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**THE INTERNATIONAL BACCALAUREATE MIDDLE YEARS
PROGRAMME: A MODEL OF PROGRAM IMPLEMENTATION
AND SCHOOL REFORM**

By

Kenneth Ellis Powell, Sr.

B.S., Kentucky State University, 1979

M.A., University of Pittsburgh, 1985

**Submitted to the Graduate Faculty of the
School of Education in partial fulfillment
of the requirements for the degree of
Doctor of Education**

University of Pittsburgh

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COMMITTEE SIGNATURE PAGE

Committee Member	Affiliation
Dr. Sean Hughes	Research Advisor
	Education
Dr. Charles J. Gorman	Education
	Education
Dr. Joseph S. Werlinich	Education
	Education
Dr. Jean E. Winsand	
	Date <u>11-19-01</u>

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Kenneth Ellis Powell, Sr. Ed.D.

University of Pittsburgh, 2002

Advisor: Sean Hughes _____

Educators, parents, policymakers, and researchers have focused considerable attention on middle-level school reform efforts. The reform initiatives are a result of the widely held beliefs that middle schools lack academic rigor, and appropriately designed programs that are effective in meeting the developmental stages of the adolescent in both academic and non-academic realms. Successful restructuring must be comprehensive and integrative with extensive consideration for sequencing, professional environment and cultural norms that define the behavioral and operational framework for the implementation of programs and educational initiatives.

This study presented a descriptive/qualitative analysis of a school district's program implementation process of the International Baccalaureate Middle Years Programme (IBMYP). A review of the literature described school reform, program implementation and the historical origin and philosophical premise of the middle school.

Qualitative research methods were used to identify and describe the responses that influenced the implementation of the IBMYP. Through in-depth interviews, observations, surveys, and document analysis, the researcher was able to identify patterns of behavior that spoke to the theme of restructuring, reformation and implementation as a conditional matrix of activities, relationships and perceptions. Additional data were obtained from strategic plans, promotional materials, conference participation and personal communications with various stakeholders. The researcher analyzed the data for content reliability and validity and proceeded to formulate propositional statements germane to the implementation process and school change. The key findings of this study focused on three areas:

- 1) Identification of factors that prompted the school district to consider adopting the (IBMYP).
- 2) Changes that occurred in the learning environment as a result of IBMYP implementation.
- 3) Content of IBMYP practice as perceived by faculty, in-house IBMYP coordinators, and administration.

The study revealed that the IBMYP was successfully implemented as part of an extensive district-wide initiative, transitioning a former junior high school to a middle school configuration. The program was implemented within the complexities of organization change and brought about cognitive change in how administrators and teachers viewed middle level education.

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TABLE OF CONTENTS

	PAGE
ACKNOWLEDGMENTS	v
LIST OF TABLES	xi
LIST OF FIGURES	xi
CHAPTER I	1
The Study	1
Introduction	1
Background	2
Purpose of the Study	3
Procedures	3
Definition of Terms	4
Quaker Valley Middle School Goals	7
Intellectual Development	7
Aesthetic growth	7
Social development	7
Emotional growth	7
Physical development	7
Co-curricular involvement	7
Delimitations and Limitations of the Study	8
CHAPTER II	10
Review of Literature	10
School Reform: What is it?	10
Historical Considerations	11
Federal Regulation and Reform Policies	16

Table of Contents continued

	Page
Summary	17
Scaling Up	17
Comer model (School development program)	19
Modern red schoolhouse	19
Success for all	20
Coalition of essential schools	20
Integrated School Reform	23
Effective Schools	23
Organizational Development	24
Systemic Reform	25
Co-Constructed Process\Conditional Matrix	26
The Rand Change Agent Study Ten Years Later: Macro Perspectives and Micro Realities	27
Center for research on the context of secondary school teaching	27
The Middle School Concept	30
Developmentally Responsive Middle Level Education	32
Integrated Curriculum	39
Summary	42
Middle Level School Reform and Program Implementation	42
Interdisciplinary Teaming	44
School Transition Programs	46
The Role and Authority of the Principal	51
The Role of Teachers in Program Implementation	53
Summary	55
Conclusions from the Literature	57
 CHAPTER III	 59
Historical Overview and Governance	59
Historical Overview	59
Governance	63
The International Baccalaureate Middle Years Programme	63
Areas of Interaction	65
The Curriculum Model	65

Table of Contents continued

	Page
The International Baccalaureate Middle Years Programme Curriculum	65
Student Assessment	67
CHAPTER IV	68
Research Methodology	68
Introduction	68
Demographics and Background	68
Methodology	72
Participants	74
Interview Procedures	74
Analysis of Data	75
Levels of Use of the Innovation: Typical Behaviors	77
CHAPTER V	79
Findings	79
What Factors Lead to the Adoption and Implementation of the IBMYP at Quaker Valley?	80
Political, social, and economic factors	83
How Was the IBMYP Implemented?	84
What Is the Current Context of IBMYP Practice as Perceived by Faculty, IBMYP Coordinators and Administration?	85
How Has the Learning Environment Changed as a Result of IBMYP Implementation?	88
Pennsylvania standards vs. IBMYP standards	88
Areas of Interaction	89
Unanticipated Consequences	89
Competing Priorities	91
CHAPTER VI	99

Table of Contents continued

	Page
Summary and Recommendations for Practice and Policy	99
Reflective Discussion	99
Recommendations for Practice and Policy	104
APPENDICES	106
Appendix A	107
Appendix B	110
Appendix C	113
Appendix D	116
Appendix E	117
Appendix F	118
Appendix G	120
Appendix H	123
Appendix I	125
Appendix J	127
Appendix K	131
Appendix L	132
Appendix M	134
Appendix N	147
Appendix O	149
BIBLIOGRAPHY	151

LIST OF TABLES

	PAGE
Table 1. School Profile	71
Table 2. Percent of Agreement	93
Table 3. Perceptions from High School and Middle School Respondents	95

LIST OF FIGURES

Figure 1. The Curriculum Model	66
Figure 2. Research Design	73
Figure 3. Facets of the Multiple Programming	102

CHAPTER I

The Study

Introduction

Developing new educational programs to work in practice has become an arduous task and continues to challenge educational leaders throughout America. Schools districts have made attempts to improve programs in curriculum, pedagogy, and assessment. Schools have reached out to address parents with issues relating to parenting skills, discipline and the avoidance of power struggles, personal organization, life skills and the like. Others have become concerned with combating student alienation, teacher burnout, lack of qualified administrators and the disadvantages experienced by the poor, various ethnic groups, and other minorities. In many cases, the results of school reform initiatives have fallen short, often with the cost out-weighing the end result. In a number of instances, the situations have worsened. This is taking place at a time when both academic standards and student performance are being questioned and permeated with an intense degree of concern.

It is the goal of this research study to provide an analysis of a middle school's reform initiative, and examine factors that are critical in the development of the International Baccalaureate Middle Years Programme including the process by which such activities influenced program implementation and school reform.

The scholarly argument presented in this study is based on the premise that the development of the International Baccalaureate Middle Years Programme (IBMYP) at Quaker Valley Middle School was significantly determined by a series of subjectively interpreted attributes and characteristics of the implementers germane to policy, administration, and practice.

Background

On November 22, 1999, the Quaker Valley School District was authorized by the International Baccalaureate Organisation to offer the International Baccalaureate Middle Years Programme. This highly specialized curriculum is offered in 100 schools within 30 countries, and only 15 schools in the United States. Quaker Valley Middle School is the only school in the state of Pennsylvania authorized to administer the program. The Middle Years Programme (MYP) emphasizes challenging and rigorous academics combined with the arts, technology, and a second language. The infrastructure and areas of instruction bring purpose to the activity-based curriculum, while the human qualities of community service, importance of the environment and social education needed for children of the future are added as integral components. Students are encouraged to see and experience the relationships that exist among subject areas and disciplines. Students are expected to develop a genuine understanding of their own history and culture in addition to developing a keen appreciation of other indigenous cultures and traditions; thus facilitating students' ability to compare and contrast geo-cultural groups from a variety of perspectives. Students are expected to have a firm command and conceptual understanding of language as a means of communication, and more—they are encouraged to develop admiration for the elegance

and richness of human expression. Above all, the hope is that students will acquire a genuine love of learning and disciplined habits of mind and body that will guide their young adulthood and become a source of strength and enjoyment throughout their entire lives.

Purpose of the Study

This study examined the program implementation process to: (1) provide information to planners and program participants; and (2) develop alternatives to current professional practices to achieved identified program goals in an efficient and more effective manner. The purpose of this study was to examine and address participant input as a result of developments that transpired in the implementation process. The guiding questions to explore are:

- (1) What factors lead to the IBMYP adoption and implementation process?
- (2) What were the patterns of the decision-making processes germane to implementing the IBMYP?
- (3) What were the systems that promoted and facilitated change during the implementation process of the IBMYP?

The researcher is desirous in producing information exclusively to teachers, system managers and administrators that will contribute toward appreciable modifications as it pertains to educational practices presently in existence to increase efficiency and achieve the educational goals of the International Baccalaureate Middle Years Programme.

Procedures

Based on the educational focus and problem solving capacity required to investigate an issue of this nature, the descriptive research method was selected. Utilization of this

method permitted the researcher to identify influential factors impacting the opinions and attitudes of participants in addition to identifying impediments and facilitators. The method of acquiring data that address these areas are through systematically constructed pre and post interviews, surveys and observations that are objective in their orchestration. The sample for this study consisted of 40 representatives of a professional organization including: the superintendent, principals, IBMYP coordinators, area of interaction team leaders and teachers.

For the purposes of this research, the work conducted by Rogoff (1995) and Tharp (1997) in the social cultural tradition was utilized in investigating the personal, interpersonal, and community “levels” or “planes” of interaction as well as McLaughlin and Talbert (1993), who depict organizations as successively contextual layers. Formulating the reform implementation process as a “conditional matrix” coupled with qualitative research is helpful in making sense of the complex and often perplexing process of school reform (Datnow, Hubbard & Mehan, 1998).

Definition of Terms

Areas of Interaction: Five domains that serve as themes embedded within the content areas

1. Approaches to learning, addresses the development of effective study skills
2. Community Service
3. Health and Social Education
4. Environment
5. Homo faber (man the maker) focuses on the products of the creative and inventive genius of people

IB: International Baccalaureate

IBO: International Baccalaureate Organisation

IB Training: The IBO sponsors workshops throughout North and South America, Europe and Asia, specific to application phase training, program overview and content specialization

IBMYP: International Baccalaureate Middle Years Programme

IBMYP Certificate: The award presented to students who successfully complete the program. Students fulfilling the requirements will have earned a minimum score of three on the Personal Project and a total of 36 out of a possible 63 on the final assessment scale.

Middle School: For the purposes of this study, use of the term middle school will refer to those schools that adhere to the middle school concept as described by the National Middle School Association and Turning Points. The middle school in this study has a sixth, seventh, and eighth grade configuration.

Moderation: the process in which samples of teacher-assessed work are submitted to a panel of external reviewers to ensure that assessment and evaluation is carried out in accordance to IB standards and criteria.

NASA: National Middle School Association, an organization dedicated to improving the educational experiences of young adolescents by providing vision, knowledge, and resources to those who serve them in order to develop healthy, productive, and ethical citizens.

Personal Project: an extensive work produced by an IBMYP student over an extended period of time. It is completed as a culminating experience in Year 5 of the MYP.

The product is the result of the student's initiative and reflects the student's experience with the Areas of Interaction. It is assessed in the same way and is equal to the eight subject areas in determining the student's eligibility for the IBMYP Certificate.

Quaker Valley Middle School: The mission, philosophy, and goals of Quaker Valley Middle School as is described in the Quaker Valley Middle School promotional brochure.

