

EDUSPACE 2000

PRELIMINARY REPORT
Wilmette Junior High School
Program Action Team

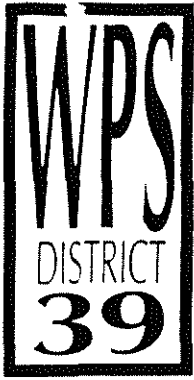
for the

Wilmette School District 39
Board of Education
and
Educational Facilities Task Force

Spring 1993



Recognized as a Secondary School of Excellence by the United States Department of Education



Wilmette Junior
High School
621 Locust Road
Wilmette, IL 60091
Tel. 256-7280

MEMORANDUM

May 10, 1993

TO: District 39 Board of Education
Educational Facilities Task Force

FR: Wilmette Junior High School Program Action Team
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RE: **PRELIMINARY REPORT--EDUSPACE 2000**

One of the purposes of this report is to present background information as it relates to the elements of middle level education and how those elements impact upon and facilitate the educational program. No one component should be the master or constrainer of the educational program. All parts need to work in concert with one another as they support the program.

Each section of the report builds upon the other until the focal point of the report is reached which has to do with the educational facilities of Wilmette Junior High School. Although the space utilization and facilities section is the primary concern of this effort, we cannot forget that the building must facilitate the educational program rather than dictate it.

The recommendations made in Section 9--Space Utilization and Facilities are preliminary in nature and will need further discussion at all levels: i.e., administration, Board of Education, faculty, Educational Facilities Task Force, PTO.

We welcome your comments and reactions to this report.



Mission Statement

*"Wilmette Junior High School
is dedicated to meeting the
educational and developmental
needs of emerging adolescents
through a caring partnership
of students, staff, parents,
and community"...*

Shared Beliefs and Values

STUDENTS

- should strive for excellence and take pride in their work.
- should acquire basic knowledge as well as critical thinking, problem-seeking, problem-solving, and reasoning skills and strategies through an academic core curriculum and related studies program.
- should become better users of information through technology.
- should be aware that learning is a life-long process.
- should develop a sense of responsibility for their own education, growth, and development.
- should be responsible decision-makers in charge of their own choices and accept the consequences of their actions.
- should develop a realistic self-knowledge with regard to their personal capabilities.
- should develop a feeling of pride and ownership in their school.
- should become aware of their civic responsibility as active community participants in a democratic society.
- should develop an understanding and appreciation of cultural diversity and strive to become contributing members of the global society.

STAFF

- should recognize that students are our first priority.
- should have an understanding of young adolescents and be sensitive and responsive to their needs.
- should provide the climate for students to develop a healthy self-esteem.
- should be positive role models.
- should be committed to and encourage students to develop an awareness that learning is a life-long process.
- should be consistent in expectations and discipline of student behavior.
- should maintain an open, constructive flow of communication among students, parents, and staff.
- should project and practice a caring concern for students and staff.
- should provide opportunities for recognizing the individual differences, dignity, and worth of students and staff.
- should take pride in their profession.
- should engage in professional activities.
- should view all educational disciplines with respect.
- should play an integral part in the decision-making process.

PARENTS

- should prepare and encourage their children to approach the educational process with appropriate values and positive attitudes.
- should have realistic perceptions regarding their child's abilities as well as an awareness of his/her developmental stages of growth and their impact on learning.
- should strive for open communication with all of their child's teachers and closely monitor his/her progress at home.
- should develop a partnership to work together with the school.

COMMUNITY

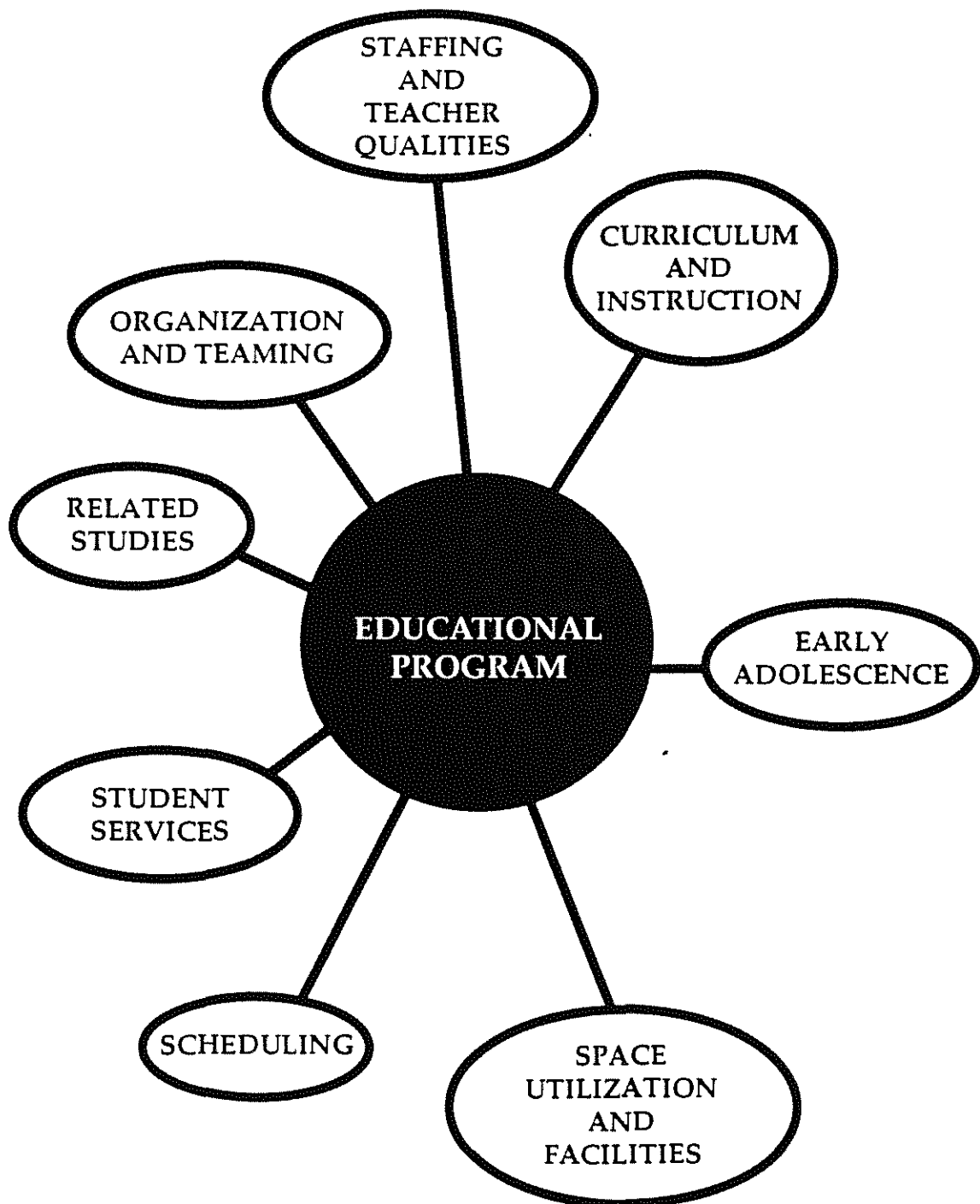
- has a responsibility to support its schools.

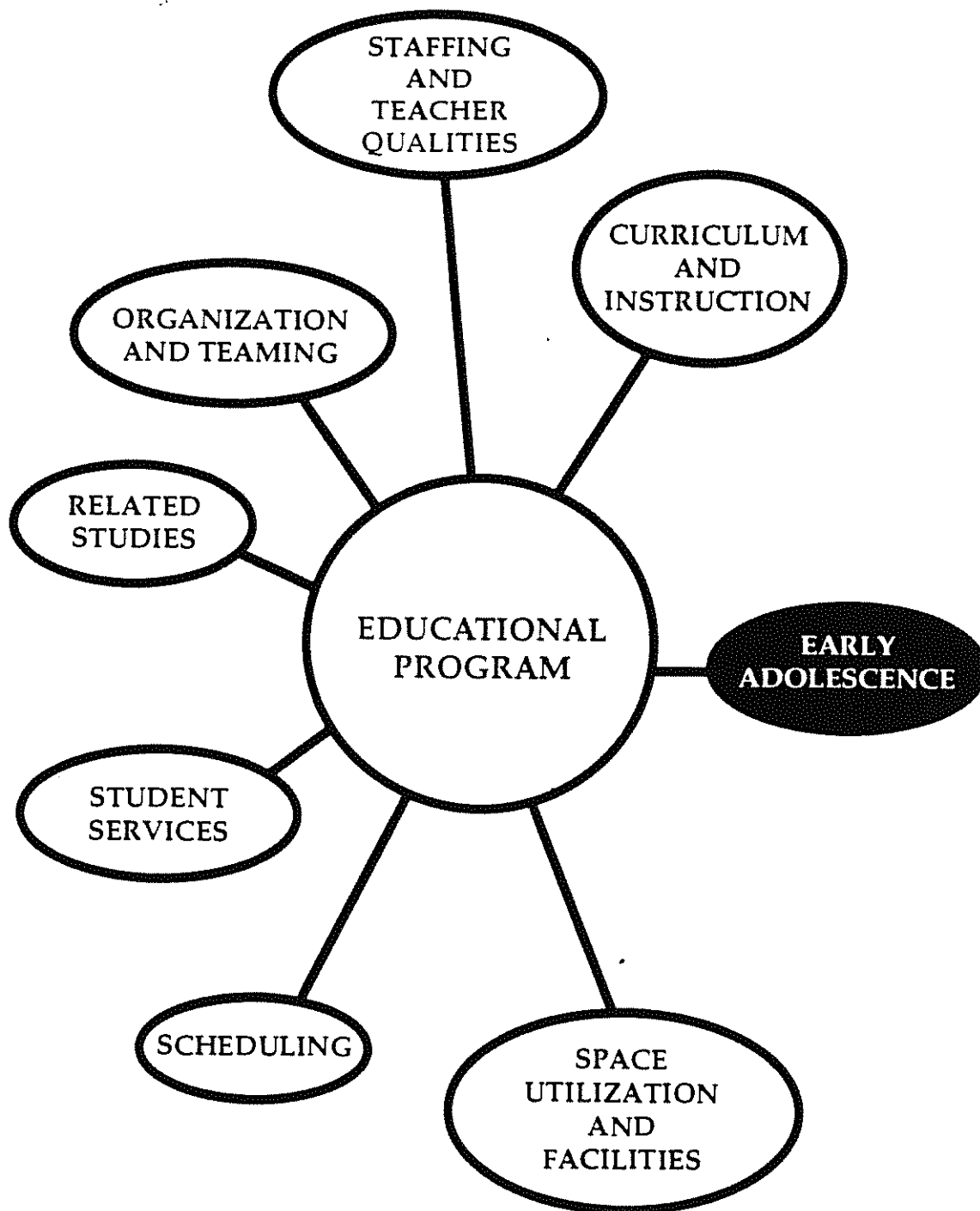
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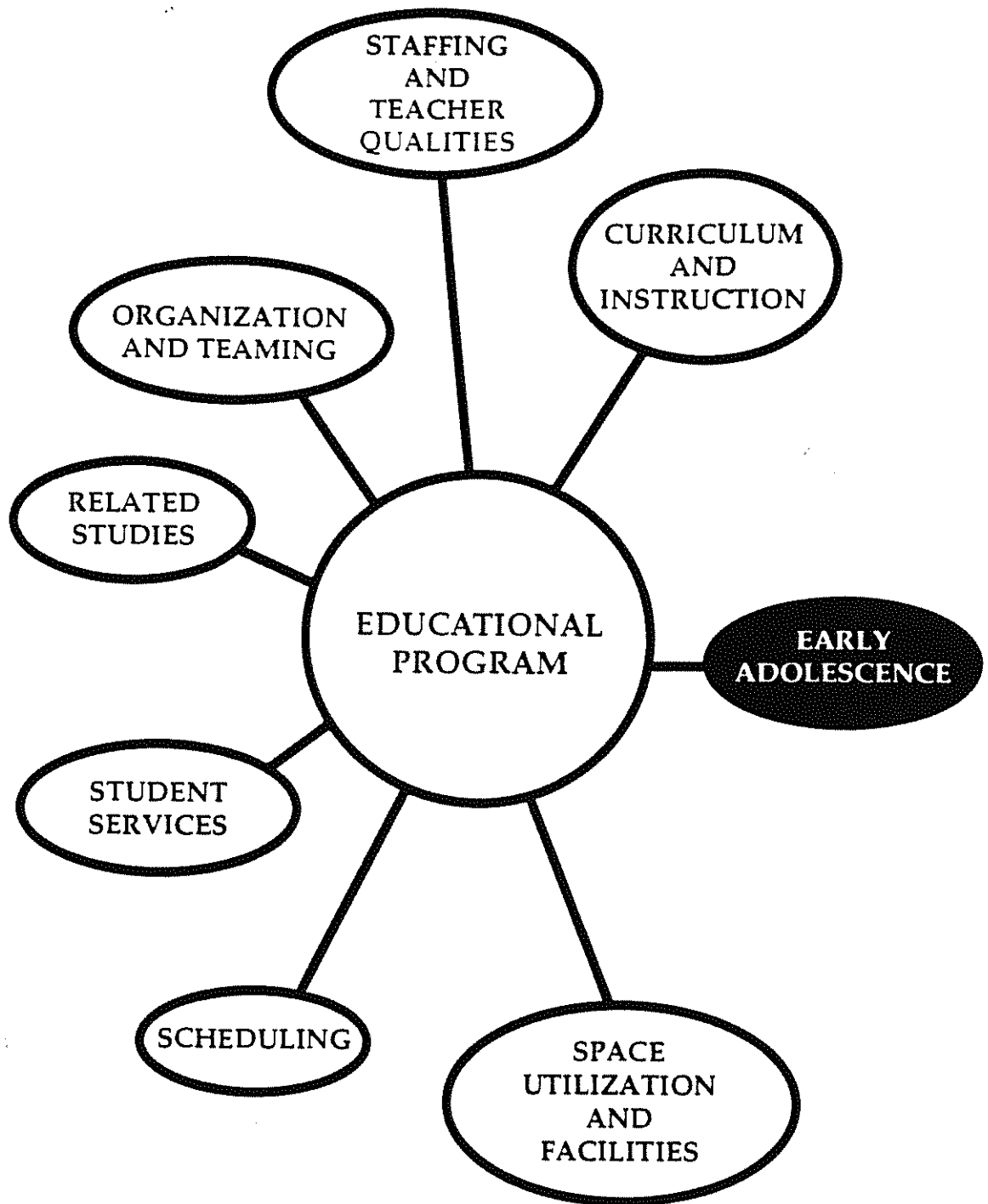
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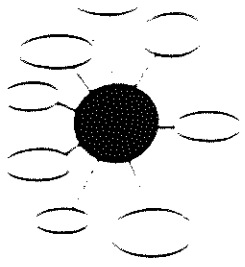
THE SYMBOL

The symbol displayed below is a futuristic design which will be carried throughout this report. The center of the design is the focal point of the school ... the educational program. The elements that revolve around the core serve to facilitate and support the educational program. As the reader moves through this report, the different components will be highlighted at the beginning of each section. The body of the report will begin with the Section 2--Early Adolescence and will move in a counterclockwise fashion.









