

A MIDDLE SCHOOL PROGRAM AT RICHVIEW
SCHOOL CLARKSVILLE, MONTGOMERY
COUNTY, TENNESSEE

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A MIDDLE SCHOOL PROGRAM AT RICHVIEW SCHOOL
CLARKSVILLE, MONTGOMERY COUNTY, TENNESSEE

An Abstract
Presented to
the Graduate Council of
Austin Peay State University

In Partial Fulfillment
of the Requirements of Education 699
Field Study

by
Lettie Parker Kendall
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ABSTRACT

This study examined the feasibility of implementing a middle school program at Richview. Also examined was the theoretical concept of the middle school. Special attention was given to the following questions:

1. How should a middle school be structured?
2. What age groups should be included in this type of curriculum?
3. How rigid should the structure of the programs of the middle school be?
4. What type of release will this type of program provide for the adolescent?
5. How will teachers and counselors function in the middle school?
6. How specialized should these schools be?
7. What are the objectives of such a program and the emphasis?

The evidence presented in this study reveals the real need for a middle school program for 10 - 14 year olds making the transition from childhood to adulthood. Such a program would allow the individual to develop a realization of self and to achieve a measure of control over his or her own existence. This type of program should create a climate in which learning will be exciting and rewarding with each learner being challenged and performing at his or her own level.

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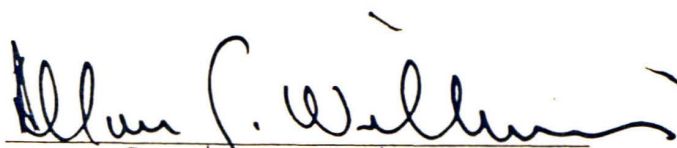
In Partial Fulfillment
of the Requirements for the Degree
Educational Specialist

by
Lettie Parker Kendall

June 1979

To the Graduate Council:

I am submitting herewith a Field Study written by Lettie Parker Kendall entitled "A Middle School Program at Richview School, Clarksville, Montgomery County, Tennessee." I recommend that it be accepted in partial fulfillment of the requirement of Education 699.


Committee Chairman

We have read this field study
and recommend its acceptance:


Second Committee Member


Third Committee Member

Accepted for the
Graduate Council:


Dean of the Graduate School

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INTRODUCTION

A study by the Clarksville Montgomery County Board of Education in 1978 recommended the building of three new middle schools.¹ In order to implement the middle school concept, the study recognized changes would have to be made in the reorganization of the elementary schools in the county to include kindergarten through grade five without major overhauling of the elementary school buildings.

The author, as parent, quarterly court member, and educator became interested quite early in a different approach to dealing with the problems of students in the middle years. More and more it was observed present junior high programs were not working for the majority of the students.

The author discovered the need for a more humanizing approach that would establish the climate and interpersonal relationship different from those of the elementary and senior high schools. If students were given a chance to participate in planning and decision making, then perhaps their outlook would improve. Also, student outlook would change, as viewed by the author, if schools were run for these students in a spirit of openness and trust but with the professional guidance of enlightened teachers and administrators.

¹"Teenager Caught in the Middle, (Development of the Middle School) Clarksville Montgomery County School System," (Clarksville, TN.: Montgomery County School System, 1976). (Mimeographed).

The author felt the need for a bridge to provide a transitional period between elementary and senior high school. An organizational plan was needed to help build self concepts in many students, to provide real opportunities for success, and to recognize each student as a unique individual, with his or her own physical, social, emotional and intellectual characteristics. The author also felt a need existed for a more humanized program here in Clarksville Montgomery County. Having taken the graduate course, "The Middle School," the methods for implementing such a concept began to appear eminently feasible.

This program will be fashioned with respect to the elementary program which precedes and the high school which follows. The curriculum is tentative and open but will fit into the county building program which will be ready for occupancy by 1981. The curriculum further anticipates the characteristics of the population of children, confronts the realities of personnel and physical facilities, and is sensitive to the social objectives of the community.

The Montgomery County Schools study recommended the elementary schools be reorganized to include K-5 and the middle schools would serve students generally in the age range from eleven through fourteen inclusive, the equivalent of grades six through eight. Enrollment in Richview was projected to be from 800 students to about 1000 students.² The author recognized the need for a curriculum design that

²Ibid., p. 2.

would serve the educational needs of a population exhibiting a very wide range of differences and traits.

STATEMENT OF THE PROBLEM

The study was concerned with formulating a curriculum plan for use in the middle school program at Richview in the Clarksville Montgomery County School System. The plan included recommendations for organizational objectives, program components and a schedule of classes which could be designed for implementation during the 1980-81 school year.

IMPORTANCE OF THE STUDY

The study was undertaken in order that the conclusions and recommendations would serve as a basic plan for the development of a program at Richview Middle School, Clarksville Montgomery County School System. The study should enable the administration to plan for effective changes from traditional junior high school setting to the more modern middle school concept.

BASIC ASSUMPTIONS

In conducting this study, the following basic conditions were assumed:

1. Based upon school enrollment projections and zoning of students by the school board, enrollment at Richview will be between eight hundred to one thousand students to be distributed as follows:

Sixth grade	265 - 283
Seventh grade	265 - 283
Eight grade	265 - 283

2. Most students will be bused and transportation will be provided by the school system.

3. The physical plant, including instructional areas and support facilities, will be adequate to support the program proposed for the eight hundred plus students.

4. The personnel will be selected on their ability to work with this age student and show an interest in being part of an exciting, challenging undertaking. The faculty will consist of subject matter specialists who have the desire and ability to work with growing minds, and will challenge pupils with new and interesting ideas, materials, and concepts.

5. Students will have an individualized program of study and grouping will be flexible and suited to the child's educational history and potential.

6. The students will be offered a curriculum that will prevent the academic, athletic and social patterns of high school from being forced down on less mature students.

7. The specialized teachers working in teams will work to provide the best method of educating these students.

8. The funding for instructional materials will be adequate to supply a modern learning resource center.

DEFINITIONS OF TERMS

For purpose of this study, the following terms were

defined:

Middle School. The middle school is a school between the elementary and high schools. It provides for a more individualized program and greater breadth and depth of curriculum than the elementary level preceding it and offers a more flexible and less pressurized program than the senior high school level following it. At the heart of the middle school lies the concept of providing for special needs of the students in the sixth, seventh, and eighth grades, who possess a uniqueness that requires an educational program especially developed to meet their needs. The middle school does not follow the pattern of the traditional junior high school which generally imitates the high school.³

Team Teaching. Team teaching is the cooperative or collaborative effort of two or more teachers who share in the planning and in the conduct of instruction.⁴

Evaluation. Evaluation may be regarded as a process of finding out how well stated objectives have been met.⁵

Assessment. Assessment has to do with the direct measurement of something in order to determine the rate, the level, or the amount.⁶

³William M. Alexander, The Emergent Middle School, (Holt Rhinehart and Winston, Inc., New York, Chicago, San Francisco, Atlanta, Dallas, 1965), p. 5.

⁴Leslie W. Kindred, et al, The Middle School Curriculum, A Practitioner's Handbook, (Allyn and Bacon, Inc., Boston, London, Sydney, 1976), p. 161.

⁵Ibid., p. 185. ⁶Ibid., p. 185.