The mission of Quaker Valley Middle School is to develop students who are informed responsible citizens in local and world communities and self-directed life long learner through involvement in a comprehensive and rigorous curriculum that responds to the unique, intellectual, socio-emotional and ethical needs of early adolescents in partnership with the home and community.

Quaker Valley Middle School Philosophy:

Quaker Valley Middle School provides a setting for the intellectual, physical, social, emotional and aesthetic development of each student. The district offers a curriculum and environment that recognizes the differences in abilities and goals of middle school students and provides them with the opportunity to learn and grow.

With teachers serving as a resource and providing direction and encouragement, students will work toward extending basic reading, writing, listening, speaking, computing, research and problem-solving skills in all of their content areas. To help students develop a sense of self-discipline and acquire good study skills, they will be given challenging short and long term assignments that require practice, completion of assignments on time and accepting responsibility for their own behavior and learning.

The middle school staff stands ready to assist students and parents in making decisions relevant to students' well being, and helping to establish priorities in any area that may affect the students' educational progress.

Quaker Valley Middle School Goals

Intellectual Development

- ❖ To provide opportunities for students to explore and develop their abilities in the areas of basic mathematics and the fundamentals of written and oral communication.
- ❖ To place emphasis on the critical thinking processes, which include conducting, research, translating and presenting findings, drawing conclusions and making decisions.

Aesthetic growth

- ❖ To provide experiences in the humanities that encourage students to develop aesthetic and cultural appreciation.

Social development

- ❖ To encourage students to develop respect for individual dignity, to assume personal responsibility for their own actions, to understand and accept others and to adopt a positive philosophy of life.

Emotional growth

- ❖ To provide support for students learning to cope with their experiences and to help them understand and accept themselves.

Physical development

- ❖ To develop habits necessary to maintain good health and hygiene. To develop and reinforce skill in physical motion, from gross body movement to fine motor skills

Co-curricular involvement

- ❖ To provide opportunities for students to participate in a variety of school-supported activities.

Delimitations and Limitations of the Study

The previous sections have delimited the scope of the researcher's objective. The researcher acknowledges significant limitations regarding the analysis stemming from the nature of the implementation process being researched. The IBMYP is regarded as a new and innovative reform initiative. As a result of this study being isolated to a single western Pennsylvania, newly formed comprehensive suburban middle school, it is limited in application and may not be applicable to other IBMYP schools throughout the world. Additionally, the choice of surveying and interviewing representative stakeholders as opposed to all constituents of the IBMYP further, limits the application.

An added limitation was the researcher's bias perspective in that his role was that of an IB Coordinator. Consequently, the researcher can only describe and articulate practices as enacted within a small self-contained environment. Few systematic data are available addressing specific implementation policies and practices, and in several instances, it is too early to determine their corresponding effects.

The following chapters present the research study. Chapter II, the "Review of Literature," presents a context and critical framework for examining the implementation process. Pertinent domains of study for this research include:

- a) school reform and the change process,
- b) the middle school concept, and
- c) the roles of principals and teachers in reform and program implementation.

The history of the International Baccalaureate Organisation is presented in Chapter III and examines its governance structure. Chapter IV “Methodology,” describes the rationale for utilizing qualitative research approach, the data collection design, the data analysis design, and issues of validity. Chapter V, “Findings,” articulates the assertions that address the guiding research questions.

CHAPTER II

Review of Literature

The investigation of the growing body of research relative to school reform, program implementation and the middle school philosophy will generate conceptual frameworks (theories/principles) for a specific in-depth study. The identified frameworks are data-based, drawn from national studies and strongly grounded in applicable case studies linked to educational reform. The following chapter establishes the conceptual framework and multifaceted processes by which schools implement and develop educational reform models. School reform is presented from a historical perspective calling attention to those factors that later proved to be influential in contrast to contemporary initiatives. Several reform models are presented and discussed in terms of their conceptual underpinnings citing the current related research, related case studies and findings. A section addressing the theoretical background and perspectives germane to the middle school philosophy is presented.

School Reform: What is it?

An externally developed educational reform design is a model to achieve appreciable results for school-based performance that is developed by an outside team. This team is primarily responsible for orchestrating the reform and initiating aspects of the initiative germane to its underlying principles, strategy and implementation. Team members are often

instrumental in providing professional development, training and supports that enable and prepare educators to implement the reform (Datnow, Hubbard & Mehan, 1998).

In addressing the subject of educational reforms, we speak to planned efforts to change schools in order to correct perceived social and educational problems. At times, the broader social climate has initiated school reforms, and sometimes reforms were internal improvements initiated by professionals. Ascertaining problems and developing viable solutions can fluctuate over time. Regardless of the specific reform, it usually entailed an arduous and complex set of procedures including: discovering problems, devising remedies, adopting new policies, and bringing about institutional change (Tyack & Cuban, 1995).

Historical Considerations

The history of American education is in many respects synonymous with the recurring cycle of educational reform. Elmore and McLaughlin (1988) conclude from their analysis of the relationship between educational policymaking and educational practice in schools and classrooms that there is considerable disagreement over the meanings and cycles of reform. Reform has historically had little effect on teaching and learning in classrooms. Other change theorist, Fullan, 1982; Hirsch, 1996; Louis and Miles, 1990, conclude that planned change attempts rarely succeed as intended. As some old sayings go, “There’s many a slip ‘twixt the cup and the lip,” “The proof is in the pudding,” and “The road to hell is paved with good intentions.” It has long since become commonplace to note the chronic, cyclical, ephemeral nature of school reform. One might now say of reform, as Samuel Johnson did of remarriage, that it represents the triumph of hope over experience (Evans, 1993).

Lashway (1999) suggests that educators once viewed reform as cyclical with frenetic efforts to mend the system surfacing every 10 years, only to return to the status quo. However, in the last two decades, that dependable cycle has been upset and replaced by schools now in a perpetual state of restructuring. Lashway argues that these shifting patterns can be grouped into one of three “eras” of reform:

1. intensification era (1980 – 1987) characterized by reform centered on top-down government efforts to tighten control;
2. restructuring era (1988 – 1995) characterized by a shift to decentralization, professional empowerment, and consumer choice; and
3. reformation era (1995 – present) characterized by an emphasizes of standards, accountability, and privatization.

Each subsequent era resulted from a feeling that the previous efforts had not achieved the desired results (Lashway, 1999).

In an effort to understand the deeper meaning of past and present reforms to improved student achievement and the connection of broader policies to educators’ behaviors, Cuban (1993) divides the reforms of the past century into *incremental* and *fundamental* changes. Incremental reforms are actions that aim to improve the efficiency and effectiveness of existing structures of schooling including classroom teaching. The premise behind incremental reforms is that the basic structures are sound but need improving. Fundamental reforms are actions that aim to transform and permanently alter existing structures. The premise behind fundamental reforms is that basic structures are flawed at their core and they need a complete overhaul, not renovations.

The advent of Sputnik in 1957 stunned the United States and the perceived concern was with the nation's inability to prepare scientists and engineers to meet the challenge of the space age. This successful Soviet launching of the first earth orbital, spurred reforms of science, mathematics, and foreign language curricula during the latter 1950's. Sputnik advanced the education reform movement that had begun in the previous years. The development of new science and mathematics courses supported by federal dollars advanced on a scale unprecedented in American history, as did the expansion of summer institutes and other opportunities for teachers to improve their knowledge and skills. In many instances, the years between Sputnik and the Apollo landing were a golden age in the history of science education (Rutherford, 1997).

The 1960's saw reformations congruent with the contemporary social movements, i.e., federal civil rights legislation, compensatory, and equity programs. Popkewitz, Tabachnick and Wehlage (1982) contend that the 1960's were a time of ferment for most institutions in American society. Educational intuitions were suddenly faced with the challenge of responding to the social and political issues that commanded the nation's attention: the civil rights movement called for improved education for minority children, political changes created a demand for schooling that could assist in establishing a sense of community and cohesion among citizens. This period also brought about the creation of semi-autonomous magnet schools all across the country as a result of the Supreme Court's 1954 *Brown v. Board of Education* decision and the necessity to integrate unjustly segregated school systems (Clinchy, 1999). When criticism of the schools in their failure to

solve societal problems increased, thereby undermining the faith in the existing institutions, educational reform became a potent symbol for responding to the nation's predicaments.

The 1970's saw desegregation efforts move decisively from the courts to the schools. The Supreme Court was persuaded by the views of the psychologist Kenneth Clark that desegregation could help African American students overcome the stigma of inferiority conferred by segregation. Some social theorist suggested that African American students in largely white schools experienced a greater sense of control over their own destinies than students in segregated schools. Subsequent studies, however, found that gains among the students were only modest at best (Traub, 2000). A survey conducted in 1975 on the effects of school integration found that there was no significant difference between segregated and nonsegregated African American students. Desegregation faded as a remedy partially due to the views of parents, including African-American parents who felt that the disruptions far exceeded the potential gains (Traub, 2000).

The 1983 National Commission of Excellence in Education declared in their report *A Nation at Risk: The Imperative for Educational Reform* that the state of education was extremely poor and the United States was indeed a nation at risk. That distinguished citizens' panel admonished the American people that "the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and a people" (Center for Education Reform). The perceived concern was with America's ability to compete in the world economically.

The report truly impacted the landscape of education suggesting that teaching, teacher education, and education standards be reformed. The virtues of life-long learning for

all were also extolled. Additionally, the report cited a high demand for increased support for those who teach mathematics, science, foreign languages, and specialists in education for gifted and talented, language minority, and handicapped students. The study also found that those who were interested in the field of education were all too often not academically qualified. The report also supported raising teachers' salaries in order to attract and retain qualified teachers (*A Nation At Risk*, 1983).

In 1998, results of the Third International Math and Science Study (TIMSS) indicated that American 12th graders scored near the bottom of the assessment. U.S. students placed 19th out of 21 nations in math and 16th out of 21 in science with America's advanced students scoring dead last in physics (Center for Education Reform). As a result, two renewal strategies have been proposed to work in tandem:

1. Standards, assessments and accountability. Every student, school and district must be expected to meet high standards of learning. Parents must be fully informed about the progress of their child and their child's school. District and state officials must reward success and have the capacity-and the obligation-to intervene in cases of failure.
2. Pluralism, competition and choice. Alternatives must be developed in the delivery of education and remain firm regarding the knowledge and skills being delivered. Families and communities have different taste and priorities, and educators have different strengths and passions.

The nature of reform has experienced paradigm change, moving from top-down mandates to site-based innovation, and from piecemeal programs to systemic restructuring. A movement that began with a vision of greater rigor in traditional schooling now encompasses an array of transformative ideas: school as learning communities, the central

role of professional development, meaningful parent involvement, and change as a developmental process (Lashway, 1999).

Federal Regulation and Reform Policies

Analysis of federal education reform policies of the 1950's and 1960's reveals consistent trends. Five separate but interrelated themes applicable to federal reforms are identified by Elmore and McLaughlin (1988):

1. *Federal policy has extended its reach to all activities of schooling. Developmental efforts have reached directly into the classroom by attempting to change conventional methods of teaching. Redistributive efforts have affected the allocation of resources between and between states and school districts. Regulatory efforts have affected the internal structure of schools and the classroom practice of teachers.*
2. *Cutting across virtually all federal reform policies is a tendency to substitute external authority—social science methods, university experts, regulatory requirements, and legal principles—for the authority and expertise of educational practitioners. Federal policy has communicated, at worst, a fundamental hostility, and at best, an indifference to the authority and expertise of educational practice.*
3. *Variability is the rule and uniformity is the exception in the relationship among policy, administration, and practice. Reforms succeed to the degree that they adapt to and capitalize upon variability.*
4. *Adaptation is not simply a matter of policymakers acquiescing to local and regional differences in tastes and competencies. It is more fundamentally, active problem solving.*
5. *Lags in implementation and performance are a central fact of reform. There is abundant evidence that the time it takes for reforms to mature into changes in resource allocation, organization, and practice is substantially longer than the electoral cycles that determine changes in policy.*

During the late 1990's criteria were developed, linked to federal legislation and the allocation of federal funds that differentiated school reform efforts from serendipitous initiatives. The federal effort is entitled Comprehensive School Reform Development Program (CSRD).