EARLY ADOLESCENCE

Developmental Characteristics of Students Ages Ten to Fourteen

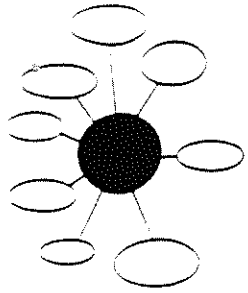
A variety of characteristic behaviors during the middle learning years have important implications for educational programs for students ten to fourteen years of age:

INTELLECTUAL DEVELOPMENT

Students in their middle learning years ...

- display wide ranges of individual intellectual development;
- are in transition from concrete thinking to abstract thinking;
- are intensely curious and have wide ranges of intellectual pursuits, all of which may be sustained for brief periods of time;
- prefer active over passive learning experiences;
- prefer interactions with peers during learning activities;
- respond to opportunities to participate in real life situations;
- are often preoccupied with self;
- have strong needs for approval and may be easily discouraged;
- develop increasingly better understandings of personal abilities;
- are inquisitive about adults, often challenge their authority, and are always watching them;
- are primarily concerned with social and personal interests rather than academic pursuits;
- are interested in planning personal learning experiences;
- are developing a capacity to understand higher levels of humor;
- are generally intellectually uninhibited and find learning most interesting when it is related to their immediate goals and interests;





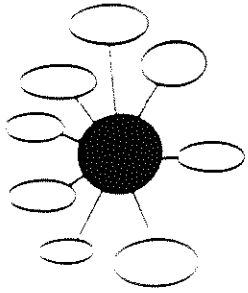
- enjoy discussing experiences with adults;
- are able to evaluate issues critically, though not always objectively;
- argue to clarify personal thinking as much as to convince others;
- continue to grow toward mental maturity at their own rates;
- display interests and attention spans that alter during this stage, generally assuming shorter rather longer periods of focus; and
- are intellectually "at risk," making decisions that affect their immediate academic future which may have life-long consequences.

PHYSICAL DEVELOPMENT

Students in their middle learning years ...

- experience rapid, irregular physical growth;
- undergo bodily changes that may cause awkward, uncoordinated behavior;
- have varying maturity rates, with girls tending to mature one and one-half to two years earlier than boys with girls becoming more developed physically, socially, emotionally, and intellectually (late maturing students are often at a physical disadvantage which may require more protection by caring adults);
- experience restlessness and fatigue due to hormonal changes;
- need daily physical activity because of increased energy;
- experience significant brain growth followed by a period of non-growth, with girls generally undergoing rapid brain growth earlier than boys;
- develop sexual awareness which increases as secondary sex characteristics begin to appear;





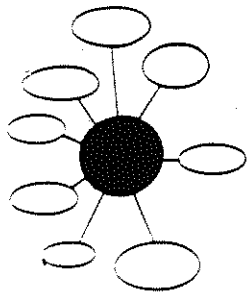
- are concerned with bodily changes that accompany sexual maturation and changes resulting in such things as an increase in nose size, protruding ears, long arms, and awkward posture;
- have preference for "junk foods" but need good nutrition;
- lack physical fitness, with poor levels of endurance, strength, and flexibility; and as a group have bodies heavier and more out of shape; and
- are physically "at risk," with a tendency to be accident prone due to awkwardness and attempts to perform tasks beyond their physical capabilities.

EMOTIONAL/PSYCHOLOGICAL DEVELOPMENT

Students in their middle learning years ...

- have widely varying moods with peaks of intensity and unpredictability as feelings shift between a sense of superiority and inferiority;
- need to release energy, often resulting in sudden, apparently meaningless outbursts of activity;
- seek to become increasingly independent, searching for adult identity and acceptance;
- must deal with and begin to understand "shades of gray" as opposed to "black and white" choices;
- are beset with conflicts within themselves which are inscrutable as "self" becomes increasingly paradoxical;
- have great concern for peer acceptance which becomes increasingly important;
- tend to be self conscious, lacking self esteem, and are easily offended by and sensitive to personal criticisms;
- exhibit intense concern about physical growth and maturity as profound physical changes occur;
- behave in ways associated with their sex as sex role identification strengthens;





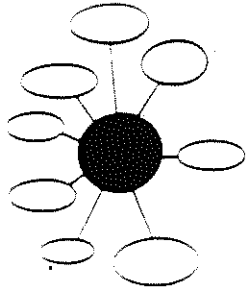
- are concerned with many issues as personal value systems develop;
- believe that personal problems, feelings, and experiences are unique to themselves;
- are basically optimistic about their future; and
- are emotionally and psychologically "at risk" because at no other stage in development are they more likely to encounter so many differences between themselves and others.

SOCIAL DEVELOPMENT

Students in their middle learning years ...

- have a strong need to belong to a group, with the need and search for peer approval increasing as the importance of adult approval decreases;
- model behavior in their search for self after older, esteemed students or non-parent adults;
- exhibit immature behavior because their social skills frequently lag behind their mental and physical maturity;
- experiment with new slang and behavior as they search for a social position within their group, often discarding these "new identities" at a later date;
- must adjust to the social acceptance of early maturing girls and the athletic successes of early maturing boys, especially if they are maturing at a slower rate;
- are dependent on parental beliefs and values but do everything possible to be individuals making their own decisions;
- are intimidated and frightened by their first secondary school experience because the numbers of students and teachers and the largeness of the school building cause anxiety and feelings of not belonging;
- want recognition for their efforts and achievements;
- like fads, especially those shunned by adults but highlighted by the media;





- react overtly to ridicule, embarrassment, and rejection; and
- are socially at-risk because, as they develop their beliefs, attitudes, and values during adolescence, any negative experiences with parents, peers, and teachers may tend to compromise their ideals and value system. (*This We Believe*, 1992, p. 7-13, and *What Matters in the Middle Grades*, 1989, p. 10-14)

All of the characteristics of the early adolescent listed above (intellectual, physical, emotional/psychological, and social development) must be the focal point of the middle level school. All facets of the school (curriculum and instruction; demographics and staffing; organization and teaming; related studies; student services; scheduling; and, facilities and space utilization) must center on, respond to, and facilitate the teaching and learning of students ten to fourteen years of age.

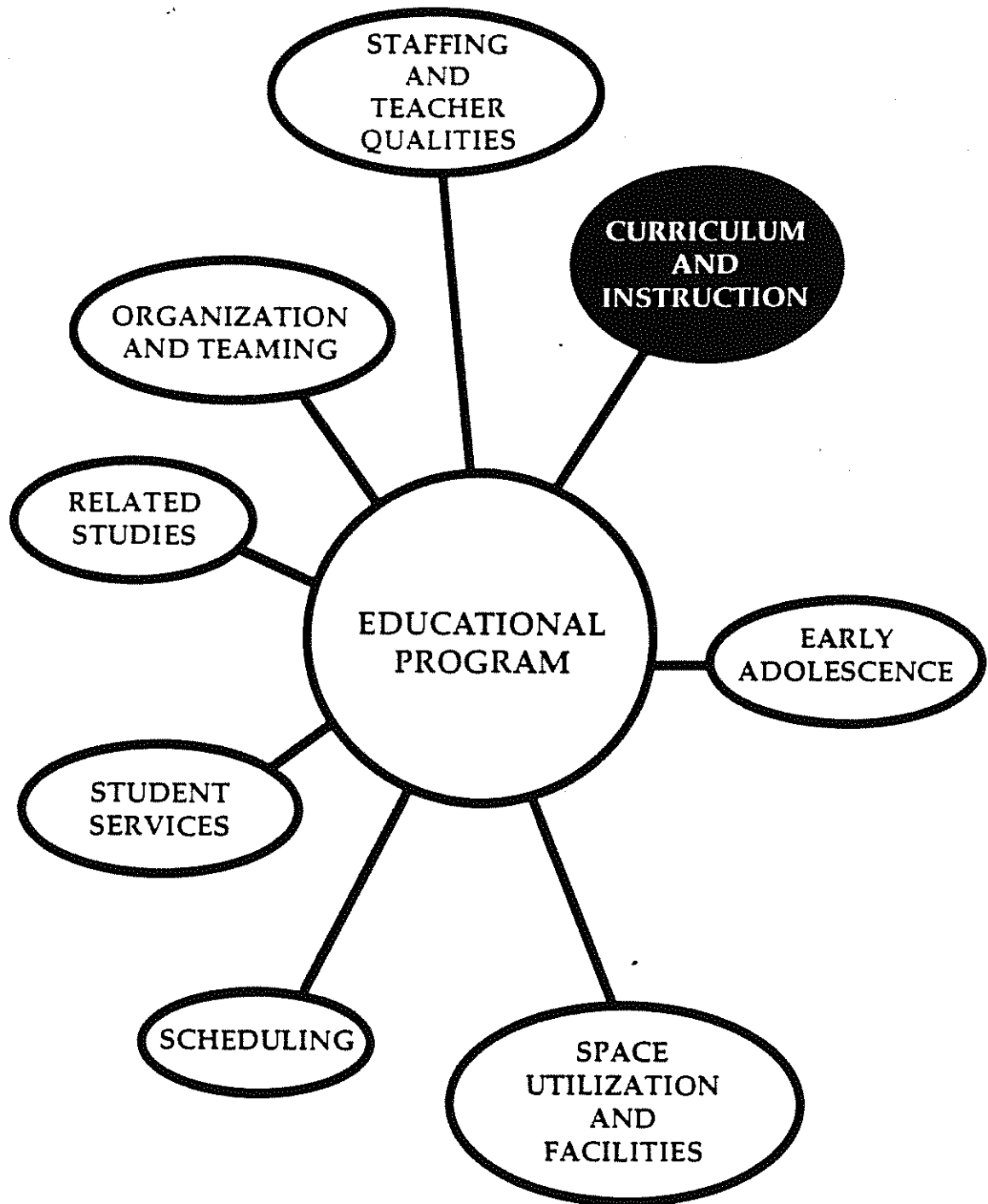
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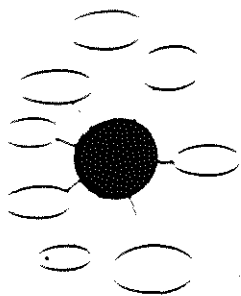
"If the middle level school is to be an effective educational response to the varied characteristics and needs of young adolescent learners, it faces the most demanding of tasks."

--*This We Believe*,
National Middle School Association

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CURRICULUM

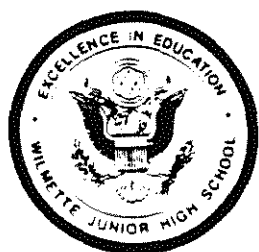
American school-communities reflect the increasing growth of a three-level school system. As middle level schools focus increasingly on young adolescent concerns, their identity separates from the shadow of the high school that long encompassed it. Those who are involved with middle level education delight in this growing recognition of the critical mass of unique educational needs which need to be met during the years between the elementary and the high school.

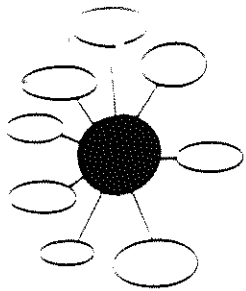
This successful move of states and their communities to recognize this separate identity is seen in such achievements as California's report *Caught in the Middle* (1987), the *New York State Board of Regents Policy on Middle-Level Education and Schools with Middle-Level Grades* (1989), and *Coming of Age: The Impact of PRIME Legislation on Middle Level Schools in Florida* (Florida Department of Education, 1990). Such efforts are increasing public and professional acknowledgement of the need to implement programmatic components that effectively deal with educational differences at the middle level of schools.

Curriculum should be the foundation for organizational and methodological efforts in middle level schools. This view does not deemphasize the achievements that organizational features have contributed to improving middle level school programs. Structures such as interdisciplinary team teaching, block schedules, advisory programs, and activity programs have certainly responded to the developmental, educational needs of the early adolescent. Beane (1990a, 1990b), however, sees the continuing need to devote attention to the middle level school curriculum question. The central theme of his argument is worthy of serious attention.

What should be the planned curriculum of the middle school? The importance of the "curriculum" question cannot be overestimated since it opens up the way to several key factors that are partially addressed by structural reform. For example, if the middle level school is to be based upon the characteristics of early adolescence, then the curriculum ought to be redesigned along developmentally appropriate lines rather than simply a slightly revised version of the traditional high school curriculum.

Furthermore, if "reform" means that relations among schools, teachers, and young people are to be reconstructed, then the planned curriculum itself, as one of the powerful mediating forces in that relationship, must also change. In other words,





being sensitive to early adolescent characteristics is only part of "reform." The "how to teach" question must be accompanied by a "What do we teach and learn question." (Beane, 1990a, p. 1)

Curriculum has been defined in a number of ways. The following definition of curriculum, made by Haas (1980), seems sufficiently open to allow educators to deal appropriately with middle level school curriculum issues.

Curriculum is all the experiences that individual learners have in a program of education whose purpose is to achieve broad goals and related specific objectives, which is planned in terms of a framework of theory and research or past and present professional practice. (p. 37)

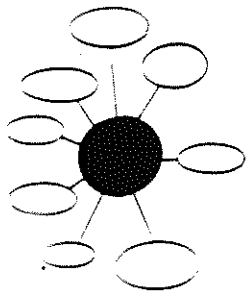
Developers of middle level school programs at the local school level need to focus on how best to frame the *what* of the curriculum as reflected in the all-school program. Beane, Toepfer, and Alessi (1986) offer four classifications of how curriculum may be considered in planning and developing the *what* of the local school program.