Appraisal. Appraisal is concerned with the making of a judgment as to quality, status, or effectiveness and this incorporates the results of assessment.⁷

LIMITATIONS

The study was limited to those aspects of the problem enumerated in the problem statement. The plan was developed specifically to be implemented at Richview Middle School in Clarksville Montgomery County. The present study was limited to the organization of this specific school, even though the plan may be of value, in general terms, to other institutions desiring to achieve similar goals. Since the sources at the university were limited the author had to rely on outside sources.

ORGANIZATION OF THE REMAINDER OF THE STUDY

Chapter 2 presents a review of related literature. Chapter 3 contains a program for Richview, to include schedules and evaluation techniques. Chapter 4 contains the summary, conclusions and recommendations.

⁷Ibid., p. 185.

REVIEW OF RELATED LITERATURE

INTRODUCTION

By striving to obtain better learning results, educators have been rethinking the organizational scheme of the schools. The research frequently repudiated the wisdom of grade school with its traditional teaching, grouping, and advancement. Out of necessity a different kind of organizational format was needed.

The middle school concept encompassed students, professionals and nonprofessional staffs, materials, facilities, and financial resources. The middle school program featured a rational approach to the learning situation using all available resources to facilitate student learning.¹

OBJECTIVES OF MIDDLE SCHOOL PROGRAM

A carefully thoughtout philosophy is essential as a guide in developing the program and organization of a good middle school. The following statements of goals should be considered in planning the program and organizing the school. These goals are a synopsis of the vast group of materials read by the author on the organization of the middle school as well as knowledge gained through organized workshops on

¹Ann M. Grooms, Perspectives on the Middle School (Charles E. Merrill Inc., 1967), p. 5.

the subject which the author attended. (1) A good middle school ought to provide for gradual transition from the typical self-contained classroom to the highly departmentalized high school. (2) Provisions 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 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 most important and where the opportunity to succeed should exist.² (5) Learning responsibility should shift to the student during the middle school years. Students should become even more responsible for their own self development. (6) Learning in the middle school should not be a continuation of the learning skills as they have been developed in the beginning school years. The middle school students are now ready to use the skills and some of the information they have been acquiring to adapt to the environment in which they live and to understand the how, what, where, when and why of his world.³

²W. George Batezel, "The Middle School, Philosophy Program Organization, Clearing House, April 1968, Vol. 42, pp. 487-488.

³Grooms, op. cit., p. 5.

William Alexander in his book, The Emergent Middle School, reported in the age bracket of ten to fourteen years, children needed: (1) freedom of movement, (2) opportunities for independence, (3) a voice in the running of their own affairs, and (4) the intellectual stimulation of working with different groups and with different teacher specialists.⁴ The author reported the need for a school plan to serve a more transitional function as the student matures from childhood to adolescence. There should also be a program designed to meet these needs.

The impact of the characteristics and needs of these special human beings called middle-schoolers often seems to send us reeling. Their intellectual sophistication, their sexual precocity, their craving for peer approval, their yearning for a sense of autonomy, their energy and sensitivity, their boundless thirst for exploration and variety, all make them appear as fresh and as fragile as the dew on north Florida grass on a sunny November morning. Teachers know these children are unique, and they now feel a tremendous sense of urgency to do what must be done.⁵

The purpose of any plan of school organization is to facilitate the achievement of the stated aim and objectives

⁴William Alexander, The Emergent Middle School (Holt, Rhinehart, Winston 1968), p. 102.

⁵Paul S. George, "A Middle School, If You Can Keep It," Middle School Journal, Vol. VI, No. 1, (Spring 1975), p. 2.

of an educational program. In determining what organizational plan would be most appropriate to the goals of a school program, three dimensions of organization are typically considered; age and grade range of the pupils included in that school, the horizontal dimension, which consists of the arrangements for grouping pupils for instructions and other school directed activities; and vertical dimension, the arrangement for moving pupils through the program from entrance to exit.⁶

Batezel said, since the child was the important factor, the program should provide the vehicle to move him along intellectually in such a way that his self image was enhanced. Transcending any program then, is the way in which it is implemented. A middle school program, properly conceived, is not just a series of hurdles which a child must jump, but a means to a far broader and more noble end-developing and/or increasing the self concept of each child as a valuable human being.⁷

Two prevailing patterns presently exist in middle schools organization. Typically, the middle school program is either a three year program including grades 6 - 8, or a four year program encompassing grades 5 - 8. There are few communities which have found a different reorganization, such as, 5 - 9, 6 - 10, 7 - 8, 7 - 10, which have designed a program planned for a range of older children, preadolescents,

⁶Alexander, op. cit., p. 102.

⁷Batezel, op. cit., p. 487.

and early adolescents.⁸

Unfortunately, a number of middle schools have been created to relieve over-crowded buildings or simply to board the bandwagon. The use of overcrowded buildings as a rationale for middle school organization is not educationally or psychologically justified. Yet the middle school can be justified on the growth characteristics of children. Eleven year olds (generally in grade 6) have more in common with 12 and 13 year olds (seventh and eighth graders) than they do with younger children in the earlier years of elementary school.⁹

Team Teaching

Team teaching as an organizational alternative to the single teacher classroom is exciting much interest at all educational levels. In practice, team teaching plans range from loosely structured, informal arrangements with teachers in adjoining or nearby rooms, with occasional combining or swapping of their classes as the desire strikes them, to highly formal arrangements with hierarchical staff patterns and definite large and small group instructional schedules.¹⁰

Although many different team teaching plans are possible under such broad definition, two basic patterns emerge in

⁸"Theoretical and Practical Aspects of the Middle School," National Association of Secondary School Principals Bulletin, (March 1969) Vol. 58.

⁹Donald H. Eichhorn, The Middle School (New York: The Center for Applied Research in Education, 1966), p. 103.

¹⁰Alexander, op. cit., p. 107.

practice: the disciplinary team and the single-subject team.¹¹

Interdisciplinary Team

An interdisciplinary team is a combination of teachers from different subject areas who plan and conduct the instruction in these areas for particular groups of pupils. The aim of the interdisciplinary team approach is to promote communication, coordination, and cooperation among subject matter specialists so that students benefit from instruction planned by specialists, but lacks the fragmentation which characterizes many departmentalized plans.¹²

Proponents of interdisciplinary teams mentioned several virtues for their favorite plan. First, they claim the minds of middle school students are unable to perceive or deal adequately with discrete academic subdivisions of the world. Rather than being able to recognize the disciplines of, for example biochemistry or political science, middle school students can more profitably be set to study a broader inter-disciplinary area such as problems of pollution.¹³

Other middle school authorities urge inter-disciplinary team teaching for a second reason. Since the middle school attempts to be a bridge between the primary and secondary

¹¹Alexander, loc. cit.

¹²Alexander, loc. cit.

¹³Paul S. George, "Unresolved Issues In Education for the Middle Years" The Clearing House, (March 1973), Vol. 47., No. 7, p. 418.

phases of schooling, it must combine some of the elements of each. The middle school, the reason goes, should not be a pale shadow of the secondary school, attempting to force a disguised version of the high school curriculum - instruction pattern into the middle grades. Nor should the middle school be solely the upward extension of the elementary school, which might result in the lack of sophisticated approaches to academics when it could be profitable. What we need, say these authorities, is an authentic combination - interdisciplinary teaching and learning with a problem-solving focus.¹⁴

Single-Subject Team

Single-subject team combines two or more teachers in the same subject matter area. The single-subject team plan fosters greater depth in the subject, provides an inservice, and exposes a given teacher's talents to a larger number of students. As stated by Alexander, perhaps the greatest advantage of the single subject teams is pupils may be more readily placed at approximate achievement levels, thereby facilitating more continuous pupil progress.¹⁵

Most middle schools have accepted the responsibility for continuing attention to basic learning skills. Formerly, when a student left the elementary school, or perhaps even third grade, little if any attention was paid to basic

¹⁴Op. cit., p. 418.