Summary

Each period of reform had a distinct theme, and each was fueled by an increasingly complex coalition of social, economic, and political interest, and each posed a new set of problems for the next generation of reformers (Elmore & McLaughlin, 1998). The subsequent argument is that educational reform as the basic tenet of teaching and learning in schools requires an on-going committed effort of a different type than has traditionally characterized reforms of the past. In many respects, the reforms of the post-modern era must be grounded in teaching activities and professional practices as opposed to expert advice and external moderation as in past reforms.

In an attempt to illustrate the patterns of educational reform programs, and validate the scholarly arguments, an investigation of prominent educational reform models is presented documenting the varying conceptual underpinnings of educational reform. The theories presented are recognized and documented as such in professional educational journals. The investigations are presented in the following pages:

Scaling Up

In the current educational reform literature, scaling up refers to the replication process of a prototype program or design to be implemented and expanded in many schools in multiple types of settings. Datnow, Hubbard and Mehan (1998) argue that scaling up has

proven to be a vexing and seldom successful endeavor and contend that this is a result of the lack of a co-constructed nature within the implementation process. Stringfield, Datnow and Ross (1998) assert a similar position in their report examining 13 culturally and linguistically diverse elementary schools, each of which was implementing one of six externally developed school restructuring designs: Roots and Wings, Modern Red Schoolhouse, Core Knowledge Sequence, Audrey Cohen, Comer School Development Program, Coalition of Essential Schools. The report detailed the initial successes and challenges these schools faced as they adapted the designs to suit their needs, five conditions were identified as instrumental in facilitating implementation:

1. A site administration that was supportive of the design and that gave teachers what they needed to implement it successfully whether it was professional development, classroom resources, or instructional support.
2. Strong support from someone in the district office who was knowledgeable about their design and their particular school context.
3. Frequent contact with and recognition from a representative from the design team.
4. A full-time facilitator on-site whose sole responsibility was to support the implementation of the design. In the best case scenario, this person had previously been a teacher at the school.
5. School organization that allowed all students (including LEP and low-achieving students) to receive benefits from the design.

In an attempt to illustrate the degree of educational reform programs and validate the constructs of “scaling up”, an investigation of leading externally developed whole-school programs documented prominently in the professional literature are presented.

Comer model (School development program)

In 1968 Dr. James P. Comer and the Yale Child Study Center founded the Comer School Development Program. The program was designed to create a cadre of significant adults in students' lives-at home, in school, and in the community-who work together to support and nurture each child's total development. Nine components are considered essential: 1) "no-fault" decision making, 2) consensus decision making, 3) collaboration, 4) parent involvement program, 5) school planning management team, 6) mental health team, 7) comprehensive school plan, 8) staff development, and 9) assessment and modification. Central to the program is the school management and governance team composed of the principal, teachers, parents, a mental health specialist, and support staff. The program focus is on the physical, moral, social, psychological, speech, language, cognitive, and intellectual growth of all students. Instruction includes a Focus Program, a small-group pull-out tutorial provided three or more times per week to students who are a year behind grade level, and a Discovery Room to entice and draw out troubled learners. The SDP is adaptable to diverse local curricula.

Modern red schoolhouse

Education in a Modern Red Schoolhouse is based on a cohesive arrangement between the student, student's parents and the teacher. The compact collectively defines the student's goals, responsibilities of all parties, and any extenuating services the student may require. Students are grouped into primary, intermediate, and upper divisions, ending at grades four, eight and 12 respectively. Multiple assessments are conducted including assessments based on the College Board Advanced Placement Exams. Additionally, students

are tested in mathematics, science, English, history, and geography, as well as oral reports and projects.

Elementary (K-6) students are taught the Core Knowledge Sequence for one half of each day. The Core Knowledge Sequence is a program that was created by the Core Knowledge Foundation, providing a planned sequence of specific benchmarks in the content areas of language arts, history, geography, math, science, and fine arts.

Success for all

“Success For All” is a whole-school based achievement-orientated program created by Robert Slavin and associates at the John Hopkins University in 1987 for students in grades pre-K through grade 5 (Cited in Balkcom & Himmelfarb, 1993). It is a total elementary school wide approach using prevention and intensive early intervention to ensure that all students succeed from the beginning and maintain that success throughout the elementary grades. Both curriculum and instruction are research-based. Students are grouped heterogeneously in classes of 25 by age most of the day. They are regrouped across the first three grades by reading-performance levels during a 90-minute daily reading period into classes of 15-20 students and, very importantly, assessed and regrouped every eight weeks. Students having difficulty learning to read are provided one-to-one tutoring by certificated teachers. Strong emphasis is placed on effective family support of students, with a Family Support Team at each school for this purpose.

Coalition of essential schools

TheodoreSizer (1984) of Brown University developed the “Coalition of Essential Schools (CES). CES is a high school restructuring approach that outlines broad directions

and leaves the construction of specific curricula and instructional methods in the hands of local educators (Chesney, J. 1998). The constructs ofSizer’s design are nested in the belief that a school should be a place where decency prevails, and social and professional relationships are characterized by tolerance, generosity, and fairness. The CES philosophical underpinnings suggest an ideology about schooling and learning that places “personalization” as a necessary imperative.

The following are the Nine Common Principals that CES suggest as a framework for schools to provide personalized education to all students:

1. Schools should have an intellectual focus.
2. Goals should be simple and universal.
3. Teaching and learning should be personalized for each individual student.
4. The guiding metaphor should be “student as worker, teacher as coach.”
5. Diplomas should be awarded for demonstration of mastery.
6. Adults should un-anxiously express high expectations of students.
7. Administrators and teachers are generalists first, then specialists.
8. The maximum student/teacher ration should be 80:1 per day.
9. CES should be implemented with a per-pupil cost increase of no more than 10%. (Stringfield, Datnow, & Ross, 1998).

The “Nine Common Principles” of CES are stated in general terms, since it is assumed that there is no concrete prescription for a good school that can be applied to bring success to any other school. Good schools, however, are expected to share powerful guiding ideas as they strive to improve. The goal of CES is to get students to use their minds well, which is considered a first step in rethinking the entire educational system. CES schools work to simplify their curriculum so that every student will master a limited number of essential skills and areas of knowledge. Teachers involve students in active and collaborative

work that has evident value and clear goals and that generates many more ideas and challenges as the activity is pursued. Re: Learning is a support and dissemination mechanism for CES that has been established by the Education Commission of the States. (Schaffer, Nesselrodt, & Stringfield, 1997, p. 19).

Although the aforementioned programs are recognized among a core of scholars as exemplary, school systems must understand the demands and limitations of any chosen program. Stringfield (1994) states:

even a program independently validated and compatible with local predilections has limitations that must be addressed. Programs that may be worthwhile—for example, the Coalition of Essential Schools (CES)—deliberately do not specify curricula at any level of detail. Local faculty must develop units that are compatible with the CES philosophy. This requires time, effort and development skills not currently found on all faculties. Success for All requires a full-time implementer, Reading Recovery requires extensive staff development for specified teachers and that training is often not locally available. Failure to build skills and to provide the time necessary to meet these sorts of demands will result in failed implementations. When dealing with students at risk, success for most is not a satisfactory compromise.

Additionally, it is imperative that school systems are cognizant of the requirements for full implementation. Stringfield contends that often, systems miscalculate staff development and planning times.

CES assumes shared planning times, yet many schools have attempted to embrace CES principles without scheduling and budgeting the time required. Success for all requires the purchase of an extensive set of materials. The necessary levels of ongoing staff development to successfully implement such programs as the Paideia Proposal are almost invariably underestimated.

Stringfield's contentions are arguably consistent with several others in the field who note that in order for staff development to actually change practices, it must include presentation

of theory, modeling, time to practice, and immediate, supportive feedback. In Stringfield's estimation, these are characteristics that make obvious sense, yet they are rare in schools. Real change requires all of these elements, and the time and money required to implement such changes must be built into change efforts from the onset.

Integrated School Reform

Elmore and McLaughlin (1988) purport in their report to the Practice for the National Institute of Education entitled, "Steady Work: Policy, Practice, and the Reform of American Education," that educational reform operates on three loosely connected levels: policy, administration and practice. Policy can establish the conditions for effective administration and practice, but cannot determine how the decisions will be made. Administration can be instrumental in reflecting policy more or less accurately and can establish the conditions for effective practice. However, administrative decisions cannot predetermine or predict teacher behavior in the classroom. Practice can reflect acquired knowledge of effective practice, but the knowledge may or may not be congruent with policy and administrative decisions. Elmore & McLaughlin (1988) speak to the interdependence of these three factors, policy, administration and practice as it pertains to the inner workings of education.

Effective Schools

There were two distinct Effective Schools Models developed from the works of James Comer and Ron Edmonds (1989). Although differences exist among the two, there are striking similarities in the components of their models relevant to instructional leadership, high expectations, and a positive climate.

Comer's focus is reflected in the following statement:

I am suggesting that most schools and school systems can become more productive and happier places to be than they are right now. Nothing is wrong with public schools that programs to revitalized communities and families cannot improve through participation, cooperation, and an atmosphere of trust (Cited in Tirozzi, 1989).

Edmonds summarizes his conceptual approach in following:

. . . no notion about schooling is more widely held than the belief that the family is somehow the principal determinant of whether or not a child will do well in school. The popularity of that belief continues partly because many social scientists and opinion makers continue to espouse the belief that family background is the chief cause of the quality of pupil performance. Such a belief has the effect of absolving educators of their professional responsibility to be instructionally effective (Cited in Tirozzi, 1989).

The Effective Schools operational framework is rooted in the belief that all students can learn. Edmonds work provided the impetus and design for the development of such programs. The National Center for Effective Schools identified seven characteristics:

1. safe and orderly environment
2. clear and focused school mission
3. instructional leadership
4. high expectations
5. opportunity to learn and student time on task
6. frequent monitoring of student progress
7. home-school relations

Organizational Development

Evidence that principle's implementation materials and professional training and supports that enable schools to prepare educators to implement the reform are pivotal, they become meaningless if emphasis is not placed on the potential of organization members as a means of improving both educational processes and student achievement (Louis & Kruse, 1998).

Newmann & Wehlage (1995) contend that the most successful schools are those that use restructuring to help them function as “professional communities.” Concerted efforts are made, investigating ways to channel staff and student energy toward a clear, commonly shared purpose for student learning. To promote learning of high intellectual quality, a school must build the capacity of its staff to work well as a unit.

Systemic Reform

After more than a decade of marginally effective reform, diverse groups of education stakeholders are reaching similar conclusions: Demanding more from our schools is not enough—the system itself (at local, district, and state levels) must be fundamentally changed. Piecemeal reform efforts of the past have been tantamount to applying a Band-Aid to assuage schools’ ills when what is needed is major surgery. Many researchers propose systemic reform as an alternative to programs that serve as an appendage to current programs that fail to meet the demands of business, parents, communities, and students for fundamental change and significant improvement in schools (Thompson, 1994).

Holzman (1993) has described five ways in which the word systemic has been utilized. First, systemic means working school systems, district bureaucracies or state departments of education to effect change. Secondly and from a horizontal perspective, systemic refers to working with every school within the system. Holzman asserts that the change must take place and be inclusive of every school within the system or it does not constitute real change. Thirdly, systemic change means working with every aspect of the school system. Holzman contends that this “systems theory” use of the term assumes that educational improvements must consider the whole range of school issues. Fourthly,

systemic means systematic to the degree that efforts designed to achieve appreciable results must be consciously systematic and consider both horizontal and vertical structures. Finally, Holzman contends that systemic means fundamental change with the implication that educational reform is too extensive to be limited to one exclusive system.