1. *Curriculum as product* derives from the idea that such documents as listing of middle level school courses, syllabi for various courses, curriculum guides, lists of skills, and so on are the results of curriculum planning or curriculum development. In other words, if these documents are the results of curriculum planning and development, they must be the curriculum. Curriculum as product is useful in developing materials based on state mandates and other requirements that must be accommodated in district middle level schools. Such materials manifest efforts to codify curriculum as program.

2. *Curriculum as program* derives from the use of curriculum in reference to the program of the school. If the purpose of the school is learning, curriculum is the program for carrying out that purpose. Curriculum as program must consider that students learn from aspects of the middle level school program other than just the courses of study or classroom activities. This leads to the recognition that learning takes place in many different settings in the middle level school. Curriculum program provides the focus for local staff organizing curriculum as product into a program that can be delivered within the logistics of the local middle school community. How middle level schools in different districts develop programs dealing with curriculum as product creates programs that respond to local realities and needs.

3. *Curriculum as intended learnings* refers to curriculum used as the learnings that are intended for students. Curriculum as intended learning





outcomes considers that curriculum becomes a concept or idea rather than a product. It also defines curriculum in a more manageable focus by limiting its scope. Defining the *what* of curriculum requires goals and objectives that specify the purposes and intended learnings of middle level school programs. Specification of local issues and needs through curriculum as intended learnings can identify directions that local middle level school curricula and school programs need to pursue.

4. *Curriculum as the experience of the learner* represents a major departure from the previous three categories. Here, curriculum refers to the experiences of the learner that are outcomes of the planned situations. Thus, the courses of actual events or the curriculum can only be found in the learnings that students take away from the various experiences provided by the school. This definition takes its focus primarily on learning and the learner rather than teaching in itself. Curriculum as experience of the learner is infrequently used. It is more often utilized in nonrequired exploratory and elective course areas. Teachers recognize the value of student learning experiences organized in this manner. Middle level school curriculum planning should pursue this dimension in required areas of curriculum program and curriculum as product.

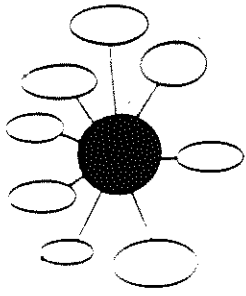
Specific aspects of the middle level school program can be categorized under the four classifications just described. As local middle level educators develop this frame of reference, the task of planning the middle level school curriculum to develop programs that respond to the critical mass of characteristics of young adolescents in that school must be undertaken. The following statement focuses on defining the process to organize the *what* of the curriculum.

Curriculum planning is a process in which participants at many levels make decisions about what the purpose of learning ought to be, how those purposes might be carried out through teaching-learning situations, and whether the purposes and means are both appropriate and effective. (Beane, Toepfer, & Alessi, p. 56)

Curriculum planning is a process in which participants at many levels make decisions about possibilities for specific teaching-learning situations. Curriculum development and instruction are elements within the total curriculum planning process. They are defined to help middle level educators specify how to best approach curriculum-related tasks.

Curriculum development is mainly concerned with design of plans for actual teaching-learning situations. It is based upon the broad goals and related program of learning activities identified in curriculum planning activities.





Instruction is developed from broad goals and curriculum plans and focuses on methodological questions, resources, and teaching techniques. Individual teachers or teams of teachers develop specific teaching learning situations such as units or lessons. They work to decide the most appropriate implementation of activities, resources, and measuring devices used in those specific teaching-learning situations. (Beane, Toepfer, & Alessi. 1986, p. 57)

Efforts to define the *what* of middle level curriculum need to deal first with the planning and development of curriculum and then the instructional implications of the curriculum. (Toepfer, 1992, p. 205-209)

For the past eight years, District 39 has reviewed and revised all of its curricular areas. All grade levels and schools were represented on these curriculum review committees and members served on the review committee for a period of two or five years. In addition, consulting experts were brought in to participate and support the curriculum review process in the development of "state of the art" products.

The district is now well into its second round of curriculum review in all areas with an emphasis on further refinement. Integrated learning, interdisciplinary teaching, and assessment are focal points in this cycle of curriculum development as well as maintaining an important balance of subject matter integrity. Further investigation about how to provide more integration of technology into all curriculum areas and its inevitable impact on the teaching task and on learner outcomes will be necessary.

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"Educators need to ponder whether, in our concern with teaching and learning, we may in fact give less attention to substance than we should. If, as we sometimes say, the abundance of knowledge makes it impossible to learn everything, that is all the more reason we must be judicious about what we select for students to study."

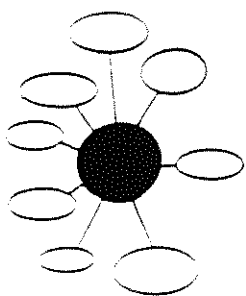
--Ronald Brandt,
Content of the Curriculum

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INSTRUCTION

During the last two decades, learning theorists have produced research to help educators understand the processes of learning. *Schema theory* (everything we know and everything we have experienced) helps middle





level educators understand how to connect with the world of the young adolescent and how connecting new knowledge with prior knowledge is essential for meaningful learning. *Metacognitive theory* (thinking about one's own thinking) helps middle level educators understand that students can learn about how to learn and become more independent thinkers. The concept of *strategic learning* (acquiring a repertoire of strategies to aid in learning) helps middle level educators understand that the process of learning endures and can be applied to new learning situations.

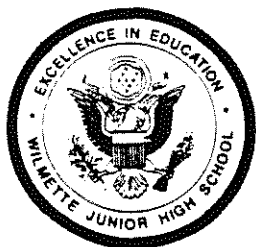
As a result of the research on learning in the past two decades, educational movements have swept the country, many of which have had a significant impact on middle level schools. These include whole language, process reading and writing, literature-based language arts, integrated instruction, and authentic testing, to name just a few.

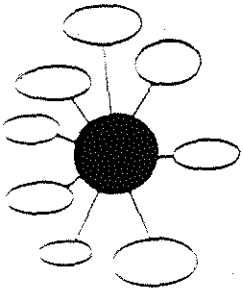
The experiences of early adolescence have lasting effects in terms of the young adolescents' emerging personality characteristics and self-concept (Drash, 1980). To educate this unique group of children effectively, teachers must use learning strategies that accommodate their special and varied needs. That is, it is imperative that teachers use instructional methods that are *developmentally appropriate*. Instruction should be designed based on what we know about young adolescents combined with what we know about effective learning strategies.

Classrooms should be emotionally safe places where taking risks is not only acceptable but encouraged. Without risk, a first draft of a story or report will never be improved, the metric system never learned, or a book that looks a little more difficult with smaller print may never be read. Teachers hold the key to students taking academic risks and creating a learning environment that is emotionally safe.

Instruction for middle level students must be different from that of elementary and high schools because young adolescents have unique needs. Students should be provided with:

- opportunities to work cooperatively in groups (social needs);
- vehicles for connecting new information to what is already known, thus helping students to feel more confident about learning new material and recognizing and validating their own experience (intellectual and emotional needs);
- success-oriented experiences in abstract thinking that will help students move gradually from the concrete to the abstract levels of reasoning (intellectual needs);
- opportunities to move and change activities (physical needs);





- successful experiences that help students feel better about themselves as learners (emotional needs); and
- motivation to learn through the use of strategies that heighten students' curiosity about learning (emotional and intellectual needs).

What, then, are the components of a successful instructional program at the middle level? The following recommendations are based on (1) the testimony of educators who have implemented successful middle level programs, (2) the knowledge of experts and research, and (3) an understanding of the characteristics of middle grade students.

- Total district and building level leadership commitment
- Content area teachers who are committed to teaching students and not just content
- An instructional program guided by learning strategies rather than by a set of materials
- Instruction that integrates the content areas and learning objectives
- One or more resource teachers or curriculum facilitators
- Evaluation that is consistent with instruction
- A strong staff development program
- Classroom action research
- Peer coaching (Irvin, 1992, p. 295-313)

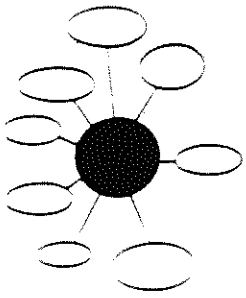
Middle level teachers at Wilmette Junior High School have participated in various forms of staff development through the efforts of the district and the school and as an outgrowth of the district's committee structure to develop curriculum. In addition, the faculty has pursued individual course work with an emphasis on the improvement of instruction.

The faculty continues to demonstrate that effective instruction for students age ten through fourteen has certain characteristics in common with good instruction on any level: knowledge of student needs in relation to the content; strategies to motivate students; design of instructional sequence and lessons; delivery of instruction with appropriate varied methods; effective use of instructional time; and continual informal and formal assessment of class and individual student progress.

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"Effective methods of instruction utilize the enthusiasm and energy that typify the age group. Active teaching and active learning, structured movement, project and group work, differentiated assignments which reflect student interests and abilities, hands-on activities, the use of



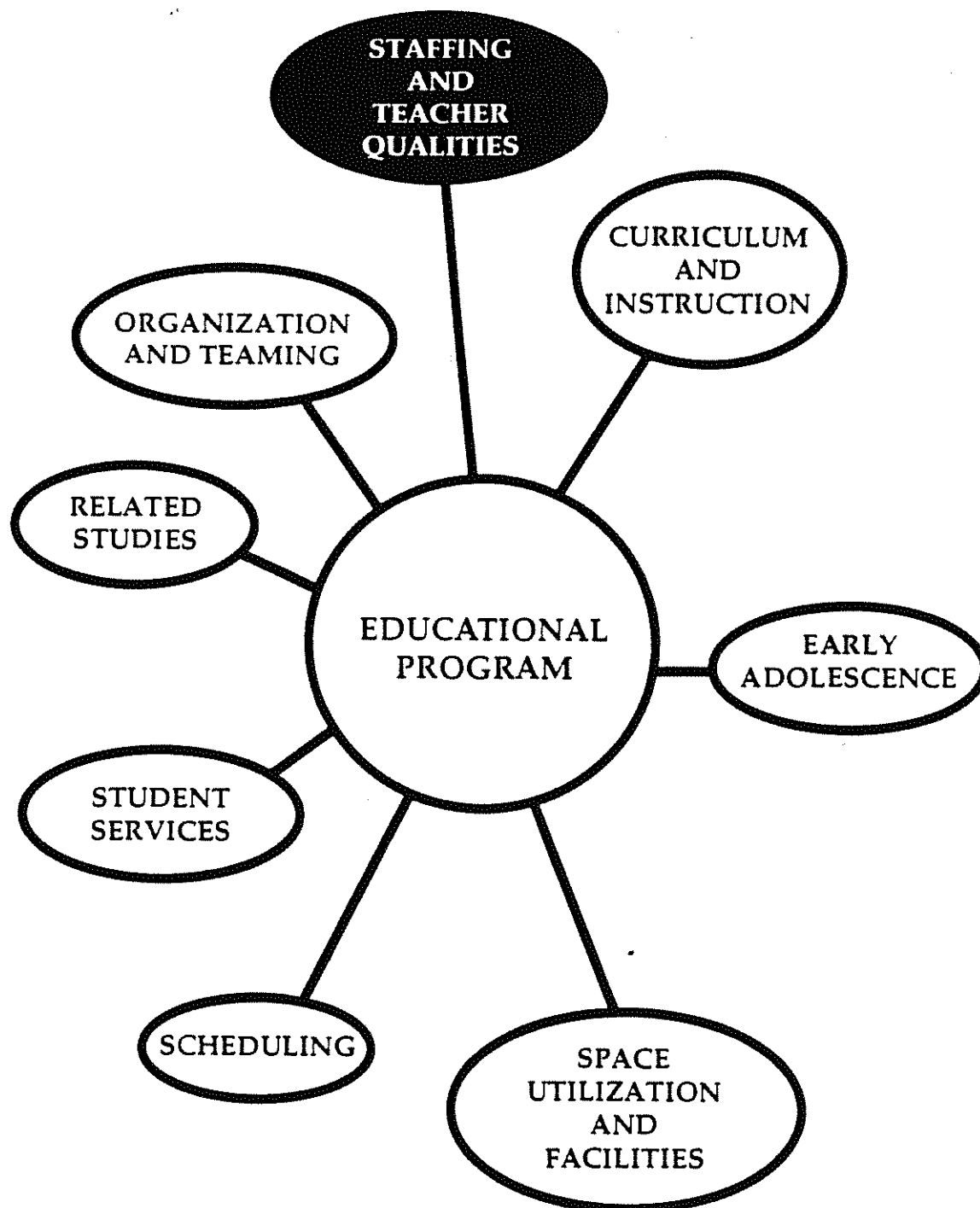


educational technology, and other approaches that provide individual student participation, recognition, and accomplishment should be used in academic and other school-sponsored activities. Differentiation is vital to effective instruction for essential skills, higher-level thinking, creativity, communication, affective outcomes, and exploratory activities."

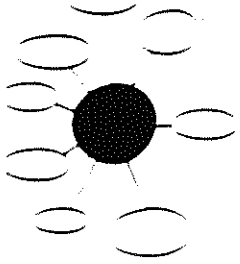
*--A Maryland Perspective on
Education of the Middle Grades*

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STAFFING



Staffing should be adequate to fulfill the mission and recommendations for middle level education. The middle level school should be staffed sufficiently with classroom teachers to allow for the variety of learning experiences necessary for the young adolescent. This staffing pattern should allow students the benefit of both small group and regular classroom learning experiences, common curriculum, individual exploration experiences, and specific discipline and interdisciplinary experiences. It should provide for the following elements in the program: disciplinary learning; interdisciplinary learning; exploratory programs; adviser and counseling programs; student activities; and student services.

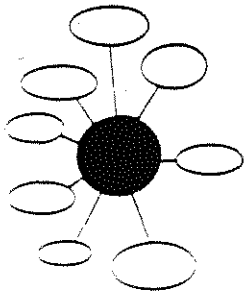
Staffing should be sufficient to provide teachers with common planning time. This use of time becomes absolutely critical for the middle level school since teachers function in integrative teams that necessitate the need for discipline and cross discipline planning and teaching. Large classes and overloaded teachers do not permit a sense of closeness or individual interaction to occur between teacher and student that enriches learning and creates an environment of caring and concern critical to the development stages of early adolescence.