¹⁵Alexander, op. cit., p. 108.

learning skills from that point on. One very positive result of the middle school movement has been the recognition of the needs of students to become involved in basic skill repair. Special reading, writing and arithmetic programs have developed quickly.¹⁶

George offered his personal agenda for the future of the middle school education to include, as a high priority, the uprooting and casting out of what he often referred to as the star system, and replacing it with truly equal educational opportunity. This may be the most difficult task of all, but the middle schools must become places where every child is a winner. The day should be long past when the entire budget for music, art, athletics, foreign languages and social events is spent on ten percent of the student body. Middle school educators must eradicate the practice of using the school as a process for recognizing and promoting the winners and ignoring, literally suffocating, the losers by withholding any breath of success or support.¹⁷

The American educational system places almost complete emphasis on graded school as a vehicle for moving students through the program. The school should be so organized as to provide for a continuous, unbroken progression for all learners, with due recognition to the wide variation

¹⁶Paul S. George, "A Middle School - If You Can Keep It," Middle School Journal, Vol. 1, (Spring 1973), p. 3.

¹⁷Ibid., p. 4.

in achievement among learners in every aspect of their development.¹⁸

Recent innovations in the vertical school organization descended from earlier efforts to break the graded system. The non-graded, multigraded, or continuous progress plans were attempts to provide for the differentiated rates and means of progression through our schools.¹⁹

Increased knowledge of human growth and development, however, with accompanying recognition of individual differences, has caused a number of educators to question the graded school concept. Educational research has further revealed that the practice of non-promotion is wasteful. Alternatives to the graded system are needed.

Nongrading

Nongrading is an alternative to the graded plan. In such an arrangement students are assigned to classes on some criterion other than chronological age. Nongraded students are allowed to progress at their own rate. Grade standards, grade labels, and uniform requirements are eliminated. All teaching and administrative procedures are adjusted to individual needs in a truly nongraded plan. The success of the plan depends on teacher diagnosis and prescription.²⁰

Alexander, in discussing graded and nongraded systems for the middle school years stated that nongrading was

¹⁸Ibid., p. 4. ¹⁹Ibid., p. 115.

²⁰Ibid., p. 115.

especially desirable for the middle schooler for three main reasons:

1. To accommodate the increasing range of differences in this age child.
2. To meet the need for challenge and success in the middle school years.
3. To result in flexibility.

Multigraded

The multigraded plan is an attempt to provide for individual differences by combining pupils from two more grades for instruction in given subjects. This plan keeps many of the features of the graded plan, but tries to overcome the disadvantage of keeping a student on the same grade level in all his subjects.²¹

Continuous Progress

The nongraded and the multigrade plans obviously are designed to promote continuous pupil progress. Few schools today can be described accurately as "nongraded" schools, although many can be classified in the category of "moving toward ungradedness." In the continuous progress plan, the curriculum is typically comprised of "achievement levels" or "units of work." A shortcoming of this plan is it may overemphasize differentiation in rate through a program rather than differentiation in the program. Some schools, in an effort to avoid the emphasis on rate alone, use

²¹Ibid., p. 115.

independent study plans, and "depth study" phases to permit students to go beyond the basic unit of work.²²

School Within a School

Plans for a middle school organization developed by Alexander and others suggest that students might profit from identification with groups of three different sizes. According to them, each student would belong to a homeroom unit of about twenty five to thirty students of approximately the same age and year level in school. A section of a building made up of several homeroom units would provide space for cooperative planning and instruction and would aid students to make the transition to living and working with larger units. A still larger unit would be a vertical unit, which would combine several wing units representing (all age levels) of the school. A vertical unit would enroll approximately four or five hundred pupils and would constitute a "school within a school." This organization would give the developing adolescent a wider community in which to live, explore and gain new social understanding, and at the same time would be small enough to promote a sense of identity and belonging.²³

Havinghurst further believed the most important consideration for each pupil are that they belong to at least one group in which each has a close relationship with a teacher,

²²Ibid., p. 117.

²³Ibid., p. 117.

and that each student is well known by a counselor.²⁴

SCHEDULING

Middle schools, by their design, have no requirements that demand they follow a rigid scheduling system, such as the traditional one-hour class period. In fact, scheduling of mini-courses and independent study periods that do not meet every day of the week would make such a regular schedule nearly impossible. The more flexible organizational plans of these schools make the middle school a more versatile arrangement than traditional arrangements that we are accustomed to.²⁵

The daily schedule is the school's program of studies put into action for pupils through the use of physical facilities, teachers, and administrators. Schedules are important as a tool for implementing basic educational goals. They can be complicated because of their potential for influencing many aspects of the educational program.²⁶

Some middle schools are going to a flexible schedule organization. The flexible schedule is an organization for

²⁴Robert J. Havinghurst, "Lost Innocence," National Association of Secondary School Principals, Vol. 49, (April 1965), pp. 1-4.

²⁵John Wiles, "The Middle School: Alternative Within the System," The National Elementary Principal, (Vol. LI., Nov. 1971), No. 3, p. 49.

²⁶Robert J. Havinghurst, "Lost Innocence," National Association of Secondary School Principals, Vol. 49, (April 1965), pp. 1-4.

instruction which:

1. Calls for classes of varying size within and between courses. There will be times when students may meet in large assembly classes, and at other times in small inquiry classes. In addition, part of the day will be spent in individual or independent study.
2. Provides for instructional groups which meet at varying frequencies and for varying lengths. Some classes may meet everyday of the week, others will not. Some instructional sessions will be for a short duration others for an extended period of time.
3. Makes team teaching possible in any content area or for any group of students in the school.
4. Require countless professional decisions by teachers about students, content, and teaching methods.

The flexible schedule gives a student the opportunity to get personal attention and directions from a teacher in contact with students in a one to one relationship.²⁷

EVALUATION

There are a number of reasons why the evaluative process should be an integral part of the middle school program. Briefly the reasons are as follows:

1. To find out how much achievement students have made in a given field.

²⁷Kindred et. al., op. cit., p. 186.

2. To find out what sort of achievement students have made in a given field.

3. To supply students with information that enables them to understand their own progress toward established goals.

4. To create a learning situation that is appropriate for each student, since each has his or her own unique learning style.

5. To stimulate the students in a positive way so that he may progress at his own ability level.

6. To help students to identify their own learning problems and to find solutions to them.

7. To bring about in students a state of readiness for teacher aid based upon an understanding of their own needs and weaknesses.

8. To report to parents how well their children are doing in achieving their own goals and those of the schools.

9. To determine how well the instructional program is meeting the personal and social needs of students.²⁸

Implied in these reasons is the emphasis placed in middle school education upon individualizing and humanizing the instructional process.