David Florio of the National Science Foundation identifies a greater emphasis on depth of knowledge, new relationships between people, more flexible physical arrangements in schools, and restructured time schedules as common themes in systemic reform. Similarly, Conley (1993) offers a conceptualization of educational restructuring congruent with the goals of systemic reform. Conley presents a framework of 12 dimensions of educational restructuring that are grouped into three subsets: central, enabling, and supporting variables. Learner outcomes, curriculum, instruction, and assessment make up the supporting variables, identified as such because they have a powerful direct effect on student learning. Enabling variables, also closely related to instruction, comprise learning environment, technology, school-community relations, and time. Supporting variables, those further removed from the immediate classroom environment consist of governance, teacher leadership, personnel structures, and working relationships (Thompson, 1994).

Fullan (1994) adamantly contends that neither top-down nor bottom-up strategies for educational reform are successful. Fullan promulgates the idea that a more sophisticated blend of the two is required.

Co-Constructed Process\Conditional Matrix

One of the most compelling arguments in opposition to any of the aforementioned school reform theories is presented by Datnow, Hubbard and Mehan (1998) who formulate

the reform implementation process as a “conditional matrix” coupled with qualitative research, thereby “making sense of the complex, and often messy process of school reform than either technical-rational or organizational developments models”. This argument is based on the premise that linear, uni-directional, technical, mechanical and rationale reform processes do not fully capture the manner in which educational initiatives develop in the social as well as negotiated frameworks of schools.

Rogoff (1995) and Tharp (1997) both offer a position that is similar to others within the Co-Constructed school of educational reform, identifying personal, interpersonal, and community “levels” or “planes” of interaction. McLaughlin and Talbert (1993) depict organizations as successively contextual layers.

The Rand Change Agent Study Ten Years Later: Macro Perspectives and Micro Realities

Center for research on the context of secondary school teaching

From 1973 to 1979, the Rand Corporation conducted a national study for local public schools’ responses to various federal programs that mandated educational change including Title II of the 1965 Elementary and Secondary Education Act (ESEA), Title VII of the ESEA, programs financed by the 1968 Vocational Education Act, and the Right-to-Read program. In this report, McLaughlin (1989) contends that local factors continue to impede policy implementation. Revisions of the previous findings as reported in *The Rand Change Agent Study Ten Years Later: Macro Perspectives and Micro Realities*, emphasize the importance of belief and commitment for making modifications, the effectiveness of external agents interacting within the immediate environment, and consideration of teachers’

micro level realities. Future policy implementation should: (1) avoid single-issue projects; (2) address both the content and management of organizational change; (3) utilize teachers' networks; (4) focus on enabling practices rather than on removing constraints (McLaughlin, 1989).

The Rand report identifies two factors that are critical to successful program implementation. First, schools where educators felt that they adopted a design without fully understanding it or that they were forced to adopt a design showed lower levels of implementation than schools that were well-informed and had freedom of choice. Secondly, appreciable results occurred in districts that had stable leadership that strongly supported the design, were free of political crisis, had a culture of trust between schools and the district office, provided some school-level autonomy in such matters as budgets and hiring, and provided more resources for professional development and planning. Conversely, failure of reform can be attributed to the following: 1) financing; 2) leadership; 3) commitment to the program; 4) perceptions of the general public, parents, and students; 5) staffing; 6) curriculum; 7) political pressures; 8) racial problems; 9) insufficient facilities; and 10) problems of management and scheduling students and staff communication (McLaughlin, 1989).

Success according to Patricia Wasley and her colleagues (1997) say that the school's staff must share a common image of a different, more rigorous kind of schooling, be able to deal directly with difficult and often controversial issue, and be willing to receive and act on critical feedback from external sources. Additionally, the staff must have or develop self-analysis skills to monitor data on student achievement, as well as be able to address a

multitude of factors simultaneously germane to a re-designed curriculum, pedagogy, assessment, and school culture. Parental involvement is also a critical component (McChesney, 1998).

Fullan (1998) director of the Ontario Institute for Studies in Education at the University of Toronto frames educational reforms in the context of three stories that articulate reform initiatives as Inside; Inside/Out; and Outside/In. Fullan (1998) asserts that there has been considerable discussion regarding top-down and bottom-up strategies for school reform and the impending need to combine the two. In light of the growing knowledge base and the increased urgency to see deep, lasting and large scale reforms, he contends that a more productive formulation combines inside and outside-the-school perspectives. He refers to this as the three stories of reform. Taken together, these three stories contribute to the literature, providing a thought-provoking framework for accomplishing education reform.

The review of literature indicates that there is a significant degree of controversy as to what form educational reform should take. Perhaps the controversy surrounding educational reform and program implementation is based on the premise that one conceptual framework must guide the development and operation of any reform initiative. Many scholars espouse the implementation process as uni-directional, technical, mechanical and rational, not fully capturing how educational innovations play out as social, negotiated features of school life. Datnow, Hubbard and Mehan (1998) argue that organization models of school improvement that developed in reaction to these technical-rationale models also do not suffice for understanding school reform implementation. As a result of emphasis

placed on school-level strategies for self-renewal and improvement, organizational models diminish the actions that initiated the reform and the governmental, community, and district actions that occurred away from the school before it attempted rejuvenation and renewal. Neither technical-rationale nor organizational development models are appropriate in capturing the educational reform and its corresponding implementation process which should be based on dynamic relationships among structural constraints, the culture of the school, and people's actions in many interlocking sites or settings.

Reformation is not always thought of in a positive light. Tyack and Cuban (1995) echo negative sentiments stating that reformers who adopt a rationale planning mode of educational reform sometimes expect that they will improve schools if they design their policies correctly. Such a technocratic and top-down approach refutes the many ways in which schools shape reform initiatives and teachers employ their "wisdom of practice" to produce pedagogical hybrids. Rationale planners may have plans for schools, and may blame practitioners if they think that the plans are not properly implemented, but schools are not wax to be imprinted. Additionally, when reforms have come in staccato succession, they often have brought incoherence or uncomfortable tensions. They have injected progressive notions of meeting the developmental needs of students in a system geared to batch-processing. Subsequently, new demands of time and energy are placed on teachers that are already over-burdened (Tyack & Cuban, 1995).

The Middle School Concept

The purpose and functions of exemplary middle schools center on the intellectual, social, emotional, moral, and physical developmental needs of young adolescents (National

Middle Schools Association Research Summary, (1995); Clark & Clark, 1993). Within a relatively short time period, middle school youngsters undergo rapid physical growth, change in moral reasoning, the onset of abstract thinking, and introduction to a broad range of social issues greatly influenced by peers as well as the media. Simultaneously, the lifelong developmental tasks of forming a personal identity or self-concept, acquiring appropriate social skills, gaining autonomy, and developing character and a set of values begin (NMSA, 1995).

Issues surrounding the education of adolescences began and have been prevalent since the beginning of the 20th century and continue to be a primary topic of concern among researchers and observers today (Lounsbury, 1996). Between 1919 and 1925 as the junior high school concept was en vogue, its principal orchestrators and proponents made major statements regarding its philosophical base. Thomas Briggs (1920) stated:

In its essence the junior high school is a device of democracy whereby nature may cooperate with nature to secure the best results possible for each individual adolescent as well as for society at large.

During the 1940's and 1950's efforts were made to resurrect the junior high school. Gruhn and Douglass (1947) stated that the junior high school should address six major functions: integration, exploration, guidance, differentiation, socialization, and articulation. Today, the contemporary middle school continues to embrace these long-standing traditions.

The middle school concept first envisioned in the late 1950's, and developed throughout the 1960's, was designed to revolutionize and humanize the classroom environment. The vision for instruction was one developed and built on content connected across disciplines by central themes or questions relative to students' lives and the world

around them, often generated or constructed by students themselves (Manzo, 2000). It was also during the 1960's when Dr. Donald Eichhorn articulated a comprehensive middle school design in his book entitled, *The Middle School* (Eichhorn, 1966; Remington, 2000). Eichhorn equated the development of early adolescents to be philosophical rational, specific programmatic plans and curricula. Eichhorn proposed that viable educational options for the adolescent learner were rooted in a functional school which takes into finite account the psychological principles of readiness and maturation, knowledge of child growth and development, and the cultural interaction of students (Eichhorn, 1965).

In the 1960's William Alexander proposed a middle school as an alternative program for students in grades 5-8 or 6-8. This represented a marked departure from the junior high school that Koos and Briggs envisioned which essentially replicated the internal operations of a senior high school. The idea of grouping students by either grades 5-8 or 6-8 began to generate interest and eventually became the focal point for those who were desirous in reforming the junior high school (Lounsbury, 1996).

Developmentally Responsive Middle Level Education

There are two definitive schools of thought that are very similar in articulating the premise and underlying philosophy of middle level education. *Turning Points* (1989) examined the condition of America's young adolescents in relation to how well they were served by other entities including health institutions, and community organizations. Released by the Council on Adolescent Development of the Carnegie Corporation of New York, the report identified middle level education as a top priority on both the education and general public's agenda (Lounsbury, 1996). The report proposed eight recommendations needed to

make an appreciable difference in the education of adolescents (Carnegie Council, 1989):

1) create small communities for learning, 2) teach a core academic program, 3) ensure success for all students, 4) empower teachers and administrators to make decisions about the experiences of middle grade students, 5) staff middle grade schools with teachers who are expert at teaching young adolescents, 6) improve academic performance through fostering the health and fitness of young adolescents, 7) re-engage families in the education of young adolescents, and 8) connect schools with communities.

Following the introduction of the middle school during the 1960's, no single comprehensive position report or statement surfaced that crystallized the educational tenets inherent in the middle school movement. A report released in 1982 rooted in the efforts of Eichhorn and his contemporaries representing the middle school movement, by the National Middle Schools Association (NMSA) entitled: *This We Believe* provided a definitive position in its articulation of middle level education. The NMSA report is based on the uniqueness of "transescence," described as the period from age 10 to 14 when children are making the transition from childhood to full adolescence. The premised of transescence is rooted in the major physical, social, emotional, social-emotional, and intellectual characteristics. The report enumerates what the authors perceive as the 10 essential elements of a "true" middle school:

1. educators knowledgeable about and committed to transescents
2. a balanced curriculum based on transescent needs
3. a range of organizational arrangements
4. varied instructional strategies
5. a full exploratory program
6. comprehensive advising and counseling
7. continuous progress for students

8. evaluation procedures compatible with transescent needs
9. cooperative planning
10. positive school climate

The most recent edition of the NMSA report released in 1995 is framed in the context to assist in achieving developmentally responsive middle schools. The rationale for middle level education is aligned with requisite characteristics and needs of young adolescents and the rapid changes in society. The report identified six general characteristics of young adolescent educational programs, that when operational, would enable schools to make the most appropriate program decisions:

1. educators committed to young adolescents
2. a shared vision of middle level education
3. high expectations for all students
4. an adult advocate for every student's academic and personal development
5. family and community partnerships
6. a positive school climate

Additionally, six major middle level program components are defined:

1. curriculum that is challenging, integrative, and exploratory
2. varied teaching and learning approaches
3. assessment and evaluation that promote learning
4. flexible organizational structures
5. programs and policies that foster health, wellness, and safety
6. comprehensive guidance and support services

Combined, these 12 factors articulate a vision of what developmentally responsive middle schools can aspire to be (NMSA, 1995).

Turning Points 2000 (Davis & Jackson, 2000) amended their original 1989 report, recommending that middle schools reorder their priorities, beginning with rigorous curricula, standards-based instruction, and more focused professional development.