At the end of Section 4, there is a document entitled "Student enrollment--Number of Sections--Class Ratios" which is listed as Appendix A. The data shown comes from two sources of information ... the enrollment figures published by the superintendent this fall and Dr. John Kasarda's *Demographic Trends and Projections: Updated Report*, January 1992.

The Appendix A chart shows the student enrollment, number of sections, and class ratios by grade and year. The fall enrollment figures were advanced forward and are listed on the lines immediately above Kasarda's projections. The current guideline of maintaining an average class size in the upper 20's was used to determine the number of sections needed per grade on a year-by-year basis. It is important to note that the same number of sections needed in the academic studies area will also be needed to staff the related studies classes [art, drama, microcomputers, music, physical education/health, related arts, and second (foreign) language].

The schedule has built in common planning time for the grade level academic, interdisciplinary team teachers. When those team teachers are planning, their grade level students are scheduled for various related studies courses. Stating it another way, the grade level moves en masse to the related studies areas and an equal number of related studies teachers need to be available for those students.





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"The amount of staffing is directly related to the amount of time that teachers have available for instructional use. Understaffed schools are not able to provide environments that foster learning. Staffing ratios should enable each content teacher to have no more than 125 students for a daily maximum student load."

--What Works: Research about
Teaching and Learning,
U.S. Department of Education

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TEACHER QUALITIES

It is critical that middle grade students experience exemplary teaching. The American Association of School Administrators (AASA), in its recent publication, *Profiling Excellence in America's Schools*, provides a comprehensive analysis of the qualities which most frequently accompany exemplary teaching. In essence, exemplary teachers are highly motivated, are skilled in interpersonal relationships, know their subject matter, and have a broad repertoire which deeply involve them with every student, irrespective of individual differences.

The research just cited used the best seller, *In Search of Excellence*, as the basis for studying 154 schools previously identified by the U.S. Department of Education as "The Best in America." The authors, in commenting about the findings of their research, emphasize an underlying theme which is pervasive whenever exemplary teaching is present. They characterize this factor as "human skills," which include the involvement of teachers in effective management practices and leadership roles. "If you can start with good human skills, you're light years down the road," the authors concluded.

These skills are particularly important in the middle grades. Young adolescents need teachers who are well organized and who know how to manage an active learning environment with its multiple instructional demands. Students want teachers who give leadership and who enjoy their function as role models, advisers, and mentors. They want and need warm, caring relationships with their teachers. These bonds of understanding and friendship have special significance during the critical, formative middle level years.



More specifically, the authors discuss the qualities of exemplary teachers as follows:

Motivation: The teachers have a strong commitment to their work and to their students. "These teachers not only demand achievement, but they provide opportunities for it. ... They select appropriate materials, teach the material thoroughly, monitor frequently, provide much feedback to each student, reteach if necessary, and are especially careful to ensure student success on new material or individual work." They express expectations verbally and clearly.

The teachers are committed to students outside of class. Not only do they get involved in students' activities, but they "sacrifice their personal time in order to be accessible to their students who need more guided instruction."

The teachers establish personal goals and determine a course of action for attaining them. Role models are very important to them.

The teachers have what the researchers call an "integrated perception" of students--they view them as "whole individuals operating in a broader context beyond the classroom."

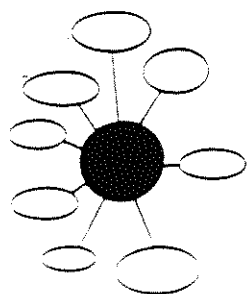
Also, the teachers stay professionally enthusiastic through a "reward orientation." They are rewarded when students exhibit understanding and achieve their goals. "It appears," say the researchers, "that great teaching is inspired by the simple, yet beautiful act of one human being touching another through the learning process."

Interpersonal Skills: The teachers' routines are carefully patterned to prevent disruptions; they have a variety of "preventive maintenance" behaviors. The researchers noticed "with-itness," or constant awareness of what was going on in the classroom; and "overlappingness," the ability to do more than one thing at a time. When disruptions do occur, "these teachers approach the problem objectively and methodically."

The teachers are "active listeners." The most common technique is paraphrasing, restating students' responses with phrases like "Are you saying that ... ?" The teachers also "listen" on paper, sensitive to nuances in students' writing. And they are sensitive to the mood of a class or individual.

Teachers build rapport with students by showing them respect, treating them fairly, and trusting them. They show empathy by being able to "perceive the thoughts and emotions of their young, teenage students ..." They are warm and caring and set high expectations "by laying well-planned paths to success for their students."





Cognitive Skills: The teachers have individualized perceptions of their students. They try to find out about them as individuals, "diagnose their needs and learning styles, and then incorporate that knowledge into planned instructional activities." The effective teaching strategies used by the teachers include skillful and enthusiastic teaching; well-organized courses; structured, yet flexible, approach; and active involvement of students. The teachers are deeply involved with their classes. To win over students, good teachers use a combination of techniques, and for them, "no two days are alike."

Having knowledge of a subject area and teaching techniques is basic, but the exemplary teachers, "continually engage in professional development, thus presenting and considering themselves as lifelong learners who value the learning process itself." They discuss their "perpetual renewal of knowledge" with enthusiasm. (Roueché and Baker, 1986)

The Wilmette Junior High School faculty exemplifies the many characteristics found in quality middle level teachers. As veteran teachers retire, every effort will be made to fill vacancies with first-rate replacements that measure up to the performance levels of the retirees as well as the critical standards outlined above. This will be done within the current guidelines for employing new faculty.

"The challenges of working with students ages ten to fourteen require that all school staff enjoy their work and be committed to giving their time and energy to educating early adolescents by involving all students actively, productively, and positively in learning. Well-trained, caring adults serve as key role models who help these students expand ideas, interests, and attitudes toward maturity."

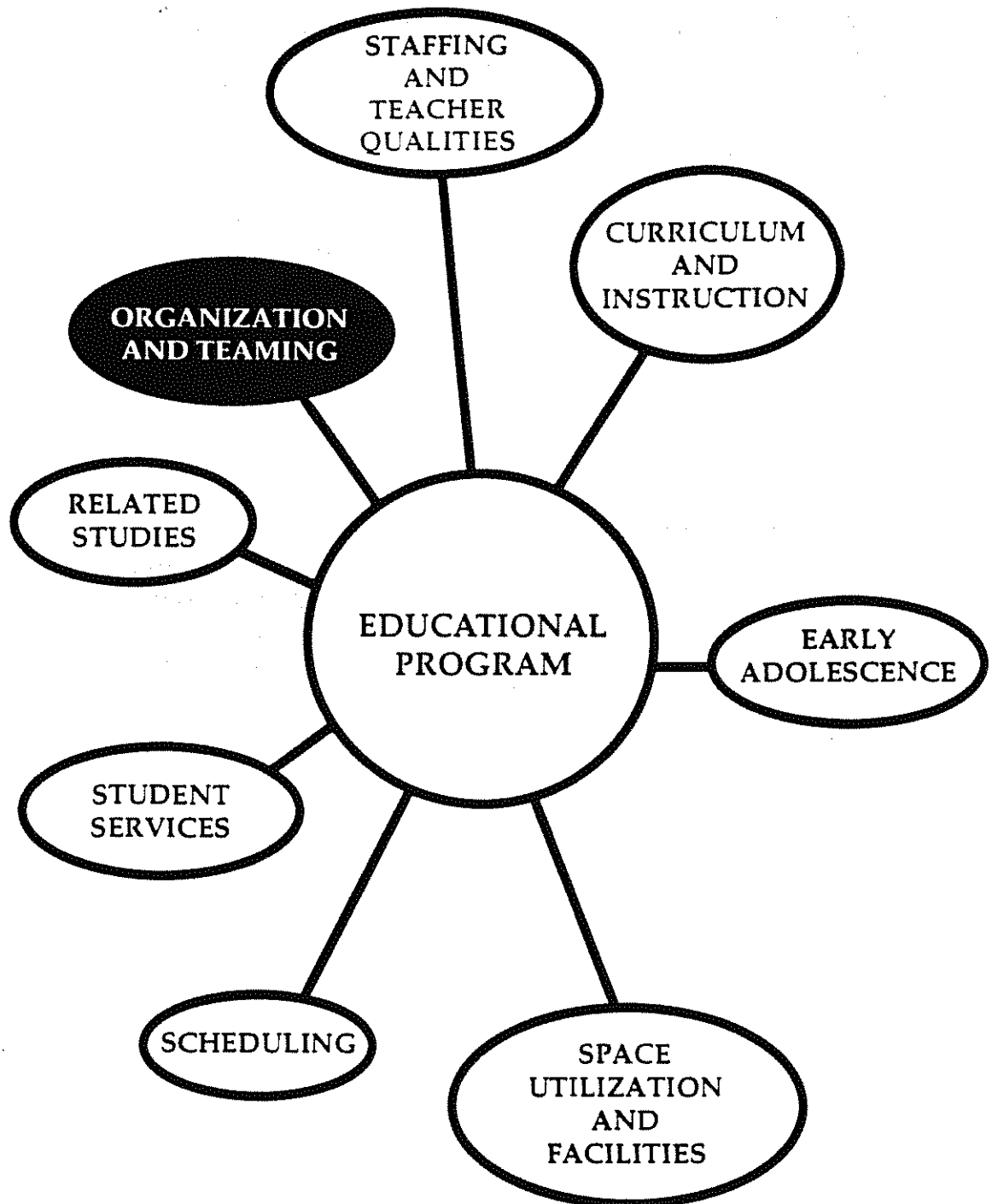
--Carnegie Forum on Education and the Economy,
A Nation Prepared: Teachers for the
21st Century



STUDENT ENROLLMENT--NUMBER OF SECTIONS--CLASS RATIOS

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02
Grade 6										
Enrll/Sect/Ratio	311/12/26	300/12/25	305/12/25	345/12/29	316/12/26	351/12/29	324/12/27	350/12/29	360/12/30	350/12/29
Enrll/Sect/Ratio	325/12/27	295/12/25	325/12/27	372/12/31	350/12/29	402/14/29	376/14/27	384/14/27	381/14/27	372/14/27
Grade 7										
Enrll/Sect/Ratio	301/10/30	311/12/26	300/12/25	305/12/25	345/12/29	316/12/26	351/12/29	324/12/27	350/12/29	360/12/30
Enrll/Sect/Ratio	287/10/29	330/12/28	299/12/25	330/12/28	378/12/32	354/12/30	406/14/29	380/14/27	388/14/28	385/14/28
Grade 8										
Enrll/Sect/Ratio	264/10/26	301/12/26	311/12/26	300/12/25	305/12/25	345/12/29	316/12/26	351/12/29	324/12/27	350/12/29
Enrll/Sect/Ratio	272/10/27	291/12/24	335/12/28	303/12/25	335/12/28	382/12/32	358/12/30	410/14/29	384/14/27	392/14/28
Sp Ed/DLS										
Enrll/Sect/Ratio	27/3/9	35/3/12	36/3/12	36/3/12	36/3/12	36/3/12	36/12/3	36/3/12	36/3/12	36/3/12
Enrll/Sect/Ratio	38/3/13	39/3/13	40/4/10	41/4/10	42/4/10	42/4/10	42/4/10	42/4/10	41/4/10	41/4/10
Total Enrollment	903	947	952	986	1002	1048	1027	1061	1070	1096
Total Enrollment	922	955	999	1046	1105	1180	1182	1216	1194	1190

Note: The unshaded lines represent actual enrollments (K-8) advanced forward through 1998-99. Beyond that school year, the numbers are estimates. The shaded lines reflect Dr. John Kasarda's Series "B" Projections taken from his study entitled *DEMOGRAPHIC TRENDS AND PROJECTIONS: UPDATED REPORT, January 1992*. The number of class sections and the student-teacher ratios are projections. The class sizes vary from the middle 20's to the lower 30's with the average in the upper 20's.



ORGANIZATION

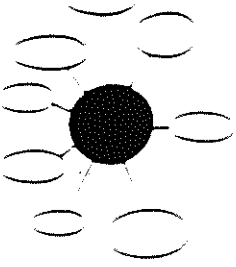
An English scientist, J.M. Tanner (1972), documented scientific evidence on the earlier maturation of young people. If today's sixth grader is like yesterday's seventh or eighth grader, then that youngster requires the same specialization of program and faculty that has characterized good middle grade education. Whether due to better prenatal development or better dietary conditions, both boys and girls do display the signs of puberty earlier than did their grandparents.

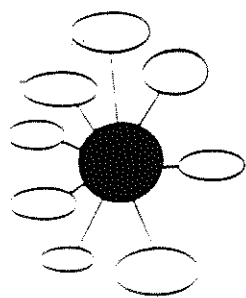
As a result, education for students age ten to fourteen is found in the middle school, junior high school, intermediate school, and other school organizations. The most common grade level combination for the middle grades is a school for grades 6-8, the organization called a "middle level school." As important as the grade levels are to the middle level school, the programs and experiences organized to meet the well-documented characteristics and needs of these students are equally critical to the education of the young adolescent.

Effective school organization requires initiation and assessment of alternatives for scheduling, grouping, staffing, and teaching practices correlated to student and program needs. Current alternatives include such practices as block-of-time, flexible scheduling; teaming and other organizational and teaching arrangements; teacher advisory or other counseling systems; differentiated staffing; grouping strategies; school-within-a-school designs; and other organizational patterns. School organizations and staffs should be sufficiently flexible to accommodate student diversity.

Until 1952, the Wilmette Schools were organized in a variety of ways ... K-3, K-6, and K-8. In 1948, the Wilmette Board of Education commissioned a study by the Field Services Division of the Department of Education from the University of Chicago to examine the district's organizational structure. One of the many conclusions was that Wilmette needed a single, comprehensive junior high school. Howard School became that seventh and eighth grade center in 1952. It served the needs of the community's young adolescents through the 1950's.

During the late 1950's, the town began growing westward and, with the potential of more incoming school-age children becoming a reality, the Board of Education moved forward and presented a referendum to the community which included a new junior high school to be built on the west side of the village for \$2,250,000. The vote was favorable and in 1962 Locust Junior High School joined the existing Howard Junior High School in serving the young adolescents of the district. The district schools continued to be organized in a K-6 and 7-8 arrangement.





In the mid-sixties, a new superintendent came on board. His introduction to middle level education began as a 6-8 teacher and principal in Arlington Heights, Illinois. After well-grounded experiences with the three-year format, he responded to the call of opening a new 6-8 middle school in Evanston, Illinois, a neighboring district to Wilmette. From the principalship, he moved to the assistant superintendency of the Evanston Public Schools. When he became Wilmette's superintendent, he brought with him an appreciation of the three-year middle level philosophy and organization. As a result, in 1970 both junior highs in Wilmette became three-year schools focusing on the special developmental needs of young adolescents.