CONCLUSIONS

The middle school should strengthen the gradual transition from the self-contained classroom of the elementary school

²⁸Ibid., p. 186.

to the departmentalized environment of the secondary school. The program should develop individual responsibility, as well as serving as an educational laboratory for early adolescents. Due to the wide range of individual differences, the school would certainly acknowledge a variety of learning rates, interests, and abilities.

A crucial aspect of the middle school is its development of a program, both curricular and extra-curricular, designed to meet the needs of early adolescents, a program which avoids elements of the present junior high school. The structure of such a school should be flexible, and include team teaching, an ungraded progression, provisions for blocks of time, and flexible grouping as well as flexible scheduling.

The middle years is a time when the young person is overwhelmed with his own problems and the school. In order to be as effective for him, the school must become a refuge from his problems and not a source of pressure for achievement. The educator needs to know and understand the adolescent and build a program of studies that interests him. The middle school has developed around the ideas of adolescent development and the need for flexible curriculum which allows for personal improvement. Instructional capacities are by no means neglected in this organization; learning continues, but the human condition at early adolescence is a dominant evaluative focus of this school, as well as the development of cognitive skills.

A variety of systems are involved in the middle school concept. These are team teaching, interdisciplinary teams,

single-subject teams, nongrading and multigrading. The more non-traditional system of evaluating pupil progress must be considered. Scheduling must be flexible to allow for continuous progress of daily routine. The process of traditional evaluation must be overhauled.

Chapter 3

A PROGRAM FOR RICHVIEW MIDDLE SCHOOL

Chapter 3 of this study is included as an application of the theoretical concept of the middle school to the Richview Middle School which will house grades 6 - 8 in the Clarksville Montgomery County School System.

INTRODUCTION

The first step in considering the middle school concept was based upon a decision that was made to study the ramifications involved in implementing this type program by the Clarksville Montgomery County Board of Education at its meeting on April 17, 1976.

The Director of Schools and his administrative staff formed a committee of principals, supervisors, teachers, and parents and sought opinions from outside resource persons to exchange ideas and gather information to determine the feasibility of implementing such a concept. Since overcrowding existed in the Clarksville Montgomery County School System, a greater factor to be considered was whether the traditional junior high or middle school organization should be considered in the planning of a program for the school. Gradually, the ideas of traditional organizational plans by committee members submerged and through evaluation of current practice, the middle school concept was decided upon. The implementation of such a concept was the consensus of the group and the board voted the middle school concept

would take place in the building to be structured at Richview in Clarksville Montgomery County.

Mr. Rufus Johnson was selected as the architect, and the author obtained floor plans from him. (See Appendixes A through C.) The author endorses these plans and an attempt has been made by the author to utilize the building to its maximum in setting up the organizational structure.

Organizational Structure

In accordance with the middle school concept as described by Hansen and Hearn in The Middle School Program, the organizational structure at Richview will facilitate flexible scheduling which will be determined by students, teachers and administrators. The student's input will be gained from them through prior assessments of their educational and personal needs, characteristics and interests of this age group. Students, teachers and teacher assistants will be divided into teams which may include some overlapping of age ranges for children. Lists of male and female students will be used and students will be called from the lists on an alternating basis to insure a balance as nearly as possible of males and females in each team. Within each team, students may be grouped and regrouped according to their current interest, needs and objectives. Together, teachers and students plan, discuss, critique and make decisions. Students will gradually and carefully be given responsibilities as they are ready for them. The goal being a self confident and self directed student ultimately.

To the author it is clearly visible some areas of the educational program need to be centralized and there are others that need to be decentralized. The responsibility for the centralized needs of staff, budget, curriculum and school-wide pupil services lie with the central administration. Individualization of all kinds, such as classroom needs of students and guidance oriented pupil services, will require decentralization. To serve this purpose, an organization needs to place pupils in small groups.

A SUGGESTED MIDDLE SCHOOL PROGRAM

Between the ages of 10 and 14 the child enters a critical stage in his/her development. Their interests are widened. They become increasingly ready for opportunities for independent functioning and responsible self-management. They need the security of wise supervision and direction. A sound guidance program should be provided, one which guides with a nice balance between authoritarianism and laissez-faire and directs without rigidity. The middle school should have the trained personnel, the time and the interest to work with students where the elementary school does not have the time nor the personnel to devote to this and the high school is concerned with pre-college, vocational training and graduation.

A block of time should be established where the students are with the same teacher two or three periods as in the lowest grade of the school, and allowing departmentalized instruction by subject matter specialists, for the balance

of the day. This system will permit the middle school to provide a medium for an even transition from elementary to high school.

The middle school should provide a wide program of elective subjects and activities, in addition to the broad and general education desirable and necessary for children. In this intermediate school, the curriculum at no grade level should be completely required and restrictive. A good school should establish a program of supplemental courses geared to the interests and abilities of its students. Permitting a wide range of elective courses and experiences fulfills a very real function of the middle school, that of exploration.

In a regular curriculum, it is difficult to accomplish a well-planned and properly organized program of school activities aimed at meeting the needs of early adolescents. Children of this age have a real desire to participate, to belong, to do things which may be related to but not directly labelled, school work.

It is essential that facilities be provided if the middle school is to do things for early adolescents that other grade patterns do poorly or not at all. Young adolescents characteristics and needs are best met in schools that have been designed expressly for them.

The middle school is more than buildings and facilities; it is a concept, an idea, a belief a school can best educate children who need that kind of teaching, attention, and learning which this program best provides.

To fully implement this program, staff members are to seek out what is known about student's learning process and develop programs that are capable to providing opportunities for the development of individual potential.²⁹

The curriculum goes beyond the self-contained classroom with one teacher and depends on a variety of approaches and strategies of learning. The program is designed to provide opportunities for each student to experience some success each day. The student learns to function in a flexible format that emphasizes basic skills, and gives due consideration to all levels of abilities and all areas of growth (academic, social, emotional, physical, and moral). They develop inspiration to become productive self-supporting individuals, and good citizens with well developed traits of friendliness, courtesy, leadership, and consideration for others.

The instructional staff will be committed to plan and devise programs of study that would provide opportunities to secure and use learning materials most appropriate for each student who will be attending Richview. Their program will be structured systematically to activate their perceptive and cognitive functions. Affective learning will be synonymous with cognitive learning.

It was therefore established the curriculum is directed towards the individual and his mental maturity, rather than

²⁹ John H. Hansen and Arthur C. Hearn, The Middle School Program, (Rand McNally and Company, Chicago 1971), pp. 20-22.

grade level material to be mastered at a time that was predetermined. Special consideration will be given here to areas of organized knowledge.³⁰

The following curriculum also follows the recommended State of Tennessee Guidelines for Middle Grades Education.³¹

Mathematics

Every student should be helped and encouraged to develop and use all of his innate capacities, and should have a practical understanding of the basic concepts of mathematics. A great deal of emphasis in the mathematics program will be on the "new" mathematics. Still stressed, however, will be the traditional goals of mastery of computation and manipulative skills. Explanations of the basic concepts and rules are dealt with in the modern math, and serve to unify the branches of mathematics. The ultimate aim is for students to gain further insights into the basic mathematical ideas, and be able to see the connections that exist among some of them so there will be greater flexibility and creativity in application.

Sixth graders will continue practice in fundamental operations with natural numbers, fractions and decimals.

³⁰ William M. Alexander, The Emergent Middle School, (Holt, Rhinehart and Winston, Inc., New York, Chicago, San Francisco, Atlanta, Dallas, 1968), p. 73.