Middle school education has come under a lot of scrutiny as a result of diminishing achievement as indicated by standardized test scores. Opponents contend that too many schools have inappropriately failed to address students' intellectual development as they strive to make school more engaging, focusing on dramatic physical and emotional changes. James M. Longo, chairman of the education department at Washington and Jefferson College states that, "Placing academics above developmental needs, a worthy goal, runs counter to the middle school mission. You cannot have high academic standards if they are not based on the developmental needs of adolescents" (Manzo, 2000). Additionally, critics contend that the push for developmental appropriateness has resulted in a shallow, ill-defined curriculum and ineffective teaching strategies. Many middle school educators are often certified in elementary education and are not adequately prepared to teach middle school subjects, particularly in mathematics and science (*Education Week*, 2000).

Other reform theorists have echoed similar sentiments regarding the education of the adolescent student. In a 1990 Maryland State Department of Education report submitted to the Commission for Students At Risk of School Failure, the authors explore contributions that schools, communities, and families can make toward preventing and intervening in behavior that places young adolescents at risk. Several factors were identified as having an appreciable impact on young adolescents to reduce their risk of failing in school and in life:

1. The school environment, including the importance of an inviting school climate.
2. The home environment and the importance of partnerships between home and school.
3. The community and partnerships between the community and school.

Secondly, the Maryland (1990) report cites five categories of intervention design as critical components to promote the development of the aforementioned environments to include:

1. academic assistance and remediation,
2. pupil services and social services,
3. vocational and career awareness,
4. alternative school approaches, and
5. school improvement and reorganization approaches (Maryland State Department of Education, 1990).

The NMSA contend that exemplary middle level schools address the distinctiveness of early adolescence with a matrix of various instructional and organizational features. NMSA state that it is recognized by most educators, associations, foundations, state boards of education, and researchers that the proceeding five factors are necessary components that constitute a successful middle school:

1. Interdisciplinary teaming refers to the organizational structure of a core of teachers assigned to the same group of students. A variety of configurations have been successful ranging from 2 – 5 team members in two, three or four subject areas. Teaming provides the structure to support two essential aspects of middle level education: (1) a positive psychosocial environment that allows flexibility and variety (Keefe et al., 1983), and heterogeneous grouping of students (Mac Iver & Epstein, 1993) and (2) a structure to plan and deliver a curriculum that balances academic and humane factors (NMSA, 1995). Because teachers share the same students and have a common planning period, they are able to respond more quickly to the needs of individual students through collaboration, meeting jointly with parents, and designing thematic units that foster the transfer of ideas among disciplines and increase relevance.
2. Advisory programs consist of a small group of students (usually 20 or fewer) assigned to a teacher, administrator, or other staff member for a regularly scheduled meeting to discuss topics of concern to students. The purpose of this program is the development of close, trusting relationships between students and adults and to increase

engagement with learning and feelings of positive self-esteem and belonging. Social and academic support activities include “discussing problems with individual students, giving career information and guidance, developing student self-confidence and leadership, and discussing academic issues, personal or family problems, social relationships, peer groups, health issues, moral or ethical issues and multicultural issues/intergroup relations” (Mac Iver, 1990, p.459). Teacher advisories also help create more positive school climates, develop students’ self concepts, and prevent dropouts (George & Shewey, 1994; Mac Iver, 1990).

3. Varied instruction includes (1) integrating learning experiences, addressing students’ own questions and focusing upon real life issues relevant to the student; (2) actively engaging students in problem-solving and accommodating individual differences; (3) emphasizing collaboration, cooperation, and community; (4) seeking to develop good people, caring for others, democratic values, and moral sensitivity (NMSA, 1995). Some of the more common program include multi-age grouping over longer periods of time, cross-age tutoring, cooperative learning, hands-on and student-centered activities; use of block time and flexible scheduling; and positive evaluations. Learning tasks are developmentally appropriate and adapted to individual differences.
4. Exploratory programs capitalize on the innate curiosity of young adolescents, exposing them to a range of academic, vocational, and recreational subjects for career options, community service, enrichment, and enjoyment. Exploratory topics include foreign languages, intramural sports, health, clubs, student government, home economics, technological arts, independent study projects, music, art, speech, drama, careers, consumer education, creative writing, and several other special areas.
5. Transition programs focus on creating a smooth change of schools for the young adolescent. Eighty-eight percent of public school students begin the middle grades in a new school, a transition that may overwhelm the coping skills of some students and “have pathogenic effects on their psychological adjustment, self-esteem, and motivation to learn” (Mac Iver, 1990). A common approach is for elementary school students to visit the middle level school they will be attending, while administrators of the elementary and middle level schools meet to discuss programs and the middle school counselors to discuss ways to help students make a smooth transition

from elementary to middle school and from middle to high school (Dickinson & Jenkins, 1995; NMSA Research Summary #4, Exemplary Middle Schools).

Manzo (2000) identifies unintended consequences that resulted from some of the aforementioned initiatives stating: 1) Too often, the advisory periods occurred at the beginning of the day during a time which teachers were to establish deep relationships with students through candid discussions of importance to students. Often, this time was consumed by taking attendance and other custodial/clerical functions. 2) Exploratory periods that allowed students to choose brief nonacademic courses on topics that interested them were seen as little more than a break from what is perceived as real academic work. 3) Members of interdisciplinary teams are often reluctant to contribute and relinquish control over aspects of their individual content to the team for the purposes of creating interdisciplinary thematic units.

The research is consistent in its description of the philosophical premises behind the middle school concept. It is apparent through the literature that middle level education presents a unique challenge as a result of the compelling social, emotional, intellectual and physical issues facing students in this particular age range. Although there have been recent additions to the scope of middle level education, it is quite apparent that a concerted effort is necessary throughout the entire educational as well as community pipeline to develop and maintain a successful middle school that meets the criteria as established by several associations and researchers.

Integrated Curriculum

Beane (1997) defines curriculum integration as a curricula design that promotes personal and social integration through the organization of curriculum around significant problems and issues, collaboratively identified by educators and young people, without regard for subject area lines. Beane marshals that planning for curriculum integration begins with an organizing theme followed by the question, “what significant activities might be done to address the theme?” Projects and related activities entail “integration” and application of knowledge in the context of a theme. Content and skill are taught, learned, and applied, as they are needed to address particular themes. Although knowledge is drawn from the traditional content areas, students move from activity to activity or project to project as opposed to movement from subject to subject. The emphasis is placed on real-life themes, contextual application of knowledge, and constructivist learning. Beane contends that curriculum integration is particularly well suited to assist students’ integrated learning experiences into their developing schemes of meaning.

One of the most compelling presentations regarding curriculum integration is provided by Fogarty (1991) who delves deeper into the definitive aspects of curriculum integration, describing 10 models designed to help the young adolescent discover the “roots running underground whereby contrary and remote things cohere and flower out from one stem”, this is the mission of both the teachers and learners. The following is a summary of Fogarty’s models that identify strategies to achieve an integrated curriculum:

1. The Fragmented Model represents a traditional model of separate subjects and content areas in which each discipline is addressed

individually. This is a necessary initial first step as teachers begin to identify curricular priorities within their subject area.

2. The Connected Model provides for a more detailed examination of the subtleties and interconnections within a single discipline. Although the subject is viewed as a separate entity, this model focuses on making clearly define connections with one topic, one skill, one concept to the next with respect to students becoming cognizant in regards to how one topic relates to another within a single discipline.
3. The Nested Model views the curriculum within the multiple dimensions of lesson design. Nested integration focuses on the natural combinations and learning opportunities that develop or extend from a core knowledge concept within a single discipline.
4. The Sequenced Model features topics and units that are taught in isolation, but are rearranged to provide a broad framework for related concepts. Teachers develop a scope and sequence to align and synchronize related topics within a team.
5. The Shared Model brings two individual disciplines together into a single focused image. Two teachers work to identify an overlapping or unifying theme looking for shared concepts and similar skills.
6. The Webbed Model employs a central theme across a number of disciples while simultaneously integrating content matter. This process begins with the identification of a theme by team teachers while each teacher contributes content from their subject area to the conceptual theme to create a cross-disciplinary unit of study.
7. The Threaded Model accentuates the “big ideas” throughout all content with a metacurricular approach. The thinking skills, social skills, study skills, graphic organizers, technology and multiple approaches to learning are threaded throughout all disciplines.
8. The Integrated Model rearranges interdisciplinary topics around overlapping concepts and emergent patterns and designs. Using a cross-disciplinary design, overlapping skills, concepts and attitudes are shared with the teacher calling attention to the commonalities that emerge.

9. **The Immersed Model filters all content through the students' lens of interest and personal expertise. Integration takes place within the learners, with very little external intervention.**
10. **The Networked Model of integration views the curriculum through a prism, creating multiple dimensions and directions of focus. Students make internal connections that lead to external networks of specialists within a specific area of interest.**

As mentioned previously, Fogarty contends that the purpose for integrating the curriculum is to help students see that knowledge has connections. These models range from subjects being taught separately to models that incorporate several disciplines into the curriculum to immersed models when the learner begins to internalize the subject matter and pursue it on their own, creating a natural “de facto” integration. In the final model, the pursuit of learning becomes more external and is shared across networks of learners (Fogarty, 1991).

The vision behind middle school instruction was one built on subject matter connected across disciplines by central themes or questions about students lives and the world around them, often generated or constructed by students themselves (Manzo, 2000). Turning Points (1989), calls for active participation among students in teaching-learning situations that are organized and presented around themes, where the student will inquire, associate, and synthesize. Students will have opportunities to discuss, analyze, express opinions, receive feedback from peers and view themselves as facilitators through which young people construct knowledge themselves.

In “This We Believe” (1995), the NMSA states that,

Because of young adolescents' drive toward independence, curriculum that challenges must enable them increasingly to guide the course of their

education. Consonant with their varying capacities to handle responsibility, students must be nurtured in making choices and decisions about curricular goals, content, methodology, activities, materials, and means of assessment.

Middle school students can and should be involved in classroom curriculum planning. Middle school reformers contend that students have good ideas that can enhance the teaching-learning situation (NMSA, 1995).

Summary

The research is clear regarding the integrated curriculum and its application within the middle school concept. It is also evident that to achieve the desired results of curriculum integration requires a well-articulated action plan for creating and successfully implementing multi disciplinary units. This process is best described by Jacobs (1991) who promulgates a four-phase plan for implementing an integrated curriculum: 1) Teachers examine across the school the units and subjects currently being taught and bring these units into alignment. Teachers also begin to identify opportunities outside the school the may serve as valuable resources for ideas surrounding the integration of the curriculum. 2) Teachers develop a proposal for creating a multi disciplinary unit, generally by identifying and modifying an existing unit. 3) The team of teachers pilot, implement and monitor the unit. 4) The new unit is adopted and becomes a permanent part of the school's curriculum (Jacobs, 1991; Planning for curriculum integration. *Ed Leadership*, 49(2)).

Middle Level School Reform and Program Implementation

Educators, parents, policymakers, and researchers have focused an exorbitant amount of attention on middle-level educational reform in recent years. The impetus behind this movement is in many respects shaped by widely held concerns about middle schools'

academic rigor and the ineffectiveness of activities designed to help early adolescents develop in non-academic realms. Subsequently, many educators have renewed their commitment and efforts to develop curricula and instructional programs that challenge students academically and explore their intellectual interests, to ensure that teachers receive appropriate training to meet the needs of the middle school student and to foster an environment that is more nurturing and conducive to augmented student achievement. During the past two decades, educators have devoted a great deal of attention to reforming high schools. Similarly, initiatives to improve early childhood education and expand access to preschool have gained in popularity. Congruent with the aforementioned efforts, middle schools have been the recipient of renewed attention, particularly as the literature has identified early adolescent as the time when students are prone to drift, alienation, and underachievement in school often begin. The recognition of middle schools as a key bridge in the continuum of schooling has also focused research and practice efforts on the middle grades (National Center for Educational Statistics, 2000).