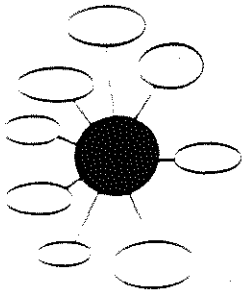
The Wilmette Public Schools enjoyed a very positive experience with the three-year program throughout the 1970's. However, the district's enrollment began to decline precipitously. As a result, the Board of Education in the spring of 1979 decided to close Howard Junior High School and move all of the district's seventh and eighth graders into the Locust Junior High School. The school was then renamed the Wilmette Junior High School. The building could only accommodate grades seven and eight. Therefore, the sixth graders were to be maintained in the elementary schools. At that time, the board indicated that it could not bind future Boards of Education with its recommendations. Nevertheless, members of the board stated they hoped the junior high school would return to the three-year organization as soon as the enrollment would permit.

The consolidation of the two schools allowed for the development of a more comprehensive program for young adolescents. The related studies (elective) offerings were expanded and the academic teachers continued to be organized in teaching teams.

There have been several historic middle level milestones that have occurred over the years. However, the most significant took place in the spring of 1986 when the Board of Education voted to return the sixth grade to the Junior High after a seven-year hiatus at the elementary schools. There was a great deal of discussion and debate both at board and other school related meetings as to the benefits of moving the sixth grade from the elementary schools. During the following fall after all was said and done, several of the parents who attended the fall curriculum open house and were opponents of the move said, "It's difficult for us to be against something that has had such a positive impact on our children." Other parents said, "The sixth graders love it here."

The change back to a sixth, seventh, and eighth grade organization and the many enhancements to the school program resulted in the Wilmette





Junior High School becoming a true middle level school. The school program is student-centered and well-balanced in its academic and related studies offerings.

Upon the recommendation of the administration, the Board of Education engaged the National Association of Secondary School Principals' Council on Middle Level Education to assess all aspects of the Junior High's operation during its transition back to a 6-8 grade program in the fall of 1986. For three school terms, they scrutinized every aspect of school life including school practices, student achievement, student behavior and school adjustment, student personal adjustment, teacher-staff attitude and morale, community satisfaction, physical facilities, and school organization.

Based on the data collected during the study, a number of major findings and conclusions emerged from the Council. They are summarized as follows: "...

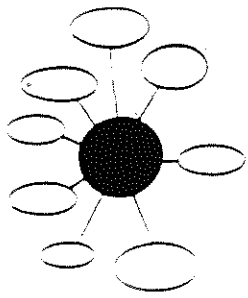
School Practices - Time use is extraordinarily high in WJHS, with maximum amounts of time being devoted to instruction. Students are given reasonable autonomy in managing their own learning, although classroom activity and curriculum content are clearly under the control of the teacher. Classrooms are business-like, but warm and supportive. Variation in cognitive demand occurs across grade levels and subjects and teachers use a variety of up-to-date instructional approaches such as cooperative learning, independent study, and investigation.

Student Achievement - By virtually any measure employed, student achievement is very high at the school. Students are bright, articulate, and serious about education. Their performance at New Trier High School is competitive with students from other township elementary districts, and, in some areas, is somewhat better than the average for New Trier.

Student Behavior and School Adjustment - WJHS students are polite, cooperative, and interested in their school. Informal conversations often focus on subject matter studies, and students exhibit high levels of confidence in both themselves and their teachers. Attendance rates are very high; class-cutting is virtually non-existent; and student behavior in informal settings (cafeteria and hallways) is responsible and very mature for middle level students. The climate of the school is supportive and students are monitored in unobtrusive, but responsible ways.

Teacher-Staff Attitude and Morale - Teachers have positive attitudes about the school and about teaching in it. There are specific concerns that would be found in any organization, but the overall attitude is very positive and productive.





Community Satisfaction - The vast majority of parents and community people surveyed and interviewed feel that WJHS is a high quality school that provides a good education for their children. Specific concerns arise from time-to-time, but in most of the cases, interviewees indicated that the concern was handled properly by school officials.

Physical Facilities - Facilities are adequate for the program, but space pressures exist in certain areas. The Center for Learning Resources (CLR) needs room to grow; music would benefit from more space, as would the arts and physical education. Reducing or eliminating teacher travel from room to room should be a primary goal for the coming years. As a beginning, the Board of Education is encouraged to continue its commitment to move the CLR into the adjoining building and free additional instructional space for the school's program.

School Organization - The school organization facilitates sound middle level instruction. Advances have been made in this area during the three-year study. Grade level and subject area planning (facilitated by the role of curriculum assistants) have enhanced curriculum development quite effectively. Continued efforts in realizing the potential of interdisciplinary teams as well as including the elective/related studies areas is encouraged . . . "

The three-year study of the Junior High concluded with a national conference in September of 1989 co-sponsored by the Wilmette Public Schools and NASSP's Council on Middle Level Education to celebrate the success of the Wilmette Junior High School. This successful, culminating activity was a combined effort of the faculty of the Junior High and the Council members.

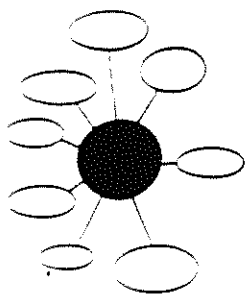
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"Students should grow from the dependence characteristic of most elementary school students to the independence needed by most high school students ... Effective school organization requires initiation and assessment of alternatives for scheduling, grouping, staffing, and teaching practices correlated to student and program needs."

--Elliott Merenbloom,
Developing Effective Middle Schools

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TEAMING

Middle level schools need to be organized as to balance student development and achievement. According to McPartland (1987), departmentalization results in improved instruction but reduced quality interaction between teachers and students. However, staffing similar to self-contained classrooms has the opposite effect, namely, greater positive student-teacher interaction, but somewhat diminished achievement, especially in difficult or demanding subjects. An interdisciplinary team, i.e., one in which a group of teachers is assigned the same group of students and shares common planning time, can be most effective in helping bridge the gap between content and development and between the self-contained classroom of the elementary school and the departmentalization of the high school.

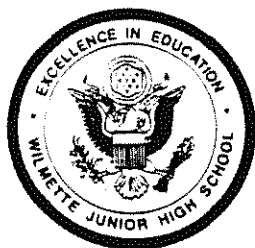
The authors of the Carnegie Report, *Turning Points: Preparing American Youth for the 21st Century*, also focused on the issue of teaming as one of the most important components of the middle level school.

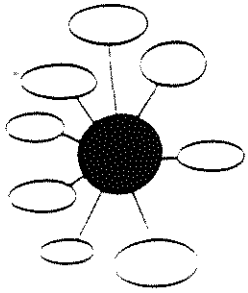
Most middle grade schools are organized by academic department. Teachers' relationships with students are fragmented; math teachers see math students, history teachers see history students, and so on. Rarely, if ever, do teachers have the opportunity to develop an understanding of students as individuals, a prerequisite to teaching them well.

A better approach is to create teams of teachers and students who work together to achieve academic and personal goals for students. Teachers share responsibility for the same students and can solve problems together, often before they reach the crisis stage; teachers report that classroom discipline problems are dramatically reduced through teaming. This community of learning nurtures bonds between teacher and student that are the building blocks of the education of the young adolescent. (Carnegie Report, 1989, p. 38)

The interdisciplinary team should use common time to plan, implement, and evaluate a program of instruction for their students. Merenbloom (1988) asserts that the interdisciplinary team (IDT) helps students to see relationships in content and skills learned in school subjects. The IDT should encourage an emphasis on the child as well as the subject matter by providing frequent assessment of student needs, a coordination of teaching efforts and more personalized instruction. It should enable teachers to control assigned time to best meet the needs of the students.

Teaming has been an integral part of the middle level schools since the





early 1970's. This form of professional collaboration has developed to a very sophisticated level. It has allowed for both formal and informal cooperation in creating interdisciplinary activities and curricular units of study while, at the same time, maintaining subject matter integrity. This organizational pattern has served the young adolescents well over the years.

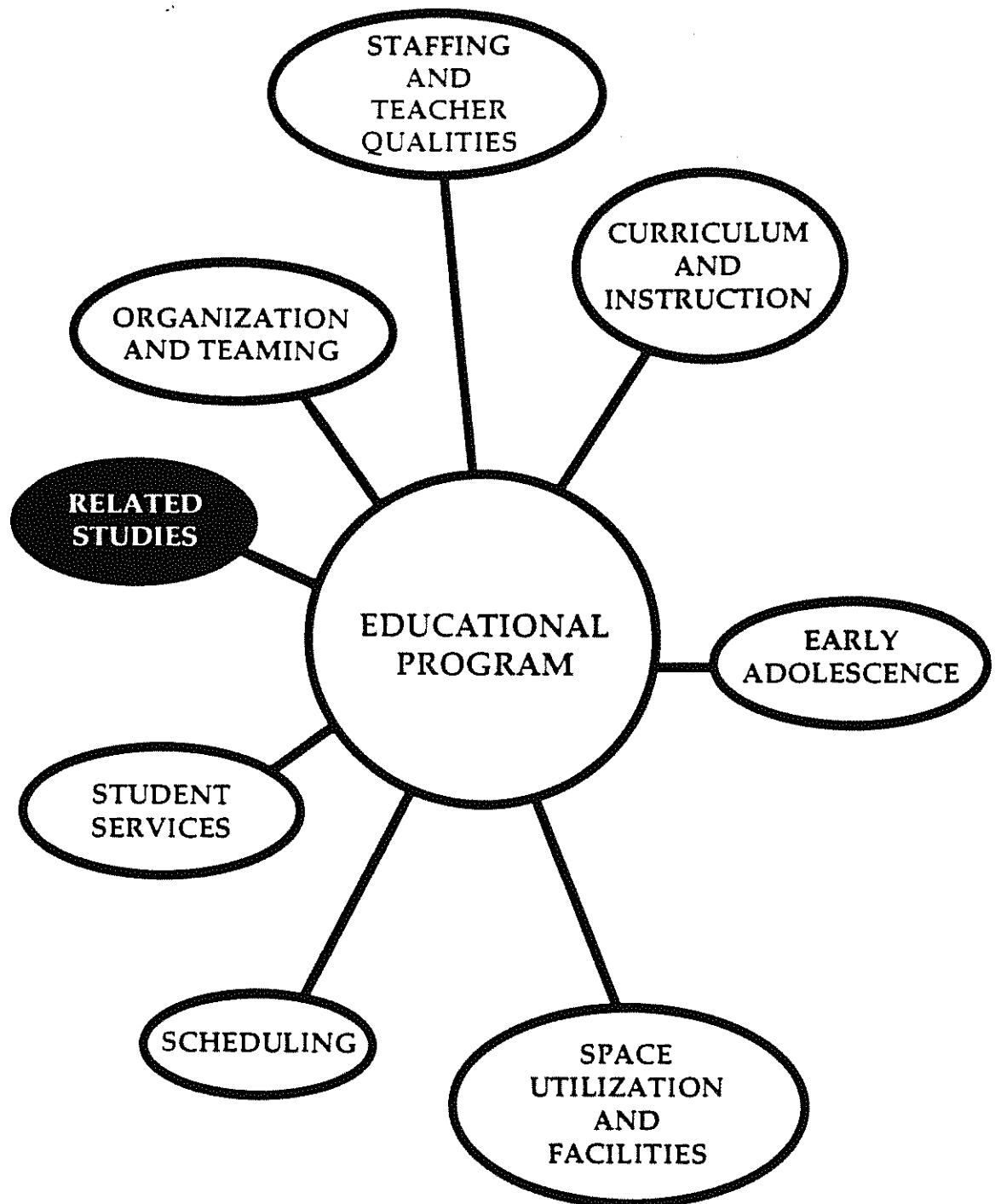
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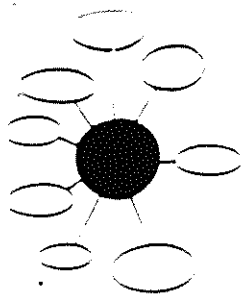
"The ... organization of teachers is both the distinguishing feature of the middle level school, and the keystone of its structure. In the presence of a stable ... team organization, other components of the program function much more smoothly. In its absence, they operate with considerably more difficulty, if they exist at all."

--Alexander and George,
The Exemplary Middle School

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RELATED STUDIES

An exploratory program should be provided for all middle grades students as part of the instructional program. An essential part of the curriculum for the middle level is academic and non-academic exploration. Early adolescents are curious and inquisitive. They need to explore a variety of topics in many subjects to identify their own interests and talents, appreciate the abilities of others, and understand the contributions of many diverse individuals to society. In addition to academic exploration, a wide range of school-sponsored activities encourages students to investigate various areas of potential interests and talents.

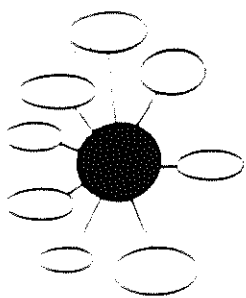
A middle level exploratory program is one that includes opportunities to explore a variety of curriculum areas such as the visual and practical arts; drama, speech arts, and dance; vocal and instrumental music; technology education; second language education; physical education; and, health education as well as "special interest activities."

Each student should have access to a comprehensive, exploratory program and be encouraged to participate. Through their participation, interaction with peers and faculty sponsors, competition and school service, students who may have been academically unsuccessful, develop a sense of "connectedness" with the school. Those who have related closely to the goals of the school have this sense of "connectedness" strengthened.

Visual and Practical Arts - Students in these areas should explore exercises in the following processes: color, texture, line, shape, space, balance, contrast, rhythm, unity, and diversity. They should recognize and analyze elements and principles of design as well as the technical and expressive qualities of the visual and practical arts. In addition, the early adolescents should recognize and experience a wide range of art processes and utilize a variety of tools. They will need to demonstrate a proficiency in the production of the arts. Students should be able to intelligently discuss artworks representing major historical periods and identify art forms that are important to a variety of cultural traditions.