³¹ Guidelines for Middle Grades Education, (Tennessee Department of Education, p. 7.

They will continue to build and refine quantitative terminology as they extend their understanding of measures.

Seventh and eighth grade students will be expected to perform experiments with ideas, and to figure out problems for themselves. They will make discoveries in mathematics, and will gain insight as to the functions of a real mathematician. The teachers' principal function is to set the stage cautiously for learning in an organized fashion, so that students will "discover" for themselves the fundamental concepts involved. These are the concepts that students will use throughout their study of mathematics.

Science

Three units of science will be worked on to help students gain information about the world in which they live. These units will offer designs that will give knowledge and abilities to students so they will carry on successfully in a world that is oriented towards science.

Sixth grade students will study astronomy and geology. Here, students will find out about the earth, its place in the universe, and how it probably came to be as it is today.

Seventh grade students will study the life sciences. They will learn about the plant and animal kingdoms, and how each one depends upon the other in the balance of nature. They will also learn a great deal about themselves, how their bodies function, and how they can keep themselves in good health. Eighth grade students will be looking at the physical sciences, and covering such topics as sound, heat,

water, electricity, light, and many more subjects to be integrated later.

This program is designed for students to learn through investigations as individuals or in groups, both at home and in school.

Social Studies and Language Arts

In order for students to see the relationships that exists naturally between language arts and social studies, these subjects will be taught together in some cases by the same teacher. However, students who take a language may take these courses with separate teachers. Of course these teachers will work together closely to see that work in each course is related.

Grammar, acceptable English usage, good writing style, and literature of all types will be studied in language arts. The reading programs and literature are closely related to materials studied in social studies.

Sixth grade students, in their study of literature, will include reading of myths, stories, and legends of all times. In your social studies, such topics as the story of man, his way of life, his struggles, and his accomplishments will tie in with these readings. With emphasis on selected modern cultures, these studies will trace the highlights of man's development from his origin to modern times.

Seventh graders, in their literature, will focus on themes of "Man and His Environment," and "Courage." A close relationship exists between social studies units and these themes, which will explore the local community and

the State of Tennessee.

For eighth graders, their literature is related to social studies explorations of American history from the Civil War period to the present day.

Exploratory Courses

A broad and general education is desirable and necessary for children, but in addition to this the middle school should provide a wide program of elective subjects and activities. These should be geared to the interest and abilities of its students. As a matter of course, such a list of offerings includes industrial arts and home making (for boys and girls); at least one foreign language; music, both vocal and instrumental; arts and crafts. To further extend the program it should include courses as journalism, dramatics, speech, and typing.

At the sixth grade level, students should be given an opportunity to choose at least one or two electives. Seventh and eighth grade students should have at least two elective courses each semester. When a wide range of exploratory courses and experiences are permitted they fulfill a very real function of the middle school.

Activities

It is desirable to have a well planned and properly organized program of school activities, aimed at meeting the needs of early adolescents. The middle schoolers have a real desire to belong, to participate, to do things which may be related to, but are not directly labeled, school work.

It is possible to teach democratic processes and still provide a large field of electives, and develop widespread participation, effort, learning, and enjoyment. These areas afford opportunities for children who have been unable to achieve to the degree that their classmates have, and who seek chances not found in the regular curriculum to find interests in the school activity program which can engage their attention and reflect their overall attitude and effort. Again, the middle school is in a position to offer experiences to its students which are beyond those available in the elementary school, and, with judgment and care, can satisfy the needs of its own age group.

Special Facilities

It is very essential that facilities for these purposes be provided if the middle school is to do things for early adolescents that other grade patterns do poorly or not at all. The building at Richview is so designed to best meet the characteristics and needs of young adolescents.

Classrooms are only a part of the needs for a satisfactory middle school. It should have facilities for art, music, science, industrial arts, home making, and physical education. It should have some sort of central meeting place such as an auditorium or cafetorium, as well as adequate grounds and playfields.

A good middle school offers more than the basic skills, it requires a school intended as designed for this purpose, an organization which in itself is unique. The middle school is more than buildings and facilities. It is an idea, a

concept, a belief a school can best educate children who need that kind of attention, teaching, and learning which this program best provides.

The following academic program is presented for consideration. (Academic program for Richview adopted from a program set up by the Spring Band Independent School District, Houston, Texas.)

Grade Six

*Language Arts

Reading

English

Writing

Spelling

*Social Studies

Geography - Area decided upon by the adopted series.

Mathematics

Physical Education

***Music (Choral or Band)

**Science

**Art

*Taught as part of a (three period block.)

**Taught for one semester.

***Taught on an alternative day basis.

Grade Seven

Language Arts (two period blocks)

Reading

English

Social Studies

Tennessee History and Geography

Mathematics

Physical Education

*Science

*Art

Electives

Foreign Language

French

German

Spanish

Music

Band

Orchestra

Choral

*Taught for one semester.

Grade Eight

English

Mathematics

Social Studies

U. S. History and Geography

Physical Education

Earth Science

*Electives

Foreign Languages

French

Spanish

German

Music

Band

Orchestra

Choral

Art

Homemaking/Speech

Shop/Speech

*Student select two electives.

**Students who take a language in grade seven and eight will complete Level I of the language, and may enroll in Level II of that language at the senior high level.

Special Curricula

In addition to the regular academic program outlined above, there will be a program in special education and talent conservation for the disadvantaged pupils.

EVALUATION

There are generally three ways a student's classroom performance may be diagnosed when adequate provisions are made for evaluation as part of an ongoing instructional process. These processes are highly desirable for a successful middle school concept at Richview in Clarksville Montgomery County. The three processes are explained below.

Student Self-Evaluation

One of the unique purposes of the middle school is it is student-centered, and encourages and assists individuals to evaluate their own progress. This happens to be one of

the strongest values associated with middle school education. The individual student with teacher assistance establishes his/her own learning goals, and then ascertains how well he/she is achieving them.

The teacher must take care to see the goals set are reasonable ones, are compatible with what is known about the learning process, are consistent with each other and with the goals of the class and the school, and are appropriate for the student.

The checklist is a device that has proven useful in directing student self-evaluation. It consists of a sequential arrangement of the activities included in a given assignment or a given unit of study. If properly devised, the checklist helps to awaken in students a concern about the progress they have made in specific areas of growth and development, such as assumption of named responsibilities, participation in class discussions, cooperation with other members of the group, preparation of particular reports, and the like. Other devices used include questionnaires that force the student to react to his own classroom performances; tape recordings that may be valuable in helping a student to evaluate his speech performance; the use of descriptive statements that characterize qualities of personality, emotional controls and social attitudes; the maintaining of folders with written work that enable the student to compare present with past efforts; and special self-evaluative report cards on which the grades are recorded in sequence for work corrected and marked by the teacher.

Group Evaluation

Teachers and students establish group goals in addition to individually defined goals. Generally, when group goals are agreed upon they are then compared with those of the school and any inconsistencies are eliminated.

Once goals are mutually acceptable and consistent with those of the school, it is possible to make provisions for group evaluation of learning outcomes. Group evaluation of group performance acts as a stimulant to motivate group effort to improve the effectiveness of its work.

As a result of teacher-student discussions of how best to secure the information needed for assessment and appraisal purposes, evaluation procedures are usually selected by the group. Sometimes, the group decides to convert its statement of objectives into rating scales, or checklists that can be used by both teacher and students in determining progress. Some other possibilities, to name a few, are the use of selected tests, questionnaires, informal discussions, and structural observations.

