)___ (3)___ (4)___	
19. The administrator employs teachers who plan to make middle school education a career. (0)___ (1)___ (2)___ (3)___ (4)___	
20. The administrator develops orientation and in-service guidance programs to expedite the assimilation of new teachers. (0)___ (1)___ (2)___ (3)___ (4)___	

EVALUATIVE CRITERIA

COMMENTS

ADMINISTRATION

-
21. The administrator provides guidelines for faculty members to help them understand the varied behavior of students.

(0)___ (1)___ (2)___ (3)___ (4)___

22. The administrator guides faculty members in developing flexibility in attitudes toward change.

(0)___ (1)___ (2)___ (3)___ (4)___

23. The administrator guides faculty members in accepting behavior of colleagues which differs from their own.

(0)___ (1)___ (2)___ (3)___ (4)___

24. The administrator participates in the total curriculum at the middle school level.

(0)___ (1)___ (2)___ (3)___ (4)___

25. The administrator interacts with colleges and universities to develop and/or improve middle school instruction and curricula.

(0)___ (1)___ (2)___ (3)___ (4)___

26. The administrator identifies organizations and individuals who will help maintain good school-community relations.

(0)___ (1)___ (2)___ (3)___ (4)___

EVALUATIVE CRITERIA

COMMENTS

ADMINISTRATION

27. The administrator communicates as the liaison person for the teachers and other school units with community agencies that have relationships with the school.

(0)___ (1)___ (2)___ (3)___ (4)___

(0)___ (1)___ (2)___ (3)___ (4)___

(0)___ (1)___ (2)___ (3)___ (4)___

(0)___ (1)___ (2)___ (3)___ (4)___

(0)___ (1)___ (2)___ (3)___ (4)___

(0)___ (1)___ (2)___ (3)___ (4)___

CURRICULUM

EVALUATIVE CRITERIA

CURRICULUM	COMMENTS
1. The program of studies is based upon the philosophy, objectives, and functions of the middle school.	(0)___ (1)___ (2)___ (3)___ (4)___
2. The staff is so organized that each member has the opportunity to contribute maximally to the improvement of the instructional program.	(0)___ (1)___ (2)___ (3)___ (4)___
3. There is clear-cut evidence of administrative leadership which provides the kinds of services conducive to the development of an effective instructional program.	(0)___ (1)___ (2)___ (3)___ (4)___
4. Provision is made for periodic and continuous appraisal of the school's instructional program.	(0)___ (1)___ (2)___ (3)___ (4)___
5. The curriculum for the school in the middle must be designed with careful consideration of the growth characteristics of the early adolescent.	(0)___ (1)___ (2)___ (3)___ (4)___
6. The middle school's curriculum at the minimum provides for a basic education.	(0)___ (1)___ (2)___ (3)___ (4)___

EVALUATIVE CRITERIA

CURRICULUM	COMMENTS
7. The language arts learning program includes opportunities for reading, writing, speaking, and listening, and will be applied in all fields of study. (0)___ (1)___ (2)___ (3)___ (4)___	
8. The social studies learning program will be designed to develop democratic values and attitudes and will be relevant to students' needs, interests, and lives. (0)___ (1)___ (2)___ (3)___ (4)___	
9. The science learning program will provide opportunities for the early adolescent to acquire an understanding of the basic principles of modern science and of the world in which they live. (0)___ (1)___ (2)___ (3)___ (4)___	
10. The mathematics learning program will provide the early adolescent with basic competencies and understandings necessary for life in our society. (0)___ (1)___ (2)___ (3)___ (4)___	
11. Individualized student programs are included in the program to permit the individual student to go as far beyond the basic competencies as he is able to do in any field. (0)___ (1)___ (2)___ (3)___ (4)___	

EVALUATIVE CRITERIA

CURRICULUM	COMMENTS
12. All students have an opportunity to participate in a program of widely ranging exploratory studies.	(0)___ (1)___ (2)___ (3)___ (4)___
13. All students in the middle school have an opportunity for a continuous program in health, physical education, and recreation.	(0)___ (1)___ (2)___ (3)___ (4)___
14. The middle school provides a program of special education.	(0)___ (1)___ (2)___ (3)___ (4)___
15. The middle school provides alternative programs so that all students will have an opportunity to meet their own individual needs.	(0)___ (1)___ (2)___ (3)___ (4)___
16. The middle school curriculum is flexible so that programs may be modified and expanded in accord with newer approaches to early adolescent education.	(0)___ (1)___ (2)___ (3)___ (4)___
17. The middle school provides many means for the students to see themselves as significant individuals in a larger world setting.	(0)___ (1)___ (2)___ (3)___ (4)___

EVALUATIVE CRITERIA

CURRICULUM	COMMENTS
18. The local community is an integral part of all planning for change.	(0)___ (1)___ (2)___ (3)___ (4)___
19. Planning for change is based on extensive and continuing local study.	(0)___ (1)___ (2)___ (3)___ (4)___
20. The curriculum reflects a recognition of the value of varying size of groups to be consistent with the nature of the instruction.	(0)___ (1)___ (2)___ (3)___ (4)___
21. The design of the curriculum recognizes the student activities program as an extension of the formal curriculum.	(0)___ (1)___ (2)___ (3)___ (4)___
22. The curriculum is influenced by follow-up studies of students who have gone from the school.	(0)___ (1)___ (2)___ (3)___ (4)___
23. The design of the curriculum is characterized by articulation: the sequence of learning experiences is free from gaps and unnecessary repetition.	(0)___ (1)___ (2)___ (3)___ (4)___

EVALUATIVE CRITERIA

CURRICULUM	COMMENTS
24. The curriculum provides for experimentation with new materials, procedures, and programs.	
(0)___ (1)___ (2)___ (3)___ (4)___	
25. The middle school recognizes sex education as a phase of its curriculum.	
(0)___ (1)___ (2)___ (3)___ (4)___	
26. The middle school curriculum is constructed upon the concept of success motivation.	
(0)___ (1)___ (2)___ (3)___ (4)___	
(0)___ (1)___ (2)___ (3)___ (4)___	
(0)___ (1)___ (2)___ (3)___ (4)___	
(0)___ (1)___ (2)___ (3)___ (4)___	

CO-CURRICULAR

EVALUATIVE CRITERIA

COMMENTS

CO-CURRICULAR

-
1. Student activities are considered as an integral part of the curriculum of the middle school.