As a result of determined advocacy, fueled by funders such as the Carnegie Corporation, the Edna McConnell Clark Foundation, and the W. K. Kellogg Foundation, middle-grades reform has moved near the top of the national education agenda. The movement gained momentum with the release of the (TIMSS), which revealed a pervasive and intolerable mediocrity in mathematics teaching in the middle grades. The results of the (TIMSS) study help commence federal initiatives aimed at encouraging states and school systems into a thorough reexamination of the nation's approach to educating young adolescents (Norton, 2000).

Turning Points 2000: Educating Adolescents in the 21st Century, was released at the National Middle School Association's annual conference in October 2000. The report recommends that middle schools reorder their priorities, beginning with rigorous curricula, standards-based instruction, and more focused professional development (Manzo, 2000). This most recent report draws on the experience of schools involved in various reform models, as well as recent research on teaching and learning. Additionally, the report endorses principles that have guided the middle school movement over the past three decades, including; team teaching, small learning communities, a caring school environment, and parental involvement. Ensuring success for all students is not simply a recommendation, but the plan's overall goal (Manzo, 2000).

The following section focuses on reform strategies and corresponding components that are specific to the middle school philosophy.

Interdisciplinary Teaming

Review of the current literature and recommendations issued by several national task forces concerned with middle-level reform, cite the interdisciplinary teaching team as a key component for effective reform (Manning & Bucher, 2001; Turning Points, 2000; Flowers, Mertens, & Mulhall, 1999; Epstein & Mac Iver, 1989). Interdisciplinary teaming is defined as an organization pattern of two or more teachers representing different subject areas and sharing the same students, schedule, and adjoining areas of the school. Team organization is a fundamental structural change and is recognized as an essential component of developmentally responsive schools for young adolescents. The terms "interdisciplinary

team organization” and “interdisciplinary team teaching” have been used interchangeably in the literature (Manning & Bucher, 2001).

Wiles and Bondi (2001) contend that in an effort to promote communication, coordination, and cooperation among specialists, interdisciplinary team teaching has three major functions: instruction organization, and establishment of team identity and climate (Wiles & Bondi, 2001). Mac Iver (1990) asserts that this configuration permits teachers to respond more quickly, personally, and consistently to the needs of individual students. In theory, teachers have an augmented sense of the students’ performance in all subjects, confer with one another regarding student needs and can arrange additional time for parent conferences, meetings and student learning opportunities.

Interdisciplinary teaming is also advantageous in alleviating the sense of isolation many teachers feel by developing lessons exclusively. Instruction will be more effective in schools that use interdisciplinary teaming because the teachers on a team can plan thematic units that enable students to make connections between ideas in different disciplines. Students who experience interdisciplinary teaming are privy to membership of a small unit with which they can identify; a stable cluster of peers and teachers. Assignment to interdisciplinary teams theoretically help students build “esprit de corps” thus enhancing their individual motivation to learn, and improves their attitudes toward school to the cohesive support teams can provide (Mac Iver, 1990).

Results of the John Hopkins University Center for Research on Elementary and Middle Schools study indicates that while several schools have embraced the interdisciplinary teaming, only 10% of schools show a strong commitment by providing

common planning time for teachers. Flowers, Mertens and Mulhall (1999) echo similar sentiments stating that common planning time is a critical component of a team's success. Teams with high levels of common planning time report both engaging in team activities more frequently as well as feelings of a more positive team climate.

Flowers, Mertens and Mulhall (1999) argue that two of the biggest misconceptions surrounding the implementation of interdisciplinary teaming in the middle grades are that:

1. the work is complete after teachers and students have been assigned to teams and the class schedule has been rearranged so that students on each team have all their classes together (i.e., the structures are in place)
2. the implementation of teaming ensures that a school will positively impact teacher and student outcomes

However, without follow-up work, teaming alone is not likely to achieve significant gains.

School Transition Programs

Students make many transitions throughout their years of schooling: from home to school, elementary to middle school, middle school to high school, and high school to college or work. Transitions can be very traumatic and often exasperated when programs are not in place to address transitional concerns (Schumacher, 1998).

Weldy (1991) states that middle school students when asked about their concerns in facing a school transition, mentioned the following: 1) getting to class on time, 2) finding lockers, 3) keeping up with materials and supplies, 4) finding the cafeteria, 5) getting on the right bus to go home, 6) getting through the crowded halls, and 7) remembering which class to go to next.

In addition to these concerns, teachers identified specific challenges to students making the transition from a sixth-grade elementary to a middle level school: 1) changing classes, 2) reduced parent involvement, 3) more teachers, 4) no recess, no free time, 5) new grading standards and procedures, 6) more peer pressure, 7) developmental differences between boys and girls, 8) cliquishness, 9) fear of new larger, more impersonal school, 10) accepting more responsibility for their own actions, 11) dealing with older children, 12) merging with students from other elementary schools, 13) unrealistic parental expectations, 14) lack of experience in dealing with extracurricular activities, 15) unfamiliarity with student lockers, 16) following the school schedule, 17) longer-range assignments, 18) coping with adolescent physical development; and for some, 19) social immaturity; and 20) lack of basic skills (Weldy, 1991, pp. 84-85).

The transition from elementary to middle school can present an arduous challenge for many adolescents. It is a period coupled with both anxiety and anticipation (Odegaard & Heath, 1992). The familiarity of a known comfortable environment is no longer present. The larger size, different structures and perceived anonymity may seem overwhelming and intimidating to the adolescent student. Relationships become strained as a result of student team assignments in which they may be unable to interact with former elementary school friends. Shoffner & Williamson (2000) contend that the combination of environmental, social, psychological, and physiological changes may overwhelm some students. Lack of the necessary skills needed to cope with these challenges can significantly effect the middle school student's adjustment, achievement, aspirations, and feelings of self-worth.

The negative effects regarding middle school transitions are well documented in research studies (Eccles & Midgley, 1989; Schumacher, 1998; Seidman, LaRue, Aber, Mitchell, & Feinman, 1994; Wigfield & Eccles, 1994). When students experience unsuccessful transitions, they are more apt to feel less positive about their own potential and the importance of schooling. Students who experience difficulty with transitions are frequently those unable to focus on school and learning.

In a national survey of practices and trends in middle-grade education conducted by the John Hopkins University Center for Research on Elementary and Middle Schools (CREMS), the three most common activities for easing the transition from the elementary to the middle grades were: having elementary school students visit the middle –grade school, having the administrators of middle-grade and elementary schools meet to discuss programs and articulation, and having middle-grade counselors meet with elementary counselors or staff members. Without carefully designed transition programs, the adjustment period for adolescents can be lengthy and accompanied by a lack of school success. It is therefore imperative that middle schools create programs and effective strategies to address this need (Shoffner & Williamson, 2000). The transition into middle level schools is accompanied by intellectual, moral, social, emotional, and physical changes taking place in at least part of the transition group at any given time. Schumacher (1998) suggest that students making the transition into middle level school need to receive assistance prior to, during, and after the move in an effort to facilitate their social, psychological, and academic well-being. Effective and comprehensive transition programs help 1) establish a sense of community; 2) respond to the needs and concerns of the students; and 3) provide appropriate, faceted approaches

to facilitate the transition process. Some potentially successful strategies have been infrequently used due to the degree of difficulty to implement including having elementary school students attend regular classes at the middle-grade school, having summer meetings at the middle-grade school for incoming students, and having a buddy program that pairs new students with older ones (Mac Iver, 1990).

The following recommendations are suggested as guidelines for planning transition programs:

1. Provide several activities that will involve students, parents, teachers, and staff from both schools in the transition process.
2. Establish a transition protocol that can be easily replicated and updated annually with little effort.
3. Establish a timeline for the transition process.
4. Schedule meetings between collaborative groups from sending and receiving schools and discussions for adults and students about the issues.
5. Assess the human and financial resources available to support the transition process. Identify adult and student leaders from all schools and constituencies to help with the transition.
6. Ask students, teachers, guidance counselors, parents, and others to evaluate the transition program (Weldy, 1991)..

The following examples are proposed as transition activities germane to creating and selecting plans tailored to a specific community:

1. The need for curriculum articulation for all teachers at all levels should be clearly understood. Teachers from sending and receiving schools can meet to discuss curriculum and instructional practices.
2. Teachers from receiving schools can visit the sending schools to initiate personal contracts.

3. Letters can be sent home welcoming students and families, and inviting them to school activities.
4. Parent Teacher Association members can call each new family welcoming them to the school.
5. Guidance counselors and special education teachers from each school can meet to share information.
6. Students of the receiving school can become “ambassadors” of goodwill. Student-to –student contact, preceded by a discussion of what information might be useful to new students, can help establish personal links. Sending-school students can be paired with receiving-school students for visitation days.
7. Letters between students in the sending and receiving schools can be exchanged.
8. Programs new to the entering students can be highlighted during student visitations.
9. An unstructured open house can be held prior to the opening day of school; a structured evening open house can be held during the second week of school.
10. A school handbook can be distributed to each family, including important telephone numbers, school history, yearly schedules, teachers identified by grade level, team, and subject taught, bell schedules, lunch procedures, and other practical information (Schumacher, 1998).

Middle school educators have incorporated a variety of strategies to assist students as they move to a new school. They acknowledge the importance of implementing sound transition programs and helping students enter their new school confident and knowledgeable (Shoffner & Williamson, 2000). Effective middle level transition programs establish a sense of belonging among the multiple constituencies involved, appropriately respond to the needs of the incoming students, and provide multiple opportunities for all

constituencies to develop a meaningful role during the transition process as well as maintain that role throughout the school year (Schunmacher, 1998).

The Role and Authority of the Principal

When successful schools are analyzed, the importance of the leader in establishing and articulating the vision, in molding the culture, and in facilitating change becomes obvious. School reform efforts have appropriately focused on the principal as the *instrumental change agent* who can facilitate the process of transforming schools and leading the faculty, staff, students, and community to levels of excellence. Throughout the twentieth century, researchers have examined and debated extensively over the specific role of school leaders. In one decade, principals are urged to be “bureaucratic executives”; 10 years later the ideal is “humanistic facilitator,” followed by “instructional leader” (Lashway, 1999).

The job of the principal is complex, multifaceted, and demanding, and the principal’s responsibilities and roles are many. Studies of high-performing principals and effective schools have indicated that the role of the principal as the instructional leader is paramount. It is the principal’s responsibility to develop and sustain an academic community where learning is the top priority (Brown & Irby, 1997). Bossert et.al, (1982) present a congruent framework for interpreting the intricate instructional management role of the principal, which they contend impacts student learning both directly and indirectly. The authors posit that principals must exercise leadership in two domains to maintain a successful school: instructional organization and climate. Personal characteristics, district influences, and social environment shape and constrain leadership by the principal.

The premise of middle level leadership is rooted in shared roles. Consistent with middle-level planning is the expectation that the leader will lead leaders, with emphasis on developing the strength of others, focusing on opportunities, viewing problems as challenges (McKay, 1995). Information regarding essential leadership skills for middle-level educators is well documented in the literature (Burget, 2000; Clark & Clark, 1989).

Relating more specifically to middle-level leadership, Clark and Clark (1989) identified the desired characteristics of leaders desirous of achieving appreciable results:

1. A passion for middle-level education;
2. A willingness to share decision making;
3. A concern for the well-being of all persons in the school;
4. An opportunity orientation toward problems;
5. A good self-concept;
6. A model of school norms;
7. An awareness of differences between middle and high school students;
8. An awareness of the sensitivity of early adolescent students and their own process of socializing with other students and adults;
9. An awareness of the ebb and flow between the willingness to explore and the need to have the stability of the known;
10. An awareness of the differing demands placed on students because of a changing family structure and resulting moral, social, and ethical dilemmas;
11. An awareness of the need to provide opportunities for students to have a wide variety of school activities in which to explore, participate, and excel.