Music, Drama, Speech Arts, and Dance - The foci of these areas are self-expression and developing poise and self-confidence in performance situations and social relationships; developing communication skills through effective use of voice and body; discovering creativity, initiative, and resourcefulness; developing oral and non-verbal communication; learning to exchange ideas through group discussion; developing skills in interpersonal communication; and, learning body movement techniques, facial expressions, and gestures. These areas of education help establish a foundation for a life-long relationship with the performing arts as





vocational, avocational or recreational pursuits that add considerably to the enjoyment and understanding of their lives.

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"The teaching of the arts and humanities in our schools is essential for all of us. Our ability to communicate effectively, the growth and vitality of our cultural institutions, and the preservation of our cultural heritage, all depend upon understanding and appreciating the pivotal role of the arts and humanities in developing a truly literate society."

--Andrew Haiskell, Chairman, President's
Committee on Arts and the Humanities;
Chairman of the Board, Time, Inc.

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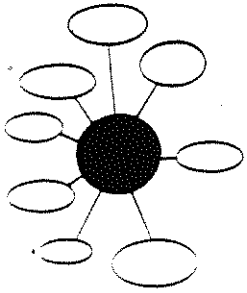
Technology Education - Computers have rapidly become a permanent, indispensable part of the fabric of school and society. Their use, once limited to programmers and data analysts, is increasingly commonplace. Basic keyboarding/word processing experiences should include master retrieval, storage, and creation of files as well as editing, printing, finding and replacing text within a document, and copying and moving text within and between documents. Programming should incorporate the use of immediate and deferred modes of a computer, creating and editing an original program, and utilizing commands designed for user interaction within a program. While using data bases, one should recognize the basic structure and characteristics of a data base; create, retrieve, and save a data base file; sort or search a data base for specific information; and, edit data in a record. Spreadsheet users should be able to identify the uses; retrieve and save a spreadsheet file; and, enter new values into existing formulas. These are the many applications that are necessary for students to be taught before they move on to the next level of education.

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"Personal computers have the power to take a limitless wealth of knowledge out of the sacristies and put it at the disposal of the masses. Already, a generation of children takes the technology for granted and is growing increasingly comfortable with its use. To them the long-heralded Information Age--whatever it brings--will become a reality."

--"To Each His [and Her] Own Computer,"
Newsweek, February 22, 1982.





Second (Foreign) Language - All interested middle level students need to have exposure to a second language in some appropriate form: appreciation, exploration, immersion, and/or proficiency. At the middle level, this experience is designed for all students to develop a cross-cultural perspective; understand the language of another culture; as a byproduct, gain an indirect appreciation for their own native English language; and be prepared to become active participants as members of the global society of the 21st century.

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"Who does not know another language, does not know his [her] own."

--Goethe, Spruche in Prosa

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Physical Education/Health Education - The young adolescent needs an opportunity to learn about his/her body, how it functions, and to care for it. Coupled with that is the need for exercise and to maintain a certain level of fitness. Activities and experiences should be provided where students can develop themselves physically when it comes to cardio-respiratory efficiency, flexibility, and muscular strength and endurance. In addition, middle level students should be provided with opportunities to learn and demonstrate basic skills and fitness necessary to participate in a variety of conditioning exercises or leisure activities such as sports and dance. Health education for early adolescents promotes decision-making skills about physical, emotional, and social health essential to life-long wellness. It develops positive influences that foster healthy lifestyles. Effective middle level health education programs may bring about student behaviors leading to the avoidance of harmful influences such as drug and alcohol abuse, youth suicide, sexual experimentation, and bulimia/anorexia nervosa. Middle level students need opportunities to explore the reasons for, consequences of, and alternatives to these negative behaviors and prevent the many social and economic consequences that plague our society.

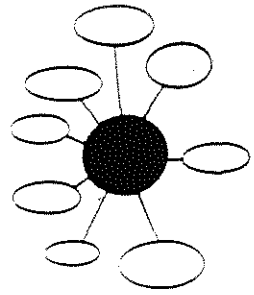
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"We concluded that a course of lifetime fitness should be a part of the ... core of common learning. When health is threatened, it leaps to the top of the personal agenda; it is central to our own well-being and survival, and the activities and study of physical and health must become a priority in the schools."

*--Ernest Boyer, High School: A Report on
Secondary Education in America*

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Exploratory program designers must realize that the nature of early adolescence causes students to explore, whether schools provide opportunities or not. Exploration is one visible behavior of the young adolescents' attempt to meet their five basic needs. Young adolescents need:

1. Status and acceptance
2. Independence
3. Achievement
4. Role experimentation
5. Positive self-regard

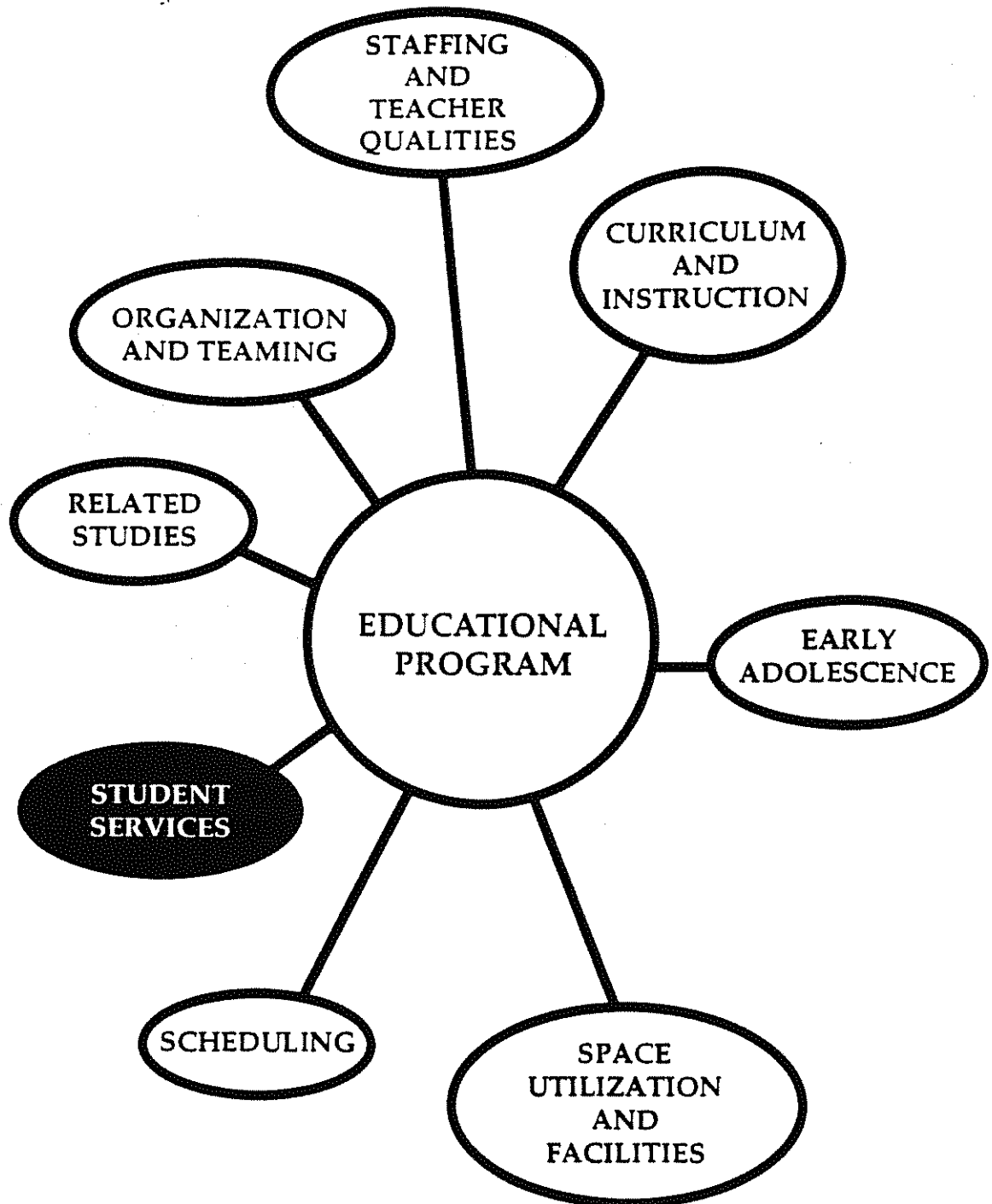
Typically, young adolescents need more time to explore because they are more aware and curious about the ideas they encounter. This is the age of endless discovery, and young adolescents discover themselves, their intellect, their sexuality, and the opposite sex (Mitchell, 1974).

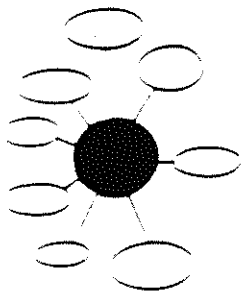
Wilmette Junior High School has provided many enriching opportunities for its students in the related studies. As a result, our middle level students have been able to identify and broaden their interests and talents as well as to appreciate the abilities and achievements of others.

Consideration should be given to expanding the related studies program with more of an emphasis in the area of dance and movement. Students need an opportunity to express themselves in a more creative manner through this medium. The uninhibited nature of the early adolescent makes it a perfect time of life to explore and develop interests and abilities such as this.

The technology education program will need to be broadened to include experiences in electricity/electronics, robotics, fiber optics, biotechnology, television production, engineering structure, and hydraulics to name a few. Many job opportunities of the future will be in these areas and the middle level students must be exposed to the possibilities that these subject areas may offer them.







STUDENT SERVICES

Schools educating students ten to fourteen years of age should be organized to accommodate the developmental characteristics and unique needs of those students. All middle level schools should provide student access to a full range of student services including professional guidance/counseling, health, learning disabilities, psychological, social work, special education, and speech and language therapy.

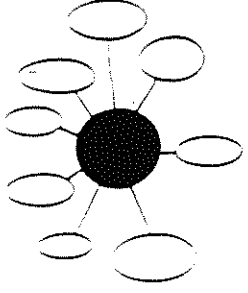
Numerous studies have emphasized the pivotal role of student services in assisting middle grades students meet a variety of critical developmental needs that impact on their academic success and their subsequent transition to high school, college, and the world of work.

Prior to and following the enactment of P.L. 94-142 in 1975, most of the services provided to young adolescents with disabilities were in the form of pull-out programs. However, with the growing understanding through research of what constitutes effective instruction and the increasing desire of parents who want their young adolescents more fully included in the regular classroom setting, new thinking has emerged which is challenging the old process of pull-out programs.

The new possibilities are the "learning support teams" which include both student services and the academic team teachers to serve students more within the regular classroom setting. The "Statement of Need" which was a part of the Regular Education Initiative Grant Proposal which was submitted to the Illinois State Board of Education says it best:

Program reconfigurations, increasing enrollments, staff reductions, parent demands for full inclusion of special education students, and the transition of fully included elementary special education students to this 6th, 7th, and 8th grade attendance center have required re-thinking of previous delivery of special education services. "Learning Support Teams" is one such collaborative teaching model that pairs certified special education teachers with each grade level. The special educators become a part of the grade level team and students of all ability levels are served by this teaching team. Those students requiring a smaller group setting for specific subject matter or individual needs receive instruction from a team member in a more self-contained setting. However, the students are included in regular classroom instruction to the maximum extent possible. This type delivery model results in a fluid population of students receiving small group instruction, minimizes pull-out programs for one to one instruction, and maximizes inclusive programming for special education students.





Each grade level "Learning Support Team" will have daily planning and teaching times in common. This is essential for meeting the educational needs of all students. Additional support staff that will be available to the teams at each grade level include a school psychologist, school counselor, school social workers, speech and language therapist, and an additional certified special education teacher to be assigned in areas of greatest need.

In addition to the special education teachers being a part of the "learning support teams," the learning disability teachers will also become partners with the academic team teachers and form a combined team at each grade level. A major staff development effort in inclusive education provided for the academic team teachers and the learning support teachers will be necessary during the coming school year. Continuous discussions regarding the scheduling of students and the coordination of those schedules will be another critical component of the program. Learning support teachers will have opportunities to work with the team teachers and students both in the classrooms as well as occasionally using the pull-out model as in the past.

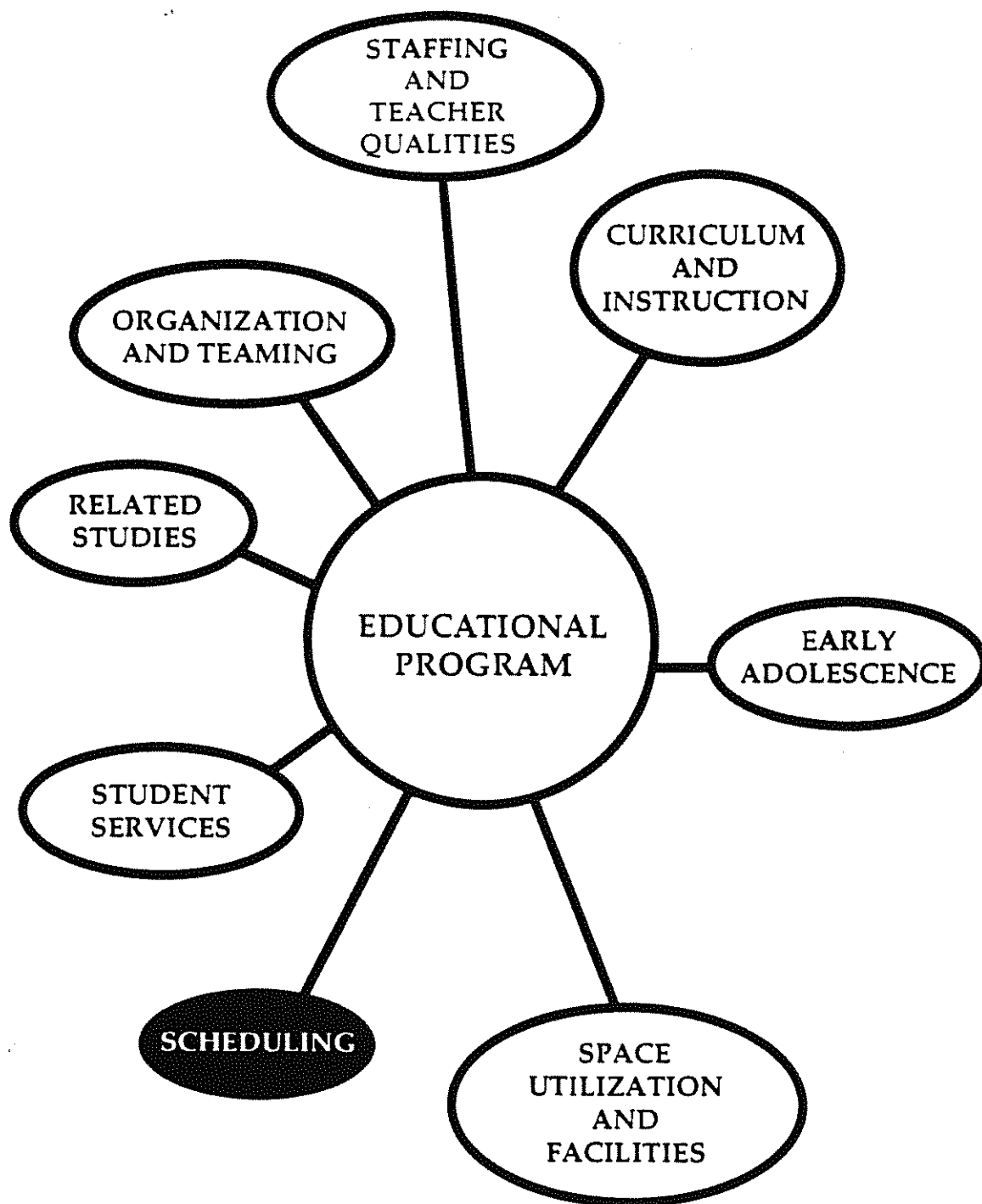
• • • • •

"If all students were served as well as those now best-served, there would be very few problems."