(0)___ (1)___ (2)___ (3)___ (4)___

2. The objectives of student activities grow out of the middle school's philosophy and objectives.

(0)___ (1)___ (2)___ (3)___ (4)___

3. The activity programs are designed to meet the needs, interests, and abilities of all students.

(0)___ (1)___ (2)___ (3)___ (4)___

4. The school provides guidance to the students in the choice of activities.

(0)___ (1)___ (2)___ (3)___ (4)___

5. All regularly enrolled students are eligible to participate in student activities.

(0)___ (1)___ (2)___ (3)___ (4)___

6. Recognition accorded to each activity bears a reasonable relationship to that activity's place in the total educational program.

(0)___ (1)___ (2)___ (3)___ (4)___

7. Participation of students in activities is not limited by economic circumstance.

(0)___ (1)___ (2)___ (3)___ (4)___

EVALUATIVE CRITERIA

CO-CURRICULAR	COMMENTS
8. The school activity program is carefully and methodically coordinated with other educative and recreational agencies within the community. (0)___ (1)___ (2)___ (3)___ (4)___	
9. The programs provide students with exploration experiences that have physical, social, intellectual, and emotional value, for both the present and the future. (0)___ (1)___ (2)___ (3)___ (4)___	
10. The programs provide leisure-time and recreational experiences that will have both immediate and carry-over value. (0)___ (1)___ (2)___ (3)___ (4)___	
11. The programs provide for individual, small-group, and entire student body participation. (0)___ (1)___ (2)___ (3)___ (4)___	
12. The programs provide the opportunity for student participation in government as an important feature of the programs. (0)___ (1)___ (2)___ (3)___ (4)___	
13. The programs prohibit emphasis on contests and the exploitation of students for the benefit of school or community prestige. (0)___ (1)___ (2)___ (3)___ (4)___	

EVALUATIVE CRITERIA

CO-CURRICULAR	COMMENTS
14. The programs are under the supervision of interested, competent, qualified sponsors.	(0)___ (1)___ (2)___ (3)___ (4)___
15. The programs are recognized by the faculty as worthwhile endeavors because they understand that it helps to fulfill needs in early adolescent growth and development.	(0)___ (1)___ (2)___ (3)___ (4)___
16. The middle school programs are under the sponsorship and direction of the school.	(0)___ (1)___ (2)___ (3)___ (4)___
17. The program offerings are determined by the interests of the students and the professional judgment of the staff.	(0)___ (1)___ (2)___ (3)___ (4)___
18. Human relations, family life, and the home are considered in the development of the program.	(0)___ (1)___ (2)___ (3)___ (4)___
19. Sponsors guide rather than dominate the programs.	(0)___ (1)___ (2)___ (3)___ (4)___
20. A faculty-student committee coordinates the student activity programs.	(0)___ (1)___ (2)___ (3)___ (4)___

EVALUATIVE CRITERIA

CO-CURRICULAR	COMMENTS
21. Policies concerning relationships between class and extra-class activities are determined by the general faculty. (0)___ (1)___ (2)___ (3)___ (4)___	
22. A definite time is provided in the daily schedule for student participation in the programs. (0)___ (1)___ (2)___ (3)___ (4)___	
23. The activity programs provide social situations through which students may achieve self-realization and develop social competences. (0)___ (1)___ (2)___ (3)___ (4)___	
24. The manner of handling activity funds conforms to the general school policy for handling monies. (0)___ (1)___ (2)___ (3)___ (4)___	
25. Assembly programs provide a balance between education and recreation. (0)___ (1)___ (2)___ (3)___ (4)___	
26. The assembly programs are coordinated by the faculty-student committee. (0)___ (1)___ (2)___ (3)___ (4)___	
27. The programs are continually evaluated by students, faculty, and administration. (0)___ (1)___ (2)___ (3)___ (4)___	

GUIDANCE PROGRAM

EVALUATIVE CRITERIA

GUIDANCE PROGRAM	COMMENTS
1. The guidance staff works with the faculty to incorporate guidance into the total school program. (0)___ (1)___ (2)___ (3)___ (4)___	
2. Administrative, guidance, and instructional staff members have clearly defined and shared responsibilities in the guidance program. (0)___ (1)___ (2)___ (3)___ (4)___	
3. The guidance program provides for both individual and group counseling throughout the middle school years. (0)___ (1)___ (2)___ (3)___ (4)___	
4. The guidance program has available and utilizes CA 60's, teacher recommendations, parental concerns, testing results plus other relevant materials in working with each student. (0)___ (1)___ (2)___ (3)___ (4)___	
5. The guidance program is concerned with behavioral outcomes as they relate to the social adaptation of the student. (0)___ (1)___ (2)___ (3)___ (4)___	
6. Guidance services give evidence of understanding the emotional, psychological, and intellectual development of the early adolescent by keeping cognizant of the current knowledge of his field. (0)___ (1)___ (2)___ (3)___ (4)___	