Schools have begun to re-align their educational programs, focusing on the basic principles of school reform including high content standards and expectations for all students, and authentic as well as standardized measures to determine whether students are achieving (Burget, 2000). As a result, several successful principals have initiated guidelines for staff development that espouse facets of quality staff development programs as well as additional ideals in implementing innovative changes. Burget promogates the notion that principals should seek to answer the following four questions:

1. What improvements in student learning do we seek?
2. What changes must be made to get those results?
3. What types of staff development are required to make those improvements?
4. How will we know if staff development has led to those improvements?

The principal is empowered with the authority and responsibility to make decisions collaboratively at the local level, to maximized resources and to positively impact teaching practices and achievement.

The Role of Teachers in Program Implementation

Most people assume that teachers' work is exclusively aligned with activities within the classroom, interacting with students. Although the classroom is the dominant setting for the teacher with energies directed to students, it does not represent the only context for their work (McLaughlin, 1989). Although in spite of the emphasis of some recent studies on teachers' work outside the classroom, most policy discussions germane to educational reform focuses on the interaction between teachers and students within the classroom. Louis

(1995) argues that teachers represent members of an adult working community that affects what transpires in classrooms. Often, the broader context of teachers' efforts is widely ignored. Subsequently, Louis, Kruse and Bryk (1995) have based their research on what teachers do outside their classrooms may be critical to school restructuring and augments their professional work performance. The authors propose a framework for addressing teachers' work that focuses on two key aspects related to current pressures for educational reform; professional community, emphasizing that unless teachers are provided with more supporting and engaging work environments, they cannot be expected to improve their skills to reach and teach students more effectively.

After accepting that change is inevitable, teachers can take a leadership role in the development of training in many different ways. Burget (2000) outlines activities that teachers should actively become involved with:

1. Work with content-area professional organizations to become familiar with new standards;
2. Understand emerging standards and change practice accordingly;
3. Initiate study groups to assess current efforts and plan new initiatives;
4. Study exemplary plans in conjunction with administrators;
5. Become leaders and "turnkey" staff developers in their own districts and buildings;
6. Continually assess staff development programs;
7. Monitor student achievement;
8. Collaborate with peers;
9. Engage in self-reflection;

10. Work with the local union to develop “teacher centers” where learning opportunities can be offered;
11. Use new technology;
12. Become a lifelong learner.

The discussion regarding the role of teachers in program implementation cannot take place in isolation of the social, cultural, political, and organizational characteristics of schools that account for varying work environments for teachers.

Summary

America’s educational performance during the almost two decades since the publication of *A Nation at Risk: The Imperative for Educational Reform* (1983) has not improved despite noteworthy efforts. America’s schools continue to rank near the bottom; achievement has not risen significantly.

School reform can be viewed as a braid in which a collection of reform programs and plans becomes melded with the existing political and cultural setting: At best, changes are based on steady and patient efforts to work within the school as it exists, while maintaining a vision of what can be. It is a tedious process that is contingent on dogged tenacity and skill at coping with inevitable crises that occur in any evolving program of change (Louis & Miles, 1990).

It is imperative that educational systems examine what successful schools are doing to achieve appreciable results, how they go about the process, and what factors make it more or less difficult to achieve success.

In review of the related literature, a number of significant theories, conceptual frameworks, case studies and practices were presented regarding school reform and program implementation. The following research-based elements will be integrated in the Quaker Valley Middle School model of school reform and program implementation study and:

1. is designed and characterized by educators committed to young adolescents, a shared vision, high expectations, family and community partnerships and a positive school climate (National Middle Schools Association, 1995; Comer & Edmonds, 1989; Commission for Students At Risk, 1990; Wasley, Hampel & Clark, 1997).
2. is designed and framed in an organizational context that allows all students to benefit from the design (Stringfield, Datnow & Ross, 1998).
3. utilizes and promotes the formation of a professional community, teachers' networks and focuses on enabling practices rather than removing constraints (McLaughlin, 1989; Newmann & Wehlage, 1995).
4. is characterized by a clear and focused mission and intellectual focus (Edmonds, 1989).
5. facilitates capacity for change on an individual and organization level.
6. is responsive to the changing needs of the adolescent learner, taking into account findings of research in augmenting student achievement (National Middle Schools Association, 1995; Stringfield, Datnow & Ross, 1998).
7. is designed so learner outcomes, a rigorous curriculum, instruction, focused professional development and assessment make up the core of the reform initiative (Conley, 1993; Beane 1997; Fogarty, 1991; Newmann & Wehlage, 1995; Davis & Jackson, 2000).
8. is characterized by enabling variables aligned with instruction consisting of learning environments, technology, school-community relations, and time (Conley, 1993).

9. is designed with strong district office and building level (local) support with regard to governance, teacher leadership, personnel structures, and working relationships (Conley, 1993; Stringfield, Datnow & Ross 1998).
10. is aligned with the tenets of standards-based accountability, shared decision-making and whole-school reform (Lashway, 1999).
11. is designed so the home environment, school climate and partnerships between the home, school, parents and community are integrated into, and supported by the organization within which they function (Maryland State Department of Education/Commission for Students At Risk, 1990; Comer & Edmonds, 1989).

Conclusions from the Literature

This chapter established the framework for examining the implementation process of the International Baccalaureate Middle Years (IBMYP) identifying salient characteristics and behaviors pertinent to school change. The literature indicates that successful educational reform initiatives are consistent with investments by the schools in the areas of research, planning, training and providing the necessary resources and support network for implementation. It is equally important that school and community stakeholders understand the change process as it relates to the school's unique indigenous culture. The literature suggests that successful change is contingent upon the actions of individuals and/or elements responsible for the change and the quality of the impending relationships. Therefore, change represents a matrix of conditional activity. Conversely, the literature indicates that, reform efforts are more likely to fail in meeting program goals when change is approached in a sequential and liner manner without the consideration of the aforementioned factors. The International Baccalaureate Middle Years Programme requires participating schools to meet

pre-requisite criteria, investing in the types of activities that as the literature suggest achieve appreciable results.

In reference to the middle school concept and its philosophical approach to educating the adolescent, issues related to developmentally responsive middle level education and the narrowing of reform efforts and the corresponding concerns have been explored. Also investigated were the roles of those individuals most instrumental in school reform efforts.

Chapter III will address the structure of the International Baccalaureate Organization (IBO) through a review of its historical development and discussion of the philosophical constructs that define the program. Currently, there is no evidence of an ethnographic study that has documented the extent to which the components of successful change have characterized the adoption of the IBMYP. The study described in chapter IV will examine and determine the impact of the IBMYP on organizational change at Quaker Valley Middle School.

CHAPTER III

Historical Overview and Governance

Historical Overview

The International Baccalaureate Organisation (IBO) rich with a history innovation, rigor and internationalism, evolved as a result of long-standing efforts and commitment from an international community long before its official beginning in 1967. The International School of Geneva was established in 1927 under the auspices of the League of Nations. The founders' objectives were to meet the specific educational demands of an international community such as then existed in Geneva, to draw upon the most advanced teaching methods used in Geneva...and to imbue the new school community in which the students were to live and grow with an earnest belief in internationalism (International School of Geneva). Twenty years later in 1947, the United Nations International School (UNIS) was founded by parents in New York who were anxious about the "denationalization" of their children and wanted to provide for them an education in the spirit of the United Nations Charter (Fox, 1985).

Fox (1985) is also of the opinion that a strong relationship existed between the school, families and communities. The goals that were established for the United Nations International School were the result of collaborative discussions with the Geneva school,

prospective parents and the United Nations representatives. The objective for formulating identified goals was to ensure a balance between idealistic and utilitarian purposes:

1. The harmonious development of the child in relation to his age and environment, to his national cultural characteristics, as well as to the wider community of the world.
2. A programme in keeping with the spirit of the United Nations; that is, one making no distinction as to race, sex, language or religion, and one laying the foundations of a truly international education, selecting the best from the different school systems of the world.
3. The intelligent and comprehensive adjustment of the child to American life, in which he will take part for a number of years.
4. Instruction of a kind that, with a minimum of difficulty and loss of time, the child may transfer to a school in his own country (Fox, 1985).

Other historians in the field have reported a variety of similar reasons and rationale for the development of the International Baccalaureate Program. Grexa (1988) in his article entitled, "A Case for the International Baccalaureate," states that the birth of the International Baccalaureate Office (IBO) stemmed from a practical concern for students who had attended many schools in the course of their educational experiences. Grexa also contends that the founders of the program were desirous in establishing a world-class curriculum that would emphasize internal coherence and adhere to rigorous integrity (Grex). Freeman (1987) echoes similar sentiments in the article entitled, "The International Baccalaureate," remarking that during the 1960's, the International Baccalaureate was originally designed as a standard curriculum by which students from all over the world could meet graduation requirements in their own countries.

Researchers have identified varying rationale for the development of the IBO. Corrie Rector in the article, “International Baccalaureate’s Middle Years Programme: Finally a Curriculum for Middle Level Students” identifies the International Schools’ Association (ISA) as the “think tank” for international education and was established as the educational advisory committee for UNESCO in 1951. Rector contends that international educators realized there was a need to prepare students who were knowledgeable of and sympathetic to charter of Human Rights. Secondly, there was a strong desire to create a curriculum ensuring that international students could attend the university of their choice which meant that the curriculum should be rigorous, while at the same time flexible enough to meet worldwide university requirements. As a result, the extremely successful International Baccalaureate curriculum was born (Rector, 1997).

The IBO literature states that the organization was originally founded in 1965 as the International Schools Examination Syndicate (ISES) and in 1967 evolved into the International Baccalaureate, emanating from international school efforts to establish a common curriculum and university entry credential for geographically mobile students. Beyond practical consideration, international educators were also motivated by an idealistic vision: they hoped that a shared academic experience emphasizing critical thinking and exposure to a variety of viewpoints would foster tolerance and inter-cultural understanding among young people (International Baccalaureate Organisation).

Authors Hayden and Wong (1997) cite the origins of the International Baccalaureate resulting from a demonstrated need at the time to harmonize the different national curricula and teaching methods employed in the growing number of international schools worldwide

(Peterson, 1987). The collaborative efforts of International School of Geneva, Atlantic College in South Wales and the University of Oxford Department of Educational Studies became instrumental in the development of a curriculum for the pre-university student that would have pragmatic as well as ideological benefits (Peterson, 1972). From the pragmatic perspective, a curriculum was envisaged which would not only enable students from a number of different national backgrounds to study together, but would also have acceptability in higher education institutions worldwide (Hayden & Wong, 1997). Demoze (1987) is of the opinion that through the initiative of the International School of Geneva, the International Schools Association (ISA) was formed in the 1950's and provided a much needed forum for the discussion of issues affecting expatriate families and international schools including constant mobility, cultural displacement, variations of curricula from country to country, the consequence problems of school-to school transfer, and the diversity of school-leaving and university entrance requirements (Demoze, 1987).

Grants from the Twentieth Century Fund, the Ford Foundation and others supported program development. Originally established in 1965 as the International Schools Examination Syndicate (ISES), the independent body took the name International Baccalaureate in 1967. Because of the balanced curriculum and high standards of assessment, the Diploma Programme has evolved from its original purpose as a service to the international community and now also embraces member schools in national systems across the globe. The Middle Years Programme was added in 1992 and the Primary Years Programme in 1997.