Teacher Evaluation

Teacher evaluation is considered a third approach. This type of evaluation may take place if the teacher is in a self-contained classroom, instruction in a single subject in a departmental organization, or the teacher may work with one or more teachers in a block-of-time, core or team teaching situation. Teachers have their own perception of learning, and may employ whatever diagnostic devices they

know to use to reach judgments about student performance, no matter what the instructional set up may be. It is also within the teachers domain to decide what steps should be taken to further the learning progress. Those teachers in block-of-time, core classes and teams are in a position to share and pool information about individual students. They have a real place in evaluation when they represent a team conclusion even through their observations and judgments are subjective in nature.

SCHEDULES

Master schedules are included to give some aid in setting up the time periods for flexibility at Richview. These schedules describe the times per quarter, based on three quarters per year, for team planning of grade level teachers and for academic disciplines. (See Appendixes D, E and F.)

During team planning, the students are involved in Unified Arts, Fine Arts, and Physical Education courses. Each teacher planning time is composed of two Unified Arts, Fine Arts, and Physical Education sessions which will last fifty minutes each day. (See Appendixes G, H, I, J, K and L.)

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

In order for the middle school of the seventies to achieve its developed status, it must have, without a doubt, the support of parents, teachers and the community. The author felt the improved learning support, provided in this study, for students in Richview School would enforce parental and community willingness for still further changes and more effective and efficient education for the 10 to 14 year olds. This support was seen to be in financial as well as moral forms. The author also felt the ultimate effectiveness of the program would be determined by the processes of meeting the needs of the individual child and by employing the necessary evaluating measures to insure some degree of success for each child enrolled.

The author recommends the middle school at Richview provide:

1. An administrator that is a teacher first, last, and always.
2. Teachers show acceptance of a variety of behavior in students, are aware of his or her own behavior patterns, and how behaviors are influenced by situations and by personal beliefs; can implement knowledge of personality characteristics into classroom practices.
3. A curriculum that deals with the social - emotional needs of the preadolescent learner.

4. Arrangements for close cooperative efforts among all the participants - learner, parent, and teacher.

5. Administrator, teacher and pupil planning to develop more learner participation in the total teacher - learning encounter.

6. Grouping criteria which involve not only cognitive, but also physical, social, and emotional criteria.

7. A greater array of the socializing experiences through social activities, group work, and other formal and informal situations should be made available for this young learner.

8. An approach in working with emerging adolescent that will have consistency with basic democratic principles. Teaching - learning situations based on respect for others will provide the surroundings conducive to positive individual personality development.

9. A diversified curriculum of exploratory and/or fundamental activities resulting in daily successful experiences that will stimulate and nurture intellectual development.

10. A program for identifying students' physical limitations and enlisting the help of medical authorities in cases requiring follow-up attention.

11. Classroom instruction, counseling, and extra - class activities that take into account the social - emotional needs of transescents.

12. A climate that enables students to develop abilities, find facts, weigh evidence, draw conclusions, determine values,

and keeps their minds open to new facts.