EVALUATIVE CRITERIA

GUIDANCE PROGRAM	COMMENTS
7. The guidance program helps each individual make the most of his intellectual, physical, and social capacities through proper placement into courses, programs, and co-curricular activities.	(0)___ (1)___ (2)___ (3)___ (4)___
8. Guidance personnel develop a systematic plan for scheduling one or more counseling interviews each year with all students.	(0)___ (1)___ (2)___ (3)___ (4)___
9. Every effort is made to maintain and improve the position of the classroom teacher as an effective student counselor by meeting individually with each teacher at least once during the school year.	(0)___ (1)___ (2)___ (3)___ (4)___
10. Counselors and teachers are expected to consult with parents by developing a systematic form of communication.	(0)___ (1)___ (2)___ (3)___ (4)___
11. Guidance service makes use of all school activities that contribute to the student's ability to make worthwhile adjustments.	(0)___ (1)___ (2)___ (3)___ (4)___
12. Guidance activities are planned to help each student understand himself as an individual and as a member of a group.	(0)___ (1)___ (2)___ (3)___ (4)___

EVALUATIVE CRITERIA

GUIDANCE PROGRAM	COMMENTS
13. The guidance program helps each student learn, at least to a minimum, about the world of work and those types of work most likely for him a satisfying career.	
(0)___ (1)___ (2)___ (3)___ (4)___	
14. The guidance program helps each student recognize what educational opportunities exist within the school system for his personal and social as well as vocational development.	
(0)___ (1)___ (2)___ (3)___ (4)___	
15. Provision is made for effective use of the services of counselors, school nurses, psychologists, psychometrists, psychiatrists and physicians by providing special information programs for all students.	
(0)___ (1)___ (2)___ (3)___ (4)___	
16. The guidance program helps each individual adjust to the demands of his environment by assisting the student to develop habits of self-reliance.	
(0)___ (1)___ (2)___ (3)___ (4)___	
17. The guidance service helps the student develop an understanding of the privileges and responsibilities of citizenship in the community through community visitations, lay speakers and media presentations.	
(0)___ (1)___ (2)___ (3)___ (4)___	

EVALUATIVE CRITERIA

GUIDANCE PROGRAM	COMMENTS
18. The guidance service helps the middle school staff to understand and provide for individual differences by providing case studies of students. (0)___ (1)___ (2)___ (3)___ (4)___	
19. The guidance personnel participates in the placement of handicapped students in diagnostic prescriptive programs within the school. (0)___ (1)___ (2)___ (3)___ (4)___	
20. The guidance service helps students to express their social tendencies in helpful services through proper placement into programs. (0)___ (1)___ (2)___ (3)___ (4)___	
21. The guidance service strives to acquaint students with the social, emotional, and economic problems they will face in the world outside of school. (0)___ (1)___ (2)___ (3)___ (4)___	
22. The guidance personnel regularly assess the needs of students who are or will be enrolled in the school, and to initiate means by which changing needs can be met. (0)___ (1)___ (2)___ (3)___ (4)___	
23. The guidance personnel continuously evaluate the degree to which the objectives of the guidance program are being met. (0)___ (1)___ (2)___ (3)___ (4)___	

EVALUATIVE CRITERIA

GUIDANCE PROGRAM	COMMENTS
24. Guidance service records are adequate, accurate, and up-to-date.	(0)___ (1)___ (2)___ (3)___ (4)___
25. Information gathering is limited to items that are germane to the guidance function.	(0)___ (1)___ (2)___ (3)___ (4)___
26. Security measures are taken to protect the integrity of the individual student's record for authorized and professional use only.	(0)___ (1)___ (2)___ (3)___ (4)___
27. Adequate provision is made for the exchange of essential information among the instructional staff, students, parents, counselors, administrators, and community resources for authorized and professional use only.	(0)___ (1)___ (2)___ (3)___ (4)___
28. There is extensive sharing of records between the elementary school and the middle school and between the middle school and the senior high school for authorized and professional use only.	(0)___ (1)___ (2)___ (3)___ (4)___
29. The guidance department provides special assistance to students during their transition from one school to another by arranging for the placement of these students.	(0)___ (1)___ (2)___ (3)___ (4)___

EVALUATIVE CRITERIA

GUIDANCE PROGRAM	COMMENTS
30. The guidance department develops plans for the systematic follow-up of students as they move from one course to another or change curricula.	
(0)___ (1)___ (2)___ (3)___ (4)___	
(0)___ (1)___ (2)___ (3)___ (4)___	
(0)___ (1)___ (2)___ (3)___ (4)___	
(0)___ (1)___ (2)___ (3)___ (4)___	
(0)___ (1)___ (2)___ (3)___ (4)___	
(0)___ (1)___ (2)___ (3)___ (4)___	

MEDIA CENTER

EVALUATIVE CRITERIA

MEDIA CENTER	COMMENTS
1. Academic and social needs of the learner are served by a rich collection of recommended print materials. (0)___ (1)___ (2)___ (3)___ (4)___	
2. Print materials are systematically organized and accessible through a centralized card catalog. (0)___ (1)___ (2)___ (3)___ (4)___	
3. Academic and social needs of the learner are served by a rich collection of recommended non-print materials. (0)___ (1)___ (2)___ (3)___ (4)___	
4. Non-print materials are systematically organized and accessible through a centralized card catalog. (0)___ (1)___ (2)___ (3)___ (4)___	
5. Students are actively involved in the selection of materials for acquisition by the media center. (0)___ (1)___ (2)___ (3)___ (4)___	
6. An atmosphere (physical as well as mental) conducive to learning is evident in the media center. (0)___ (1)___ (2)___ (3)___ (4)___	
7. Adequate learning facilities have been provided for according to identified instructional goals and learner needs. (0)___ (1)___ (2)___ (3)___ (4)___	