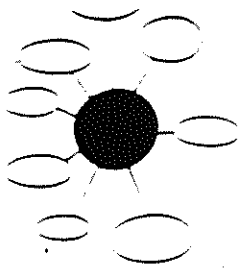
--College Board Task Force Commission on
Pre-college Guidance and Counseling

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SCHEDULING



The most basic expression of a school's philosophy is found in its master schedule. Profound and noble expressions of educational goals and commitments can be compromised--even abandoned--when the master schedule fails to respond creatively to them. The master schedule must facilitate every student's ability to realize the full benefits of a school's program. It should enable coherent, rational planning. The loss of ability to exercise a given course option by a student should never be directly attributable to ill-conceived scheduling.

The subject of master scheduling has received far too little attention. Time is finite. The length of the school day and school year have changed little in the past one hundred years. Yet, in that same period, the knowledge base has grown exponentially. In addition, the magnitude of expectations which society holds for the public schools relative to other than academic responsibilities has grown phenomenally. Added to these variables are those which relate to curricular and instructional innovations which hold out new hope to countless students. At the middle grade level these include such considerations as interdisciplinary teaching, cooperative teaching, peer tutoring, team planning, independent study, active learning, mentoring--the list seems endless.

Can the multiplicity of goals expected in effective middle grade schooling be achieved? The answer must be "yes!" Whatever is educationally correct must become administratively possible. But constraints do exist. The dependent and independent variables must be realistically accounted for in the design of scheduling algorithms. A school staff must know what its most basic commitments are. These represent the heart of a philosophical statement which the master schedule must articulate.

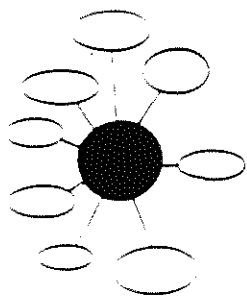
Joan Lipsitz (1984) has valuable insight to offer at this point:

The lesson about structure is seen in words like organic and evolving ... Organizational decisions resulted from school philosophy. School philosophy is deeply influenced by sensitivity to the age group. It is also influenced by the personalities of talented leaders and a core group of highly dedicated teachers responding to the clamorous demands of a group of students whose energies they enjoy and wish to promote.

The following principles are essential in guiding scheduling decisions in the middle grades:

- The school schedule must reflect the school philosophy



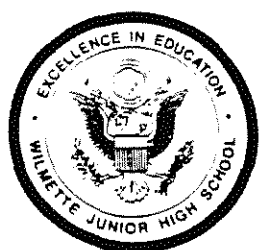


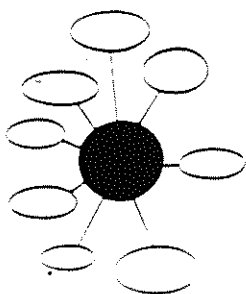
and must be considered as the most basic administrative instrument for translating philosophy into action.

- The school schedule must be the product of professional collaboration and reflect an expression of consensus among staff, students, and parents regarding relative program priorities.
- The school schedule must be thought of as dynamic, alterable, and always subordinate to changing requirements of students and faculty.

Related to these principles are multiple logistical considerations. Schedules for the middle grades must make provision for:

- Extended blocks of uninterrupted instructional time for selected core curriculum courses with the option for interdisciplinary content design.
- Exploratory (related studies) courses which allow students to experience new categories of skills and knowledge and to pursue special interests.
- Options for team, collaborative, and independent self-contained teaching modes.
- Teacher planning time, including common periods for members of teaching teams.
- Equal access to all instructional programs by all students at any time dependent on individual readiness levels.
- Determination of course offerings and their allocated times during the school day on the basis of a systematic analysis of student program forecasts in contrast to random determinations based solely on assumptions related to prior administrative experience and practice.
- Integration of course schedules when schools are divided into "units" or similar administrative arrangements in order to facilitate maximum access by students to exploratory subjects which may be taught only once or twice daily.
- Varied lengths of instructional time assigned to different courses on the basis of predefined learning goals; the





requirements of laboratory courses vary significantly from those where no set-up or put-away time is involved; the goal should be that of addressing the amount of time-on-task as opposed to assigned class time.

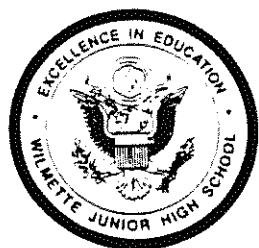
- Innovation and experimentation with varied time configurations; the school day must be thought of as a finite number of hours and minutes divisible by any number capable of creating viable lengths and allocated on the basis of course priorities and instructional requirements.
- Innovation and experimentation with varied configurations of weekly, monthly, or semester-length blocks of time. Courses must be evaluated in terms of whether or not daily instruction is required or whether course lengths can be altered without compromising the curricular goals. (*Caught in the Middle*, 1987, p. 107-109)

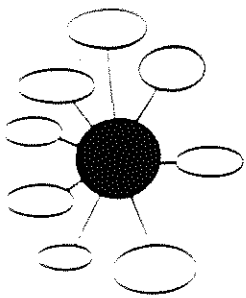
The dominant theme is flexibility. The school schedule should be dynamic, alterable, and always subordinate to the changing requirements of students and faculty. Lipsitz (1984) captures the essence of flexibility which the middle grade schedule should allow:

Finally, the schools should be willing, indeed eager, to modify or overthrow the schedule for part of a day, a full day, a week, a session of the year, or for an ad hoc special event, to discourage the monotony of routine endemic to all schools.

The schedule that has been tentatively developed for the coming school year has taken into account the factors described above. One of the important issues is that there are more blocks-of-time available for the academic team teachers in grades 7 and 8. The suggested schedule is listed below:

Period	Grade 6	Grade 7	Grade 8
1	PE/LA Reading	Related Studies	Academic Studies
2	Academic Studies	Rel Studies/PE	Academic Studies
3	Academic Studies	Academic Studies	Rel Studies/PE
4	Related Studies	Academic Studies	Lunch
5	Lunch	Academic Studies	Academic Studies
6	Related Studies	Lunch	Academic Studies
7	Academic Studies	Rel Studies/PE	Academic Studies
8	Academic Studies	Academic Studies	Rel Studies/PE
9	LA Reading/PE	Academic Studies	Related Studies





Over the past two years, the pull-out programs have been reduced which gives the academic team teachers more access to their students during the blocks-of-time that have been set up for the coming school year. The few pull-out situations that remain are manageable (accelerated math, band and orchestra small group sessions, and student services pull-outs).

The most frustrating factor that inhibits the block-of-time, flexible scheduling is the sharing of classrooms. During 5th period each day, one of the 7th or 8th grade teachers who have paired up to share a room must move elsewhere to teach ... usually to a 6th grade classroom. This has worked because the school has maintained a position of fixing the class periods at 40 minutes each. However, time should be a variable and not a constant.

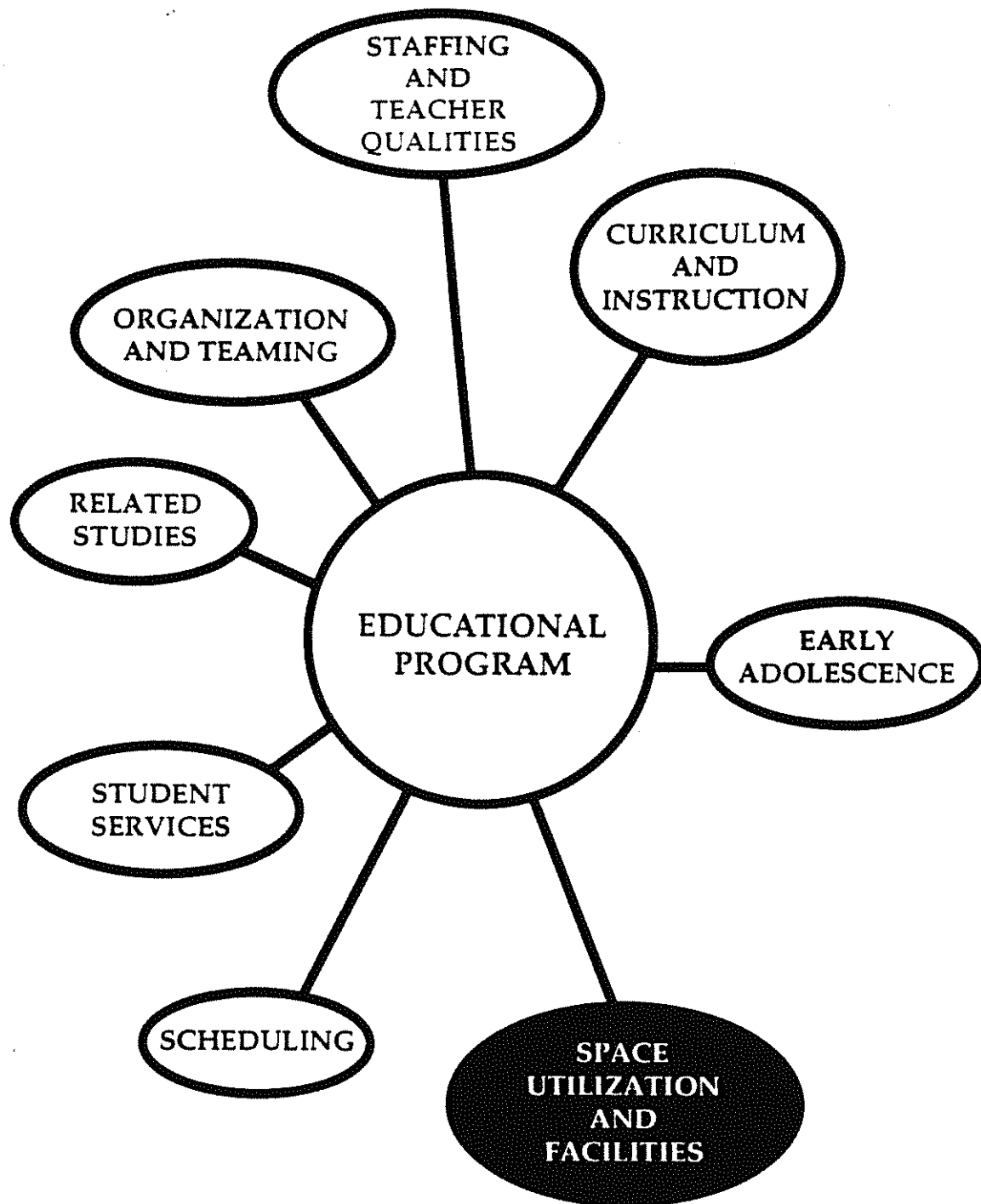
With uninterrupted three-period and two-period blocks-of-time, the academic team teachers would be able to manipulate the schedule as they see fit. Not all learning takes place in 40 minute time segments. If no one else encroached on their space, the academic team teachers would be in a better position to flex the time to meet the needs of the students and the instructional program. This is a prime example where the lack of enough classrooms has restricted the development of the school program. The lack of ample facilities has limited the flexibility necessary for more integrated learning and interdisciplinary teaching.

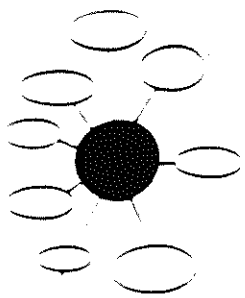
• • • • •
"Scheduling of time, people, and space within the middle level school should intentionally and clearly reflect a team organization mentality consistent with the characteristics and needs of the young adolescent."

--A Maryland Perspective on Education
for the Middle Grades

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SPACE UTILIZATION

In December of 1992, the Board of Education was presented with a *Space Utilization Report* by the Junior High School administration. It showed how the facilities were used room by room and period by period. A copy of the report can be found at the back of this section and is listed as Appendix B.

An Institute for Educational Research (IER) facilities consultant, Dr. Clifford Crone, reflected on the research done regarding utilization levels of educational facilities, stated that "school buildings utilized more than 75% of the time are overused and limit the flexibility necessary to respond to the various day-to-day program needs." Such is the case at Wilmette Junior High School where the classrooms are utilized 82% of the time. This has resulted from the sharing of classroom space and has placed restrictions on the scheduling of classes. This was discussed at greater length in Section 8--Scheduling.

FACILITIES

In 1968, the Educational Facilities Laboratories, Inc., published a report entitled *Educational Change and Architectural Consequences*. It was a benchmark publication in the field of educational facilities. The report focused on all aspects of schooling ... the pre-primary school, the elementary school, the middle school, and the secondary school.

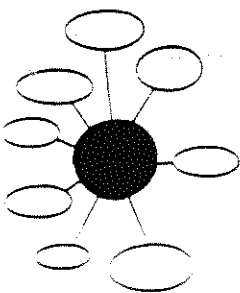
Regardless of the level of schooling, architect William Caudill stated,

Schools must have flexible spaces in order to accommodate present or future programming. More specifically, schools need expansible space, that can allow for ordered growth; versatile space, that serves many functions; and malleable space, that can be changed "at once and at will."