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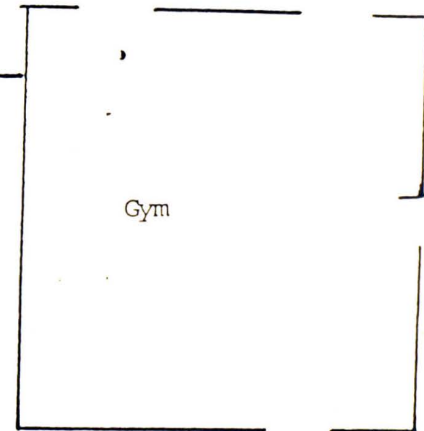
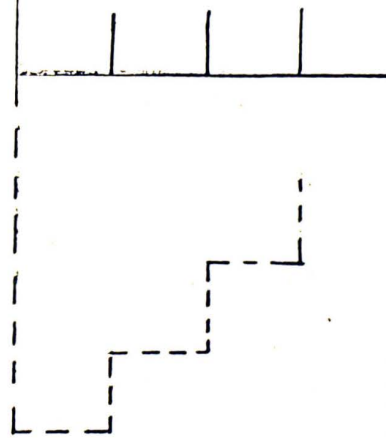
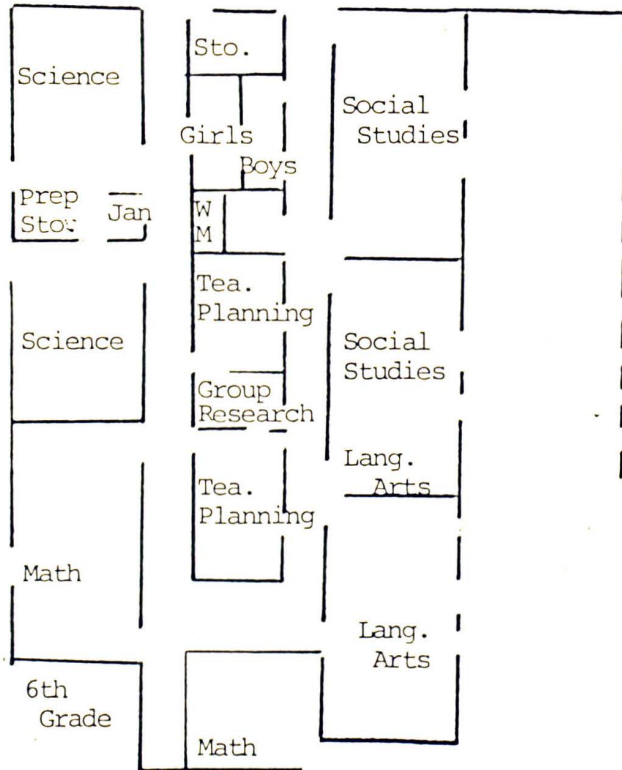
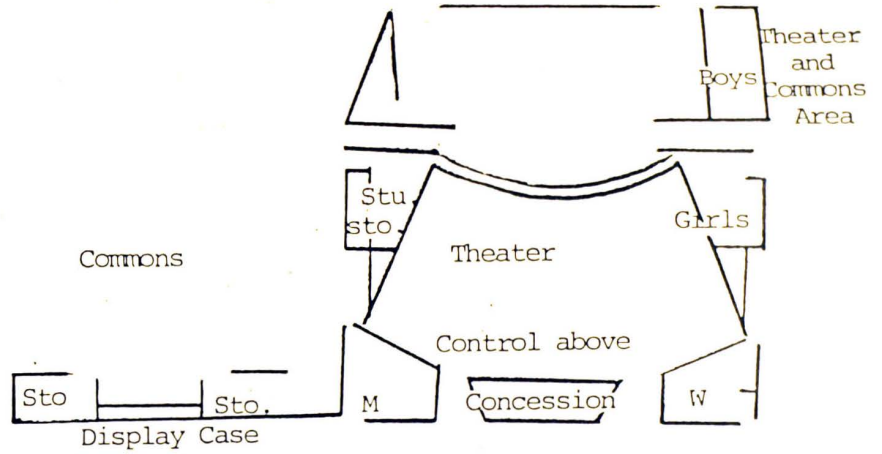
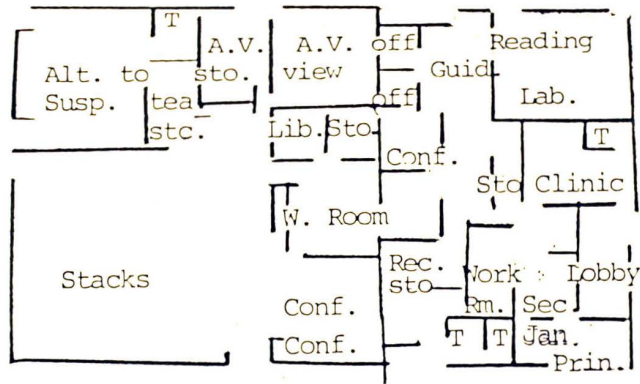
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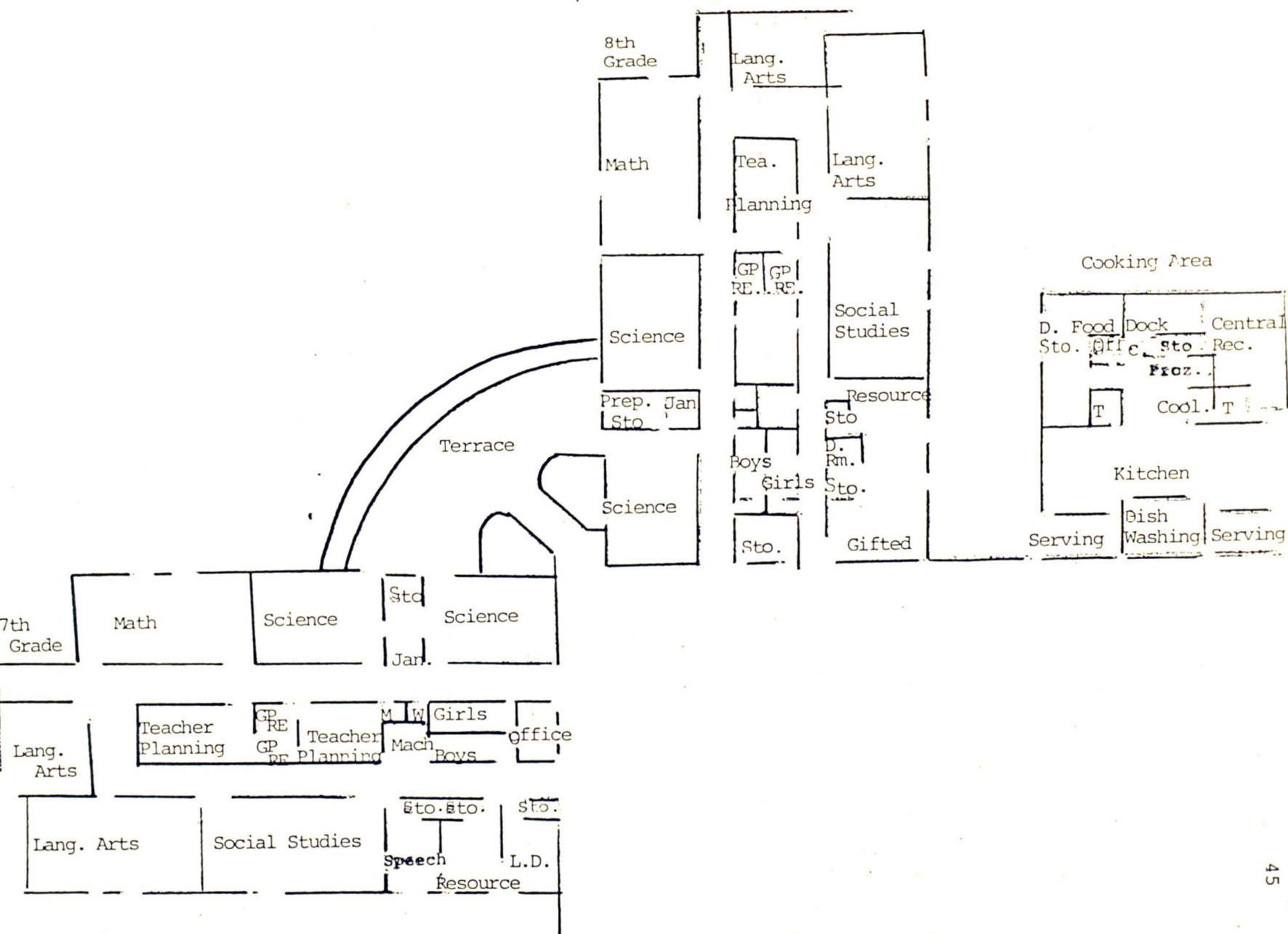
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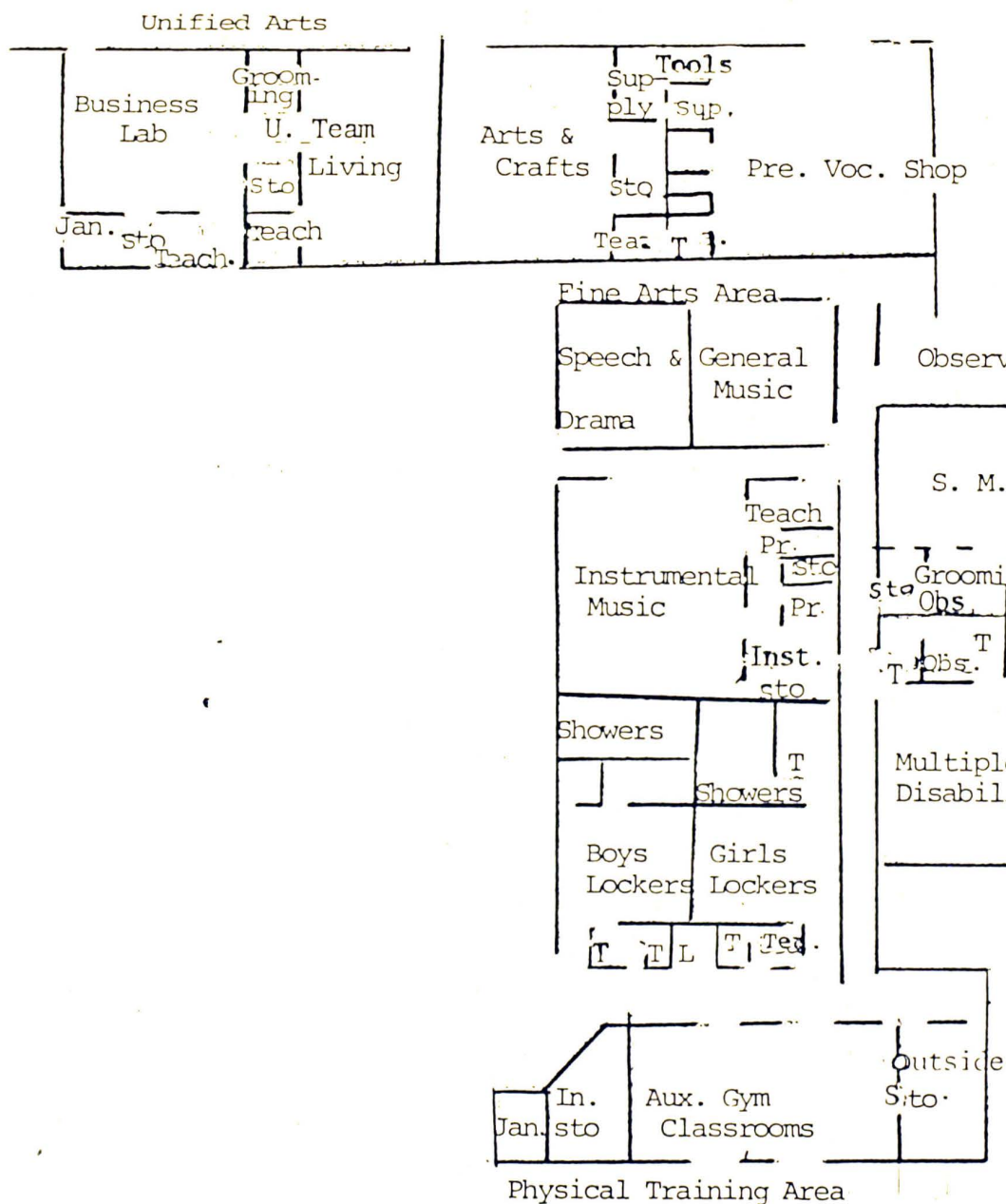
APPENDIXES