EVALUATIVE CRITERIA

MEDIA CENTER	COMMENTS
8. Formal and informal instruction in the use of the media center and its resources is provided for individuals and groups. (0)___ (1)___ (2)___ (3)___ (4)___	
9. Professional assistance is offered to students for the purpose of selecting, evaluating, and utilizing instructional resources appropriate to individual and academic needs. (0)___ (1)___ (2)___ (3)___ (4)___	
10. Students are assisted in the development of competency in the listening, viewing and reading skills by the media staff. (0)___ (1)___ (2)___ (3)___ (4)___	
11. Students are guided in the development of desirable reading, viewing, and listening attitudes and appreciations. (0)___ (1)___ (2)___ (3)___ (4)___	
12. A system for correlating student interest with available materials is successfully used to promote use of the media center. (0)___ (1)___ (2)___ (3)___ (4)___	
13. All resources of the media center and equipment are circulated to any student to use in the media center. (0)___ (1)___ (2)___ (3)___ (4)___	

EVALUATIVE CRITERIA

MEDIA CENTER	COMMENTS
14. All resources are circulated for use by students in areas in the building other than the media center. (0)___ (1)___ (2)___ (3)___ (4)___	
15. All resources are circulated for students' use outside the school building (including equipment) with reasonable safeguards. (0)___ (1)___ (2)___ (3)___ (4)___	
16. The services and resources provided in the media program are available at times other than the normal school day. (0)___ (1)___ (2)___ (3)___ (4)___	
17. Student schedules, as well as media center philosophy, permit flexible use of the media center. (That is, schedules are not limited to study periods and/or scheduled class group use.) (0)___ (1)___ (2)___ (3)___ (4)___	
18. Opportunities are provided for students to design and produce audiovisual and printed materials needed for classroom assignments. (0)___ (1)___ (2)___ (3)___ (4)___	
19. The media center staff identifies and designs services according to curricular needs through a continuous program of assessment of such needs. (0)___ (1)___ (2)___ (3)___ (4)___	

EVALUATIVE CRITERIA

MEDIA CENTER	COMMENTS
20. The media center staff identifies and designs services to meet varied teaching styles.	(0)__ (1)__ (2)__ (3)__ (4)__
21. Classroom teachers receive consultative services aimed at implementing curricular objectives by the use of media and media services.	(0)__ (1)__ (2)__ (3)__ (4)__
22. A system is provided to acquaint faculty members with the resources in the media collection which are relevant to their instructional needs.	(0)__ (1)__ (2)__ (3)__ (4)__
23. Media center staff work with teaching staff on needed resource units or packages from the media collection for classroom or media center use either on a short or long term basis.	(0)__ (1)__ (2)__ (3)__ (4)__
24. A plan is provided whereby faculty members regularly review, evaluate and suggest possible new acquisitions.	(0)__ (1)__ (2)__ (3)__ (4)__
25. Classroom teachers are provided local production facilities.	(0)__ (1)__ (2)__ (3)__ (4)__

EVALUATIVE CRITERIA

MEDIA CENTER	COMMENTS
26. Media professionals assist classroom teachers in the design of instructional media. (0)___ (1)___ (2)___ (3)___ (4)___	
27. Media center staff provide in-service education in the effective utilization of all types of media. (0)___ (1)___ (2)___ (3)___ (4)___	
28. Instructional equipment needed in classroom instruction is readily available and well maintained. (0)___ (1)___ (2)___ (3)___ (4)___	
29. Well selected professional volumes and journals are provided for faculty use. (0)___ (1)___ (2)___ (3)___ (4)___	
30. Use of the media center and its services is predicated on the needs of students and teachers rather than inflexible time schedules. (0)___ (1)___ (2)___ (3)___ (4)___	
31. The media center staff has the desire and ability to work with and relate well to students and faculty. (0)___ (1)___ (2)___ (3)___ (4)___	
32. The media staff possesses the ability to critically select and evaluate print and non-print materials, equipment, and media programs. (0)___ (1)___ (2)___ (3)___ (4)___	

EVALUATIVE CRITERIA

MEDIA CENTER	COMMENTS
33. The media staff is alert to new developments in both curricular areas and media center program development. (0)___ (1)___ (2)___ (3)___ (4)___	
34. The media staff should be a member of all curriculum related groups in the school. (0)___ (1)___ (2)___ (3)___ (4)___	
35. The media center director should have a professional background in teaching, library science, audiovisual, instructional design, etc. (0)___ (1)___ (2)___ (3)___ (4)___	
36. The media center should provide areas for instruction of individuals, small groups, and class-size groups. (0)___ (1)___ (2)___ (3)___ (4)___	
37. The media center should have an area in which students and faculty members can design and construct instructional material. (0)___ (1)___ (2)___ (3)___ (4)___	
38. The media center should be kept in good physical repair. (0)___ (1)___ (2)___ (3)___ (4)___	
39. The media center should have physically comfortable furnishings. (0)___ (1)___ (2)___ (3)___ (4)___	

EVALUATIVE CRITERIA

MEDIA CENTER	COMMENTS
40. The media center should be arranged in a way that insures efficient and profitable educational use. (0)___ (1)___ (2)___ (3)___ (4)___	
41. The media center should be arranged in a way that permits the implementation of a wide variety of activities. (0)___ (1)___ (2)___ (3)___ (4)___	
42. The media center should provide an area for administration of the program including office and storage areas. (0)___ (1)___ (2)___ (3)___ (4)___	
43. The media center director prepares and executes the budget for the media program. (0)___ (1)___ (2)___ (3)___ (4)___	
44. The media center director submits, on an annual basis, a media program progress report to the local Board of Education (usually as part of the budget request and justification). (0)___ (1)___ (2)___ (3)___ (4)___	
45. An established budget provides for the continuous development of the media center program. (0)___ (1)___ (2)___ (3)___ (4)___	

