**Chapter 1 Rationale for the Middle School**

**I.Origins of Intermediate Education**

**-the idea came with the awareness of preadolescent development**

**-because the junior high school was created from a six-year high school, it usually consisted of grades 7-9**

**-in the 1960s, educators talked about a program to serve the uniqueness of the preadolescent learner**

**-the focus on the student, not just the content is what makes a middle school different from a high school**

**-the theory was that student learning was a self-defined activity springing from a student’s own interests and motivated by the student’s desires**

**John Dewey**

**-he held that certain conditions were necessary for growth of children including**

**1. freedom to investigate**

**2.choice in school experiences**

**3.the ability to meet and solve problems that would be confronted later in life**

**-his followers tended to be called progressives because they had new beliefs about children, schooling**

**-ideas included recognition of the uniqueness of individual students and the need to individualize the educational process whenever possible**

**Dewey’s Proposal**

**-child-centered curriculum**

**-community of learners**

**-positive learning climate**

**-integrated and applied subjects**

**-acceptance of differences**

**II.Junior High School**

**-it was designed to deal with many of the same problems that interfere with middle school instruction such as discipline problems, motivation problems, and high school dropout rates**

**William Gruhn and Harl Douglas came up with six function of the early junior high school**

**1.integration to help students use the skills and attitudes for wholesome behavior**

**2.exploration-both academically and vocationally**

**3.guidance**

**4.differentiation**

**5.socilization**

**6.articulation**

**III. The Early Middle School**

**-Dr. William M. Alexander is credited to be the creator of the middle school and he suggest a grades 6-8 pattern to keep all students experiencing the onset of puberty together**

**-people were ready for the middle school ideas because of three factors:**

**1.people were unhappy with poor academic performance in the junior high schools**

**2.it could help to address wide range of academic achievement right after de-segregation in our school districts**

**3.but increase in enrollment in the 1960s**

**IV. Growth of middle school**

**-slow growth as there was not much clear learning theory available for principals**

**-many suggest block schedules and team teaching with common planning periods, advisory guidance, interdisciplinary instruction, ect…**

**14 points that Josepth Bondi suggest for program development:**

**1.learning experiences at a student’s own level**

**2.wide variety of cognitive experiences**

**3.diversified and exploratory experiences**

**4.problem-solving skill opportunities**

**5.structered learning experiences so each student can progress in individualized manner**

**6.extend basic learning to life skills**

**7.concept development and development of morals**

**8.integrated themes instead of departmentalized format**

**9.thrive for personal curiosity**

**10.teacher should be a guide for learning**

**11.groupings should b e based on physical, social, and emotional criteria…not just intellect**

**12.student’s happiness important**

**13.experience in the arts important**

**14.curriculum offerings should reflect cultural, ethnic, and socioeconomic subgroups**

**V.early signs of failure**

**-one of the biggest problems was the inability to document successes because of the nonstandard programming and lack of evaluative know how**

**-by the mid 1990s, school boards in various district were beginning to challenge the format of the middle school**

**1989 Turning Points document suggestions**

**1.create community of learners**

**2.teaching a common core of knowledge**

**3.ensuring success for all students**

**4.empowering teachers and administrators**

**5.preapring teachers for the middle grades-not just use elementary or high school teachers**

**6.improve academics through fitness-stress on the total students**

**7.rengage families in education**

**8.connect schools with communities**

**VI. the middle school promise**

**-theorist advocated a unique school, not an extension of the elementary grades and not a junior high school**

**-most middle school curricula pay lip service to serving the physical, social, intellectual, and emotional dimensions of student growth**

**-to accomplish the goal of individualized instruction, the middle school must have a way of seeing and monitoring the progress of each student on a daily basis**

**-with the back to basics movement of the 1980s and the testing and accountability movement in the 1990s, many middle schools are not working like the middle school dream**

**-many schools unbalanced their curriculum to emphasize basic skills so that their schools could score well on standardized tests-this is getting worse**