Public Entrance

Richview Middle School





Team 6X	10 50 Min	50 Min 10	50 Min	50 Min	80 Min	50 Min	50 Min
Team 6Y	Language Arts Math Science Social Studies Lunch					Team Planning	
Team 6Z							
Team 7X	Team Planning			Language Arts Math Science Social Studies Lunch			
Team 7Y							
Team 7Z							
Team 8X	Language Arts Math Science Social Studies		Team Planning		Language Arts Math Science Social Studies Lunch		
Team 8Y							
Team 8Z							

	8:00-8:10 10	8:10-9:00 50 Min	9:00-9:50 50 Min	9:50-10:00 10	10:00-10:50 50 Min	10:50-1:00 50 Min	1:00-1:50 50 Min	1:50-2:45 50 Min	2:45-3:00 15
Team 6X									
Team 6Y		Language Arts Math Science Social Studies			Team Planning		Language Arts Math Science Social Studies Lunch		
Team 6Z									
Team 7X									
Team 7Y					Language Arts Math Science Social Studies Lunch		Team Planning		
Team 7Z									
Team 8X									
Team 8Y		Team Planning				Language Arts Math Science Social Studies Lunch			
Team 7Z									

	8:00-8:10	9:00	9:50	10:00	10:50	11:50	1:00	1:50	2:45-3:00
	10	50 Min	50 Min	50 Min	50 Min	80 Min	50 Min	50 Min	15
Team 6X	Team Planning			Language Arts Math Science Social Studies Lunch					
Team 6Y									
Team 6Z									
Team 7X	Language Arts Math Science Social Studies Team Planning					Language Arts Math Science Social Studies Lunch			
Team 7Y									
Team 7Z									
Team 7X	Language Arts Math Science Social Studies Lunch						Team Planning		
Team 7Y									
Team 7Z									



= 10 DAYS

6th

U. A.

120 DAYS

	1	2	3	4	5	6	7	8	9	10	11	12
Art	A	B	C	D	A	B	C	D	A	B	C	D
Bus. Ed.	B	C	D	A	B	C	D	A	B	C	D	A
Home Ec.	C	D	A	B	C	D	A	B	C	D	A	B
I. A.	D	A	B	C	D	A	B	C	D	A	B	C



= 10 DAYS

7th

U. A.

120 DAYS

	1	2	3	4	5	6	7	8	9	10	11	12
Art	B	B	C	C	B	B	A	A	C	C	A	A
Bus. Ed.	A	A	B	B	A	A	D	D	B	B	D	D
Home Ec.	D	D	A	A	D	D	C	C	A	A	C	C
I. A.	C	C	D	D	C	C	B	B	D	D	B	B

UNIFIED ARTS



= 3 WEEKS

8th GRADE

120 PERIODS

	1	2	3	4	5	6	7	8	9	10	11	12
P.E.C.E.	A			→	D			→	E			→
BUS. ED.	B			→	A			→	D			→
IND. ARTS	C			→	B			→	A			→
HOME EC.	D			→	E			→	C			→
ART	E			→	C			→	B			→

APPENDIX I

8th Grade Exploratory Program

M.

T.

W.

Th.

F.

P.E.
Emp. ➡

U.A.
Emp. ➡

Music
Emp. ➡

U.A.	P.E.			
MUSIC	U.A.	MUSIC	U.A.	MUSIC
MUSIC	U.A.			
P.E.	MUSIC	P.E.	MUSIC	P.E.
P.E.	MUSIC			
U.A.	P.E.	U.A.	P.E.	U.A.

APPENDIX J

THREE-WEEK SCHEDULE
FOR
UNIFIED ARTS--PHYSICAL EDUCATION--FINE ARTS

TEAM A - SIXTH GRADE
TEAM X - SEVENTH GRADE

1ST WEEK

2ND WEEK

3RD WEEK

	1	2
M	UA	PE
T	FA	UA
W	PE	FA
T	UA	PE
F	FA	UA

	1	2
M	PE	FA
T	UA	PE
W	FA	UA
T	PE	FA
F	UA	PE

	1	2
M	FA	UA
T	PE	FA
W	UA	PE
T	FA	UA
F	PE	FA

TEAM B - SIXTH GRADE
TEAM Y - SEVENTH GRADE

	1	2
M	PE	FA
T	UA	PE
W	FA	UA
T	PE	FA
F	UA	PE

	1	2
M	FA	UA
T	PE	FA
W	UA	PE
T	FA	UA
F	PE	FA

	1	2
M	UA	PE
T	FA	UA
W	PE	FA
T	UA	PE
F	FA	UA

TEAM C - SIXTH GRADE
TEAM Z - SEVENTH GRADE

	1	2
M	FA	UA
T	PE	FA
W	UA	PE
T	FA	UA
F	PE	FA

	1	2
M	UA	PE
T	FA	UA
W	PE	FA
T	UA	PE
F	FA	UA

	1	2
M	PE	FA
T	UA	PE
W	FA	UA
T	PE	FA
F	UA	PE

FA--Fine Arts
PE--Physical Education
UA--Unified Arts

SIXTH AND SEVENTH GRADE
THREE-WEEK OPERATION SCHEDULE
FOR
UNIFIED ARTS - PHYSICAL EDUCATION - FINE ARTS

TEAM A - SIXTH GRADE
TEAM X - SEVENTH GRADE

1ST WEEK

2ND WEEK

3RD WEEK

M	UA	PE
T	FA	UA
W	PE	FA
T	UA	PE
F	FA	UA

UA - 4 Periods
PE - 3 Periods
FA - 3 Periods

PE	FA
UA	PE
FA	UA
PE	FA
UA	PE

UA - 3 Periods
PE - 4 Periods
FA - 3 Periods

FA	UA
PE	FA
UA	PE
FA	UA
PE	FA

UA - 3 Periods
PE - 3 Periods
FA - 4 Periods

3 Weeks
10 Pd. UA
10 Pd. PE
10 Pd. FA.

These Teams repeat the 3 weeks schedule 12 times during the school year.
 $3 \text{ weeks} \times 12 = 36 \text{ weeks (180 days)}$

2 - 50 minute periods per day = 360 Periods

360 Periods

120 Periods of UA
120 Periods of PE
120 Periods of FA.