OBJECTIVES

EVALUATIVE CRITERIA

OBJECTIVES	COMMENTS
1. An effective middle school has a cooperatively developed, agreed upon written statement of the major functions for the school. (0)___ (1)___ (2)___ (3)___ (4)___	
2. An effective middle school has a systematic plan for regular, continuous program of in-service study and in-service training in the middle school organizational and program arrangements for all professional personnel. (0)___ (1)___ (2)___ (3)___ (4)___	
3. An effective middle school has an identifiable independent study program available for all middle school students. (0)___ (1)___ (2)___ (3)___ (4)___	
4. An effective middle school has a systematic plan for studying significant research related to early adolescence and for applying it to the improvement of the school program. (0)___ (1)___ (2)___ (3)___ (4)___	
5. An effective middle school has a planned program of intramural activities for both boys and girls. (0)___ (1)___ (2)___ (3)___ (4)___	
6. An effective middle school has an exploratory studies program designed especially for the middle school students. (0)___ (1)___ (2)___ (3)___ (4)___	

EVALUATIVE CRITERIA

OBJECTIVES	COMMENTS
7. An effective middle school provides a secure home base arrangement for each student. (0)___ (1)___ (2)___ (3)___ (4)___	
8. An effective middle school has a systematic plan for recognizing, evaluating, and reporting on student progress toward all significant middle school goals in a positive manner. (0)___ (1)___ (2)___ (3)___ (4)___	
9. An effective middle school has a systematic plan for communicating its purposes and procedures to all interested publics and for involving input from its publics in such planning. (0)___ (1)___ (2)___ (3)___ (4)___	
10. The middle school takes into consideration the general goals of the local school system in its planning. (0)___ (1)___ (2)___ (3)___ (4)___	
11. The middle school considers the characteristics of the students' total educational environment, school and non-school in its planning. (0)___ (1)___ (2)___ (3)___ (4)___	
12. The middle school personnel recognizes and utilizes accepted learning theories. (0)___ (1)___ (2)___ (3)___ (4)___	

EVALUATIVE CRITERIA

OBJECTIVES	COMMENTS
13. The middle school personnel demonstrates a respect for individual differences among students and teachers and plans ways for providing for these differences. (0)___ (1)___ (2)___ (3)___ (4)___	
14. The middle school personnel accept the obligation to promote intellectual development. (0)___ (1)___ (2)___ (3)___ (4)___	
15. The middle school personnel accept the obligation to provide citizenship experiences necessary to function in a free American society. (0)___ (1)___ (2)___ (3)___ (4)___	
16. The middle school personnel consider the rapid physical, mental, emotional, and social maturation of the students in their planning. (0)___ (1)___ (2)___ (3)___ (4)___	
(0)___ (1)___ (2)___ (3)___ (4)___	
(0)___ (1)___ (2)___ (3)___ (4)___	

PHILOSOPHY

EVALUATIVE CRITERIA

PHILOSOPHY	COMMENTS
1. A school for the middle school years should have a separate identity as an institution, include at least three age-or-grade-levels, not exceeding eighth grade, and embrace the years during which the vast majority of students reach puberty.	
(0)___ (1)___ (2)___ (3)___ (4)___	
2. The plant, equipment, and supplies for the educational program of the middle school years must be adequate for the task, and be designed in terms of the special characteristics and needs of early adolescents.	
(0)___ (1)___ (2)___ (3)___ (4)___	
3. The middle school should be staffed with dedicated and highly qualified men and women especially selected for their interest in this age group and trained for work with early adolescents.	
(0)___ (1)___ (2)___ (3)___ (4)___	
4. Scheduling and administrative routines should be adaptable and flexible.	
(0)___ (1)___ (2)___ (3)___ (4)___	
5. Students should have opportunities to develop the understandings, skills, and attitudes necessary to come to grips with their daily social realities of the times.	
(0)___ (1)___ (2)___ (3)___ (4)___	

EVALUATIVE CRITERIA

PHILOSOPHY	COMMENTS
6. Students should receive help in meeting their personal-social needs. (0)___ (1)___ (2)___ (3)___ (4)___	
7. Students at all levels should participate in a program that deals with significant centers of experience or problem areas. Block-time scheduling and interdisciplinary team teaching represent major steps toward this goal. (0)___ (1)___ (2)___ (3)___ (4)___	
8. Students should grow in ability to use the language arts through abundant opportunities to read, write, speak and listen. (0)___ (1)___ (2)___ (3)___ (4)___	
9. Students should acquire the social understandings, competencies, and attitudes essential for democratic citizenship. (0)___ (1)___ (2)___ (3)___ (4)___	
10. Students should acquire the mathematical understandings and competencies essential for intelligent citizenship. (0)___ (1)___ (2)___ (3)___ (4)___	
11. Students should acquire a basic understanding of the natural world and of modern scientific technology as it affects his life. (0)___ (1)___ (2)___ (3)___ (4)___	

EVALUATIVE CRITERIA

PHILOSOPHY	COMMENTS
12. Students should have many experiences with arts and crafts, literature, homemaking, industrial arts, and music. (0)___ (1)___ (2)___ (3)___ (4)___	
13. Students should participate in a comprehensive health and physical education program. (0)___ (1)___ (2)___ (3)___ (4)___	
14. Students should have access to a variety of exploratory activities that are appropriate to the needs and interests of young adolescents. (0)___ (1)___ (2)___ (3)___ (4)___	
15. All students should have access to a rich variety of co-curricular activities. (0)___ (1)___ (2)___ (3)___ (4)___	
16. A full range of guidance services should be available to every student. (0)___ (1)___ (2)___ (3)___ (4)___	
17. Individual abilities, needs, and achievement should be determined by a carefully planned and coordinated program of testing and evaluation. (0)___ (1)___ (2)___ (3)___ (4)___	
18. Students should have access to remedial help in the basic skills. (0)___ (1)___ (2)___ (3)___ (4)___	

COMMENTS

- (0) (1) (2) (3) (4)

- (0) (1) (2) (3) (4)