However, veteran schoolpeople usually characterize most existing facilities with words such as "rigidity, isolation, sterility, formality, inaccessibility, uncommodiousness, starkness, immobility, permanence, and constraint." (EFL, 1968, p. 16) Building design makes a major contribution to a school program. Or as the architects usually say, "form follows function."

In addition to the constraints that have been placed on the educational program because of the lack of space, the projected enrollment figures indicate that more classrooms will be needed. If one advances the current enrollment figures forward five years, there will be an increase of 145





students for a total of 1,048 students (a 16% increase in enrollment). If the Kasarda "B" projections are advanced forward five years, there will be an increase of 277 students for a total of 1,108 students (a 30% increase in enrollment). Based on those projected student enrollment figures and responding to the changing needs of the educational program, it appears that the Junior High School will need additional space. Consideration must be given to all or some of the following:

Academic Team Classrooms - 10 additional classrooms (to include 3 science labs as part of the addition).

Second (Foreign) Language Classrooms - 2 1/2 additional classrooms.

Drama/Instrumental and Vocal Music Classrooms - 3 1/2 additional classrooms.

Technology Laboratory - 1 additional classroom to adjoin the two existing labs to create a more comprehensive program as discussed in Section 6--Related Studies.

Visual Arts - Remodeling to allow for program development/delivery.

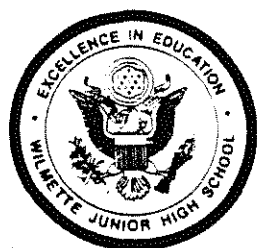
Student Services - Remodeling to create larger spaces for resource room purposes to be used by both the learning support teachers and academic team teachers.

Physical Education/Health - Expansion of the locker rooms and the addition of a 4th gymnasium. 1 additional room if a dance and movement program is added as discussed in Section 6--Related Studies.

Nurse's Office - Relocation of the office to a larger space. Consideration might be given to moving the nurse's office to Room 121.

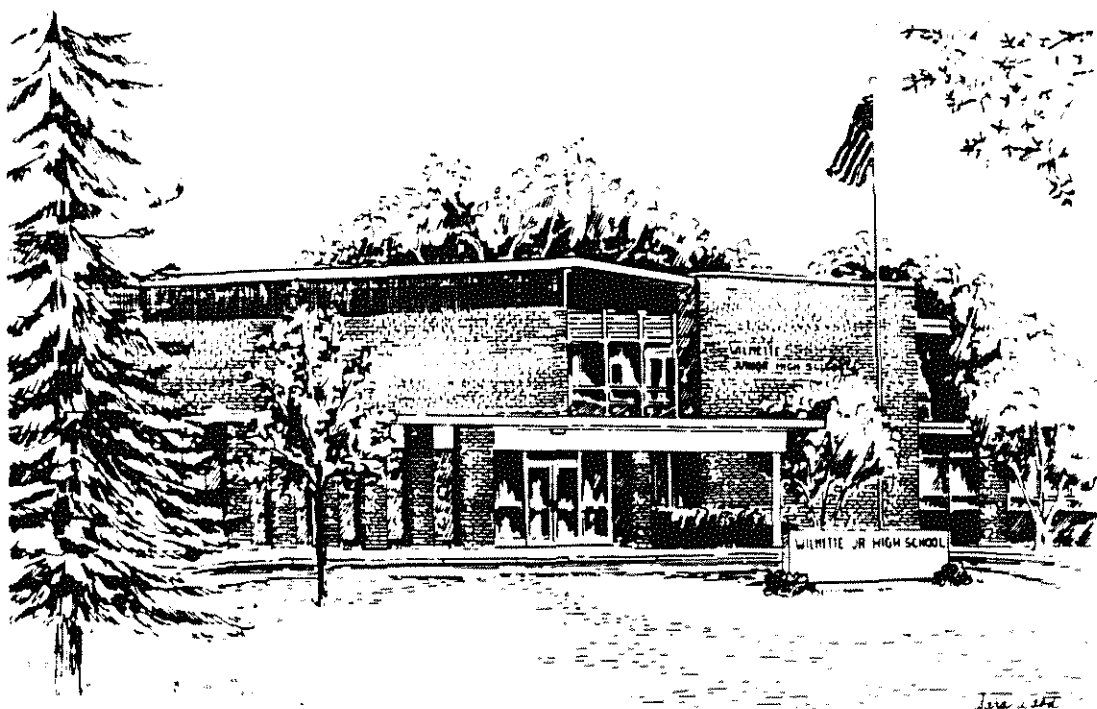
Teacher/Office Staff Workroom - The photo copy machines that are in the hallway should be relocated. Consideration might be given to Room 102. This room would be available for all staff. It would relieve a growing safety problem that exists in the present location.

Administrative Offices - If the nurse's office is moved to Room 121, modifications would allow for better use of the current space.



APPENDIX B

Space Utilization Report



WILMETTE JUNIOR HIGH SCHOOL

420 Locust Road • Wilmette, Illinois 60091 • (708) 256-1290



Recognized as a Secondary School of Excellence by the United States Department of Education

1992-93

ROOM ASSIGNMENTS

ROOMS ➡	100*	101*	102*	103	103-A*	103-B*	104-A*	104-B*
PERIODS ↓	Inst Music	Inst Music	Voc Music	Grade 6	Sp/Lg Off	Store Rm	Math Off	Psych Off
1	✓	✓	✓	🍏/✓	✓	✓	✓	X
2	X	✓	✓	✓	✓	✓	X	X
3	✓	X	✓	✓	X	✓	✓	X
4	✓	✓	✓	🍏	✓	✓	🍏	X
5	X	X	🍏	🍏	X	✓	✓	X
6	✓	✓	✓	🍏	✓	✓	🍏	X
7	✓	X	✓	✓	✓	✓	X	X
8	X	✓	✓	✓	✓	✓	X	X
9	✓	✓	✓	✓/🍏	✓	✓	🍏	X

* Special purpose room (e.g. computer lab, instrumental music room, psychologist office).

✓ Room in use.

🍏 Scheduled for individual student or small group tutoring, team planning, individual teacher planning, or parent-teacher conferences.

X Room available for special purposes.

1992-93

ROOM ASSIGNMENTS

ROOMS	104	105*	106*	107	108	109	110	111
PERIODS↓	Grade 6	Comp Lab	Comp Lab	Grade 6	Grade 6	Drama	Grades 7-8	Grades 7-8
1	🍏/✓	✓/💻	✓	✓/🍏	✓/🍏	✓	✓	✓
2	✓	💻	💻/✓	✓	✓	✓	✓	✓
3	✓	💻	💻	✓	✓	✓	✓	✓
4	🍏	✓	✓	🍏	🍏	✓	✓	✓
5	✓	💻	💻	✓	✓	X	✓	✓
6	🍏	✓	✓	🍏	🍏	✓	✓	✓
7	✓	💻	✓/💻	✓	✓	✓	✓	✓
8	✓	💻	✓	✓	✓	✓	✓	✓
9	✓/🍏	✓	✓	🍏/✓	🍏/✓	✓	✓	✓

* Special purpose room (e.g. computer lab, instrumental music room, psychologist office).

✓ Room in use.

🍏 Scheduled for individual student or small group tutoring, team planning, individual teacher planning, or parent-teacher conferences.

X Room available for special purposes.

💻 Open for teachers to bring classes to the computer labs for instructional purposes.

1992-93

ROOM ASSIGNMENTS

ROOMS →	112	113	114	115	116*	117	118	119
PERIODS↓	Grade 6	Grade 6	Grades 6	Grades 6-7	Gr 6 DLS	Grade 6	Grade 6	Grade 6
1	✓/🍏	✓/🍏	🍏/✓	🍏/✓	✓	🍏/✓	🍏/✓	✓/🍏
2	✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓	✓	✓	✓
4	🍏	🍏	🍏	🍏	✓	🍏	🍏	🍏
5	🍏	🍏	🍏	✓	🍏	🍏	🍏	🍏
6	🍏	🍏	🍏	🍏	🍏	🍏	🍏	🍏
7	✓	✓	✓	✓	✓	✓	✓	✓
8	✓	✓	✓	✓	✓	✓	✓	✓
9	🍏/✓	🍏/✓	✓/🍏	✓/🍏	✓	✓/🍏	✓/🍏	🍏/✓

* Special purpose room (e.g. computer lab, instrumental music room, psychologist office).



Room in use.



Scheduled for individual student or small group tutoring, team planning, individual teacher planning, or parent-teacher conferences.

1992-93

ROOM ASSIGNMENTS

ROOMS ➡	120	121-A*	121*	122-A*	122-B*	123*	124*	125*
PERIODS↓	Grades 7-8	Store Rm	ESL Room	LD Office	SW Office	LD Office	Fitness Rm	Rel. Arts
1	✓/🍏	✓	X	✓	✓	✓	✓	X
2	✓	✓	X	✓	✓	✓	✓	X
3	✓	✓	X	✓	✓	✓	✓	X
4	🍏	✓	X	✓	✓	X	X	X
5	✓	✓	X	X	X	✓	X	X
6	🍏	✓	✓	✓	X	✓	X	X
7	✓	✓	✓	✓	✓	✓	✓	X
8	✓	✓	✓	✓	✓	✓	✓	X
9	🍏/✓	✓	✓	✓	✓	✓	✓	X

* Special purpose room (e.g. computer lab, instrumental music room, psychologist office).

✓ Room in use.

🍏 Scheduled for individual student or small group tutoring, team planning, individual teacher planning, or parent-teacher conferences.

X Room available for special purposes.

1992-93

ROOM ASSIGNMENTS

ROOMS →	126*	127*	128*	202	203	204	205	209
PERIODS ↓	Rel Arts	Rel Arts	Rel Arts	Grades 6-8	Grades 6-8	Grades 6-8	Grades 6-8	Grades 6-8
1	X/✓	X	✓	✓	✓	✓	✓	✓
2	✓/X	X/✓	X	✓	✓	✓	✓	✓
3	X	X	✓/X	✓	✓	✓	🍏	✓
4	✓	✓	✓	✓	🍏/✓	✓/🍏	✓	✓
5	X	X	X	✓	✓	✓	✓	✓
6	✓	✓	✓	✓/X	✓	✓	✓	✓
7	X/✓	✓/X	X	✓	🍏	✓	✓	✓
8	X	X	X	✓	✓	🍏	✓	✓
9	✓	✓	✓	✓	✓	✓	✓	🍏

* Special purpose room (e.g. computer lab, instrumental music room, psychologist office).

✓ Room in use.

🍏 Scheduled for individual student or small group tutoring, team planning, individual teacher planning, or parent-teacher conferences.

X Room available for special purposes.

1992-93

ROOM ASSIGNMENTS

ROOMS →	210*	211-A*	211-B*	212*	213	214	215	216
PERIODS ↓	Gr 8 DLS	LD Office	LD Office	Gr 7 DLS	Grades 7-8	Grades 7-8	Grades 7-8	Grades 7-8
1	🍏	X	✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓	✓	✓	✓
4	✓	✓	✓	🍏	✓	✓	✓	✓
5	✓	X	X	✓	✓	✓	✓	✓
6	🍏	✓	✓	✓	✓	✓	✓	✓
7	✓	✓	✓	🍏	✓	✓	✓	✓
8	🍏	X	✓	✓	✓	✓	✓	✓
9	✓	X	✓	🍏	✓	✓	✓	✓

* Special purpose room (e.g. computer lab, instrumental music room, psychologist office).

✓ Room in use.

🍏 Scheduled for individual student or small group tutoring, team planning, individual teacher planning, or parent-teacher conferences.

X Room available for special purposes.

1992-93

ROOM ASSIGNMENTS

ROOMS →	217	218	219-A	219-B*	220*	221	222	223
PERIODS↓	Grades 7-8	Grades 7-8	Grades 6-8	Elec Kybrd	Photo Lab	Grade 8	Grade 7	Store Rm
1	✓	✓	✓	✓	✓	🍏	✓	✓
2	✓	✓	✓	X	X	✓	🍏	✓
3	✓	✓	✓	X	X/✓	🍏	✓	✓
4	✓	✓	✓	X	X	✓	X	✓
5	✓	✓	✓	X	X	✓	✓	✓
6	✓	✓	✓	X	X	X	✓	✓
7	✓	✓	✓	X	X	✓	🍏	✓
8	✓	✓	✓	X	✓	🍏	✓	✓
9	✓	✓	✓	X	X	✓	🍏	✓

* Special purpose room (e.g. computer lab, instrumental music room, psychologist office).



Room in use.



Scheduled for individual student or small group tutoring, team planning, individual teacher planning, or parent-teacher conferences.

X

Room available for special purposes.

1992-93

ROOM ASSIGNMENTS

ROOMS →	224	225	226*	CLR*	CLR*	CLR*	Gyms*	Cafeteria*
PERIODS↓	Grade 7	Grade 8	SW Office	Res Ctr	Dis Ctr	Comp Lab	Grades 6-8	Grades 6-8
1	✓	🍏	✓	X	✓	🖨/✓	✓	X
2	🍏	✓	✓	X	✓	✓/🖨	✓	X
3	✓	🍏	✓	X	🍏	🖨/✓	✓	X
4	X	✓	✓	X	🍏	✓	X	✓
5	✓	✓	X	X	X	🖨	X	✓
6	✓	X	✓	X	✓	✓	X	✓
7	🍏	✓	✓	X	🍏	🖨/✓	✓	✓
8	✓	🍏	✓	X	✓	✓/🖨	✓	X
9	🍏	✓	✓	X	✓	🖨	✓	X

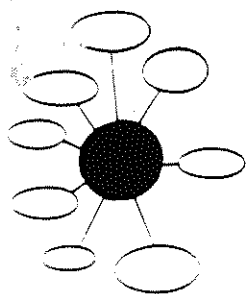
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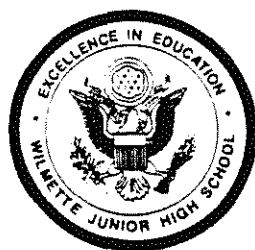
X Room available for special purposes.

🖨 Open for teachers to bring classes to the computer labs for instructional purposes.



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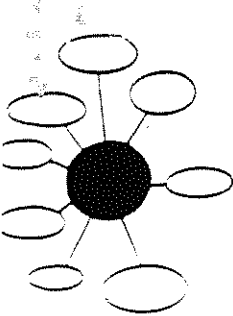
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