- (0) (1) (2) (3) (4)

(0) (1) (2) (3) (4)

(0)___ (1)___ (2)___ (3)___ (4)___

(0) (1) (2) (3) (4)

SCHOOL-COMMUNITY

EVALUATIVE CRITERIA

SCHOOL-COMMUNITY	COMMENTS
1. A large map of the school district, in book form, is available and all relevant middle school data entered as it is secured and as it relates to the community.	
(0)___ (1)___ (2)___ (3)___ (4)___	
2. Findings of the financial ability of the community to pay for educational benefits are available.	
(0)___ (1)___ (2)___ (3)___ (4)___	
3. A survey is made to see what information the school needs from the parents and how best to obtain it.	
(0)___ (1)___ (2)___ (3)___ (4)___	
4. The racial and lingual status of the parents is studied for any effect it may have on the students' success in school.	
(0)___ (1)___ (2)___ (3)___ (4)___	
5. The health, safety and moral hazards of the community are known and located.	
(0)___ (1)___ (2)___ (3)___ (4)___	
6. The recreational opportunities, facilities and pursuits of the adults and children of the community are surveyed and updated regularly.	
(0)___ (1)___ (2)___ (3)___ (4)___	

EVALUATIVE CRITERIA

SCHOOL-COMMUNITY	COMMENTS
7. The school seeks to be informed concerning any sub-community conflicts.	(0)___ (1)___ (2)___ (3)___ (4)___
8. The types of homes or living quarters of the students are known.	(0)___ (1)___ (2)___ (3)___ (4)___
9. Up-to-date data are available for the staff to use to describe the composition of the student population as a whole and indicate their educational needs.	(0)___ (1)___ (2)___ (3)___ (4)___
10. Up-to-date data are available for the staff to use to describe the various school groupings and determine their educational needs.	(0)___ (1)___ (2)___ (3)___ (4)___
11. Up-to-date information about the occupational pursuits of the adults in the school community is kept current and is used in the development of the curriculum offerings.	(0)___ (1)___ (2)___ (3)___ (4)___
12. Significant findings related to the education of adults in the school-community are used in the development of the curriculum.	(0)___ (1)___ (2)___ (3)___ (4)___

EVALUATIVE CRITERIA

SCHOOL-COMMUNITY	COMMENTS
13. The educational expectations of the parents are known to the teachers. (0)___ (1)___ (2)___ (3)___ (4)___	
14. A survey of the community is made to find out what services are available which may be used to facilitate or enrich the educational program. (0)___ (1)___ (2)___ (3)___ (4)___	
15. The school cooperates to extend its services as an integral part of the community. (0)___ (1)___ (2)___ (3)___ (4)___	
16. Up-to-date data are available for the staff to use to describe, diagnose, and plan for each student. (0)___ (1)___ (2)___ (3)___ (4)___	
17. A policy of follow-up on withdrawals furnishes data that are used in evaluating, modifying and planning the curriculum offerings and administering the schools. (0)___ (1)___ (2)___ (3)___ (4)___	
18. A policy of follow-up on students who have gone to senior high school furnished data that are used in planning and revising the curriculum offerings and administering the schools. (0)___ (1)___ (2)___ (3)___ (4)___	

EVALUATIVE CRITERIA

SCHOOL-COMMUNITY	COMMENTS
19. Administrative provision is made to secure and service the data without encroaching on the teaching time of the teachers. (0)___ (1)___ (2)___ (3)___ (4)___	
20. A survey is made to find out what information about the school the parents want and how best to supply it and how to utilize feedback from parents. (0)___ (1)___ (2)___ (3)___ (4)___	
(0)___ (1)___ (2)___ (3)___ (4)___	
(0)___ (1)___ (2)___ (3)___ (4)___	
(0)___ (1)___ (2)___ (3)___ (4)___	
(0)___ (1)___ (2)___ (3)___ (4)___	

SCHOOL PLANT

EVALUATIVE CRITERIA

SCHOOL PLANT	COMMENTS
1. The school plant is built to provide for the future growth of the community.	(0)___ (1)___ (2)___ (3)___ (4)___
2. The plant was constructed or modified only after obtaining the best professional advice available from administrators, teachers, and consultants.	(0)___ (1)___ (2)___ (3)___ (4)___
3. Plant facilities are designed to promote utilization for community activities.	(0)___ (1)___ (2)___ (3)___ (4)___
4. Parking areas are provided for the teachers and the general public.	(0)___ (1)___ (2)___ (3)___ (4)___
5. The design of the building facilitates the efficient movement of students.	(0)___ (1)___ (2)___ (3)___ (4)___
6. Each area for instruction is of such size and design as to meet the needs of the instructional program allotted to that area.	(0)___ (1)___ (2)___ (3)___ (4)___
7. The building is equipped with safeguards for the protection and rapid evacuation of all students and other personnel.	(0)___ (1)___ (2)___ (3)___ (4)___

EVALUATIVE CRITERIA

SCHOOL PLANT	COMMENTS
8. The grounds are landscaped, clean, and attractive.	(0)___ (1)___ (2)___ (3)___ (4)___
9. The sanitary and safety facilities of the plant are planned to permit practices which help prevent disease.	(0)___ (1)___ (2)___ (3)___ (4)___
10. All areas used for instructional purposes are lighted, heated, and ventilated to meet accepted state standards for the activity.	(0)___ (1)___ (2)___ (3)___ (4)___
11. All instructional service areas are designed, arranged, decorated, and acoustically treated to provide a harmonious and pleasant atmosphere conducive to effective learning.	(0)___ (1)___ (2)___ (3)___ (4)___
12. Facilities are provided for personal belongings of all students.	(0)___ (1)___ (2)___ (3)___ (4)___
13. Sanitary restroom facilities are provided in convenient parts of the building.	(0)___ (1)___ (2)___ (3)___ (4)___
14. Work spaces, conference rooms and lounges are provided for teachers.	(0)___ (1)___ (2)___ (3)___ (4)___

EVALUATIVE CRITERIA

SCHOOL PLANT	COMMENTS
15. A cumulative inventory of equipment and supplies is kept for each instructional and service area.	
(0)___ (1)___ (2)___ (3)___ (4)___	
16. The plant, equipment, and facilities are maintained in such a way as to get efficient use of them.	
(0)___ (1)___ (2)___ (3)___ (4)___	
17. Facilities and equipment are replaced when they are no longer educationally useful.	
(0)___ (1)___ (2)___ (3)___ (4)___	
18. Public address facilities are provided.	
(0)___ (1)___ (2)___ (3)___ (4)___	
19. The school plant is built to provide for possible future curricular offerings.	
(0)___ (1)___ (2)___ (3)___ (4)___	
20. The classrooms have facilities for carrying on an innovative program of education.	
(0)___ (1)___ (2)___ (3)___ (4)___	
21. The school plant is built so as to meet adequately the students' needs arising from the students' characteristics.	
(0)___ (1)___ (2)___ (3)___ (4)___	

EVALUATIVE CRITERIA

SCHOOL PLANT	COMMENTS
22. The site is located in an area adequate to the needs of the school program.	(0)___ (1)___ (2)___ (3)___ (4)___
23. The site is large enough to provide for most outdoor exploratory programs.	(0)___ (1)___ (2)___ (3)___ (4)___
24. The administration offices are conveniently located.	(0)___ (1)___ (2)___ (3)___ (4)___
25. The school plant is such that philosophy and objectives of the middle school may be implemented.	(0)___ (1)___ (2)___ (3)___ (4)___
26. The design of the school plant provides for present and future flexibility as the educational program changes.	(0)___ (1)___ (2)___ (3)___ (4)___
27. Storage space is provided for pupils and teachers in each instructional area.	(0)___ (1)___ (2)___ (3)___ (4)___
28. The school plant is attractively decorated and arranged to provide a cheerful working place for teachers and students, one that they may be proud of.	(0)___ (1)___ (2)___ (3)___ (4)___

SCHOOL STAFF

EVALUATIVE CRITERIA

SCHOOL STAFF	COMMENTS
1. The instructional staff of the school is organized and oriented to meet the instructional needs of the school as expressed in the philosophy and objectives.	
(0)___ (1)___ (2)___ (3)___ (4)___	
2. The instructional staff of the middle school is chiefly responsible for guiding students in their learning.	
(0)___ (1)___ (2)___ (3)___ (4)___	
3. The staff actively participates in instructional improvement activities.	
(0)___ (1)___ (2)___ (3)___ (4)___	
4. The staff actively participates in the planning for in-service opportunities.	
(0)___ (1)___ (2)___ (3)___ (4)___	
5. The staff participates in planning and utilizes self-evaluation instruments for improvement.	
(0)___ (1)___ (2)___ (3)___ (4)___	
6. The staff takes an active part in scheduling procedures.	
(0)___ (1)___ (2)___ (3)___ (4)___	
7. The instructional staff fosters a teaching-learning environment in which the educational program can continually improve.	
(0)___ (1)___ (2)___ (3)___ (4)___	

EVALUATIVE CRITERIA

SCHOOL STAFF	COMMENTS
8. The staff members make recommendations to the administration concerning prospective candidates for middle school teaching.	
(0)___ (1)___ (2)___ (3)___ (4)___	
9. The staff members help new teachers to begin and continue their work with confidence.	
(0)___ (1)___ (2)___ (3)___ (4)___	
10. The staff members seek ways of promoting, through school activities, the human worth and dignity of the individual.	
(0)___ (1)___ (2)___ (3)___ (4)___	
11. The staff members work to develop flexibility in attitudes toward change relating to curricular and instructional techniques.	
(0)___ (1)___ (2)___ (3)___ (4)___	
12. The staff members, in general, are willing to accept teaching styles of colleagues which differ from their own.	
(0)___ (1)___ (2)___ (3)___ (4)___	
13. Members of the instructional staff are professionally energetic, socially well-adjusted, and serve as desirable models for students as evidenced by their instruction, actions, and attitudes.	
(0)___ (1)___ (2)___ (3)___ (4)___	

EVALUATIVE CRITERIA

SCHOOL STAFF	COMMENTS
14. Members of the instructional staff have broad general knowledge and acquaintanceship with the behavior and needs of early adolescents.	
(0)___ (1)___ (2)___ (3)___ (4)___	
15. The staff members enjoy working with the early adolescent.	
(0)___ (1)___ (2)___ (3)___ (4)___	
16. The staff personnel show evidence of keeping knowledgeable in most phases of education at the middle school level.	
(0)___ (1)___ (2)___ (3)___ (4)___	
17. The staff members are guidance-oriented in working with students.	
(0)___ (1)___ (2)___ (3)___ (4)___	
18. The staff members are continuously searching for new teaching materials.	
(0)___ (1)___ (2)___ (3)___ (4)___	
19. The staff members' conceptions of the middle school are more defined in terms of its own characteristics rather than in terms of characteristics borrowed from the elementary, junior high or senior high school.	
(0)___ (1)___ (2)___ (3)___ (4)___	
20. The staff members possess special competencies that contribute to the cooperative efforts required to satisfy the needs of all the students.	
(0)___ (1)___ (2)___ (3)___ (4)___	

EVALUATIVE CRITERIA

SCHOOL STAFF	COMMENTS
21. The staff reveals evidence of professional growth through in-service training, workshops, travel, course work, and committee involvement.	
(0)__ (1)__ (2)__ (3)__ (4)__	
22. The staff works with colleges and universities and other agencies to develop and/or improve middle school instruction and curriculum.	
(0)__ (1)__ (2)__ (3)__ (4)__	
23. The staff gives attention to the maintenance of a safe, healthy and attractive building.	
(0)__ (1)__ (2)__ (3)__ (4)__	
24. The instructional staff utilizes community resources such as special speakers or visitations with the community.	
(0)__ (1)__ (2)__ (3)__ (4)__	
25. The staff of the school works with parents and other organizations to improve the service the school renders to citizens in the community.	
(0)__ (1)__ (2)__ (3)__ (4)__	
26. Staff members make a conscious effort to improve community/school relations.	
(0)__ (1)__ (2)__ (3)__ (4)__	
27. The staff respects the individual differences of the students and works to help each student develop to his fullest potential.	
(0)__ (1)__ (2)__ (3)__ (4)__	

INSTRUCTIONAL AREAS

EVALUATIVE CRITERIA

INSTRUCTIONAL AREAS	COMMENTS
1. The content and instructional activities in this subject area are based on the philosophy and objectives of the middle school. (0)___ (1)___ (2)___ (3)___ (4)___	
2. The content and instructional activities articulate the learning experiences of the middle school with those of the elementary and high school. (0)___ (1)___ (2)___ (3)___ (4)___	
3. The subject area is organized so that the ratio between students and teachers in a given area is conducive to learning. (0)___ (1)___ (2)___ (3)___ (4)___	
4. The content and instructional activities are based on an analysis of the educational needs of early adolescents. (0)___ (1)___ (2)___ (3)___ (4)___	
5. The content and instructional activities contribute to a balanced program of general education for each student. (0)___ (1)___ (2)___ (3)___ (4)___	
6. The subject area provides the student with opportunities for exploration within the subject area. (0)___ (1)___ (2)___ (3)___ (4)___	
7. The subject area provides opportunities for specialization in areas of interest or ability. (0)___ (1)___ (2)___ (3)___ (4)___	

EVALUATIVE CRITERIA

INSTRUCTIONAL AREAS	COMMENTS
8. The subject materials are flexible enough to meet the changing needs of students. (0)___ (1)___ (2)___ (3)___ (4)___	
9. Recently adopted basic and supplementary texts are being utilized. (0)___ (1)___ (2)___ (3)___ (4)___	
10. Reference materials, books, magazines, and newspapers are being utilized. (0)___ (1)___ (2)___ (3)___ (4)___	
11. Visual aids are being used to provide motivation, instruction and appreciation. (0)___ (1)___ (2)___ (3)___ (4)___	
12. Ample equipment needs are provided for the instructional area. (0)___ (1)___ (2)___ (3)___ (4)___	
13. The teacher assumes direction and leadership by being helpful, understanding, approachable, and sympathetic in relationship with students but does not dominate. (0)___ (1)___ (2)___ (3)___ (4)___	
14. The teacher is released from non-professional duties through the aid of paraprofessionals. (0)___ (1)___ (2)___ (3)___ (4)___	

EVALUATIVE CRITERIA

INSTRUCTIONAL AREAS	COMMENTS
15. The teacher makes use of independent study, one-to-one, small group and large group modes for various teaching-learning activities.	(0)___ (1)___ (2)___ (3)___ (4)___
16. The teacher is cognizant of various learning styles and provides a variety of instructional activities to meet these differences.	(0)___ (1)___ (2)___ (3)___ (4)___
17. The subject area provides for evaluation of student achievement in accordance with each individual's aptitudes and abilities so that re-teaching techniques are based upon prognostic evaluation.	(0)___ (1)___ (2)___ (3)___ (4)___
18. The subject area is analyzed in an effort to determine why students do not succeed in some areas.	(0)___ (1)___ (2)___ (3)___ (4)___
19. The subject area is examined in order to determine what contribution this area makes to the total education of the students.	(0)___ (1)___ (2)___ (3)___ (4)___
20. The results of evaluation are used to reveal individual strengths and to identify areas for improvement.	(0)___ (1)___ (2)___ (3)___ (4)___
21. The students have input in setting subject area goals and objectives.	(0)___ (1)___ (2)___ (3)___ (4)___

EVALUATIVE CRITERIA

INSTRUCTIONAL AREAS	COMMENTS
22. Provisions are made for the individual ability differences among students. (0)___ (1)___ (2)___ (3)___ (4)___	
23. The classroom is equipped with appropriate furniture consistent with the needs for a particular subject. (0)___ (1)___ (2)___ (3)___ (4)___	
24. Career education opportunities are discussed within each instructional area. (0)___ (1)___ (2)___ (3)___ (4)___	
25. Class time is provided for improving individual skills, and for acquiring new ones through problems, projects, and units. (0)___ (1)___ (2)___ (3)___ (4)___	
26. Students are encouraged to seek guidance and direction in the solution to their subject area problems. (0)___ (1)___ (2)___ (3)___ (4)___	
27. The learning situation encourages and involves critical thinking. (0)___ (1)___ (2)___ (3)___ (4)___	
28. Students are motivated to find needed resource materials both to prepare assignments and to satisfy intellectual curiosity. (0)___ (1)___ (2)___ (3)___ (4)___	

EVALUATIVE CRITERIA

INSTRUCTIONAL AREAS	COMMENTS
29. Special projects, such as community field trips, are cooperatively planned by the teacher and students. (0)___ (1)___ (2)___ (3)___ (4)___	
30. Students are encouraged to participate in co-curricular activities which complement their subject area special skills. (0)___ (1)___ (2)___ (3)___ (4)___	
31. Students have an opportunity to evaluate their individual growth toward their own goals. (0)___ (1)___ (2)___ (3)___ (4)___	
(0)___ (1)___ (2)___ (3)___ (4)___	
(0)___ (1)___ (2)___ (3)___ (4)___	
(0)___ (1)___ (2)___ (3)___ (4)___	



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