Governance

The organizational structure of the IBO is governed by 30-member Council of Foundation. The council is comprised of international governmental representatives, schools and ad personam categories (IBO, 1998). The general director functions in the capacity of the chief executive officer overseeing the organization's work from Geneva. Curriculum and assessments activities are based in Cardiff, Wales in the United Kingdom. The IBO has a network of regional satellite offices located in New York, Geneva, Buenos Aires and Singapore. These offices are charged with providing assistance and services to schools within their locale with the support of representatives from Stockholm, Sydney, Mumbai, Yokohama, Amman, Nairobi, Mexico City and Moscow (IBO, 1998).

The International Baccalaureate Middle Years Programme

After nearly 30 years of providing a rigorous curriculum and assessment for pre-university students around the world, the International Baccalaureate Organisation introduced the Middle Years Programme. The program was developed under the aegis of the International Schools Association (ISA) and was successfully piloted in Europe and in North and South America. Teachers in the Netherlands, Austria, Quebec and Argentina were principal contributors to the model, which spans five years, typically grades 6 to 10 (International Baccalaureate Organisation, 1967). The IBMYP was officially introduced in 1992 as an additional dimension of the International Baccalaureate Organisation's educational provision for young people aged from 11 to 19 years (Cavill, 1992). The IBO promotes the curriculum as innovative and having the capability of being offered in any language. The IBMYP is the product of a decade of consultation and discussion amongst

practicing teachers in school around the world (International Baccalaureate Organisation, 1998). The development was supported by a Project Team based in Cardiff and a Steering Committee comprising practicing teachers (some of whom were former members of the International Schools Association Curriculum Board) and International Baccalaureate Organisation staff (Cavill, 1992).

Corrie Rector (1997) contends that the IBMYP is a philosophical approach to educating middle level students in addition to being an exemplary curriculum for youngsters aged 11–16. R. Gerard Longo, Superintendent of the Quaker Valley School District, echoes similar philosophical relationships, stating that the IBMYP is an educational philosophy that capitalizes on what we know about how the 11-16 years of age group learns best and how we may effectively connect the disciplines of the curriculum to one another. The IBMYP represents an approach to teaching and learning that demonstrates a belief that each child is capable of high level learning when challenged and supported in that quest (Longo, 1999).

The Middle Years Programme offers a broad academic base, which incorporates the ideals and ethos of the IBO particularly by means of the Areas of Interaction, which include Approaches to Learning, Community Service, Health & Social Education, Environment and Homo Faber.

The Middle Years curriculum is required for all Quaker Valley Middle School students. All students will complete the final two years of the program at the high school and receive either a certificate of completion or a certificate of participation, which is contingent upon the students' presenting a final project.

Areas of Interaction

The students' intellectual and social development is the focus of the Middle Years Programme. Five concepts known as the areas of interaction give the octagonal curriculum model its distinctive core. These are not academic subjects but common themes embedded within and visible across the specific disciplines. The five areas are:

- ❖ Approaches to learning, which concentrates on developing effective study skills
- ❖ Community service
- ❖ Health and social education
- ❖ Homo faber, concerned with the products of the creative and inventive genius of people
- ❖ environment

The Curriculum Model

The curricular framework (Figure 1) is illustrated in the shape of an octagon with eight academic disciplines surrounding the areas of interaction. The emphasis is on the fluidity of the system and the interrelatedness of the disciplines with one another.

The International Baccalaureate Middle Years Programme Curriculum

Language A: The student's best language, usually the school's language of instruction.

Language B: A modern foreign language learned at school - the means by which one communicates with another linguistic community and gateway to the understanding of another culture.

Humanities: History and geography-leads students from an understanding of their immediate environment to an appreciation of the humanities at regional, national, and global levels.

Sciences: General science, biology, chemistry, physics leading to the scientific approach to problem solving.

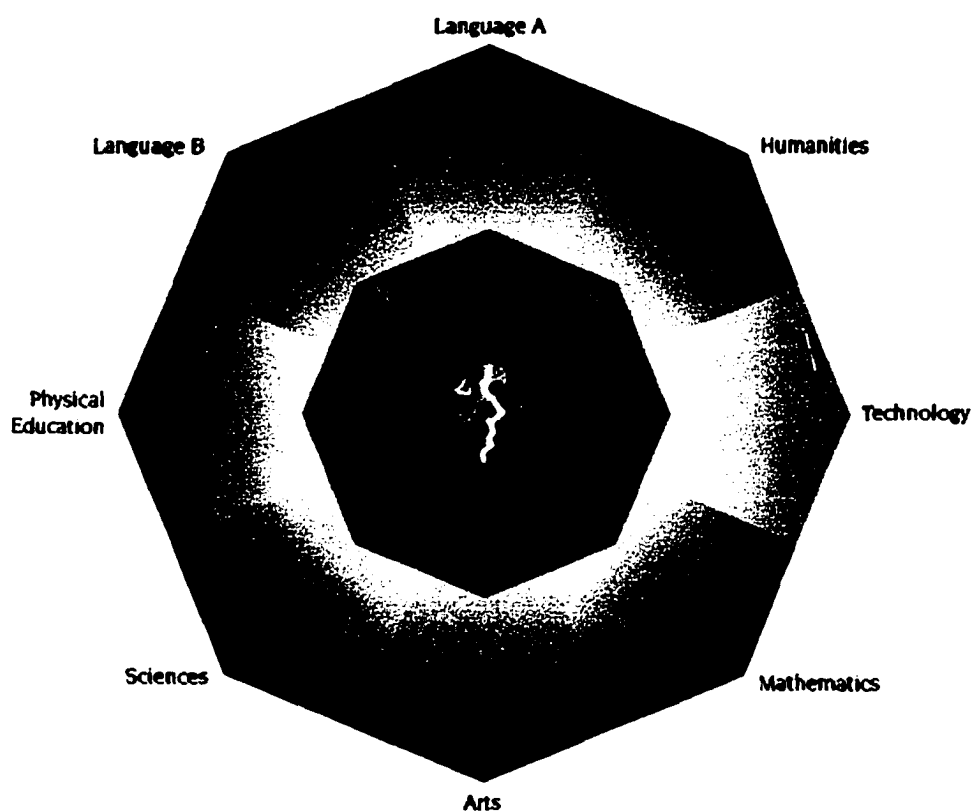
Mathematics: Arithmetic, algebra, geometry, trigonometry, probability and statistics—gives students an appreciation of the usefulness, power and beauty of the subject as a universal language with diverse applications.

Arts: Art/design, music, drama, brings students into contact with the art forms of other cultures as well as their own.

Physical Education: Health and hygiene, individual and team sports—facilitates physical emotional & social development.

Technology: The natural process and impact of technology concerned with problem solving where the ingenuity of students is stimulated by combining their intellectual talents with practical skills.

Figure 1. The Curriculum Model



Student Assessment

Teachers are responsible for assessing student performance with the assistance from the IBO in accordance to prescribed published criteria that state final levels of achievement in each discipline. Special emphasis is placed on formative assessment, which is performed at varying stages of the learning process to measure student progress and facilitate necessary modifications to teaching strategies. Additionally, students conduct a formative self-assessment of their work as they reflect on their individual approaches and styles to learning (IBO, 2002).

Each MYP school maintains a portfolio of achievement, documenting the student's accomplishments measured during the assessment process. This portfolio is the final product that includes documents from the IBO in addition to papers and certificates that are reflective of the local program. The portfolio also contains academic reports, community service data, the personal project, and extra-curricular achievements (IBO, 2002).

CHAPTER IV

Research Methodology

Introduction

This chapter describes the school and district in which the IBMYP was implemented, presents the specific research model and creates a rationale for and describes the methods, instruments and procedures that were used for this study.

Demographics and Background

The Quaker Valley School District is located approximately 12 miles northwest of Pittsburgh, Pennsylvania. The community is stable, largely suburban and is comprised of 11 municipalities within the following three regions:

Region I: Bell Acres Borough, Leet Township, Leetsdale Borough

Region II: Sewickley Borough

Region III: Aleppo Township, Edgeworth Borough, Glenfield Borough, Haysville Borough, Osborne Borough, Sewickley Heights Borough, Sewickley Hills Borough

The district had an enrollment of 1828 during the 1999-2000 school year. There are two elementary schools, one middle school and one high school that comprise the district. Both the middle school and high school underwent extensive building renovations that were completed in 1997.

Both Edgeworth and Osborne Elementary Schools and Quaker Valley High are recipients of the National Blue Ribbon Schools of Excellence; Quaker Valley Middle School was a Pennsylvania State Blue Ribbon awardee. On November 22, 1999, the Quaker Valley School District was approved and certified by the International Baccalaureate Organisation to offer the International Baccalaureate Middle Years Programme for grades 6 through 10--the only school in Pennsylvania and only one of 15 schools in the United States with this distinction.

Preparation for the International Baccalaureate Middle Years Programme was initiated during the 1994-1995 school year. A team of teachers accompanied by administrators, investigated the possibility of using the program as the “umbrella” to structure the new middle school that was transitioning from a junior high school concept. The staff endorsed the use of the program in the spring of 1995 and the Quaker Valley School Board approved the program in the fall of 1995. At that time, teachers began to attend training workshops and implement components of the program into their curriculum. The administration then embarked on completing the application process to the International Baccalaureate Organisation (IBO) in Geneva, Switzerland. This specifically involved curriculum mapping, activity mapping, and linking activities within the classroom to the Middle Years Programme (MYP) map. The sharing of ideas and curricular practices were invaluable as a result of the communication sessions. Teachers began to talk across the grade and content levels as they participated in a number of district-wide professional development and in-service activities. Approximately 20 teachers were selected to participate in

International Baccalaureate Organisation sponsored training in Toronto and Montreal, Canada.

The IBMYP was selected because the Quaker Valley School District adamantly felt that it provided the best format for learning for all students. The MYP emphasizes challenging and rigorous academics combined with the arts, technology and a second language. The infrastructure and areas of instruction bring purpose to the activity-based curriculum, while the human qualities of community service, importance of environment and social education needed for children of the future are added as integral components. Students are encouraged to see and experience the relationships that exist among subject areas and disciplines. Additionally, students are expected to develop a genuine understanding of their own history and culture in addition to developing a keen appreciation of other indigenous cultures and traditions; thus facilitating students' ability to compare and contrast geo-cultural groups from a variety of perspectives. Students are expected to have a firm command of language as a means of communication, and more-they are encouraged to develop admiration for the elegance and richness of human expression. Above all, the hope is that Quaker Valley middle School students will acquire a genuine love of learning and disciplined habits of mind and body that will guide their young adulthood and become a source of strength and enjoyment throughout their entire lives (QVSD, 1999).

The MYP is required for all Quaker Valley Middle School students. All students will complete the final two years of the program at the Quaker Valley High School and receive either a certificate of completion or a certificate of participation contingent upon the presentation of a final project.

Table 1.**School Profile**

School Profile	2001 — 2002	
Name of District	Quaker Valley School District	
Locale of School	Suburban	
Name of School	Quaker Valley Middle School	
School District Size	# of Pupils – 1967	
School Category	Middle Level School	
Grades contained in School Building	6, 7, and 8	
Administrators	2 Full-time	1 Part-time
Classroom Teachers	31 Full-time	2 Part-time
Special resource teachers	8 Full-time	1 Part-time
Paraprofessionals	6 Full-time	
Support staff	3 Full Time	
Grade 6 Enrollment	136	
Grade 7 Enrollment	143	
Grade 8 Enrollment	156	
American Indian or Alaska Native		0%
Black or African American		9%
Hispanic or Latino		0.6%
Native Hawaiian or other Pacific Islander		9%
White		89.4%
Percent of teaching staff having a Master's degree or higher		75%
The general fund expenditure per pupil, excluding capital funds in		\$10,203
Type of Instructional Schedule: Intensified Block Schedule		
Pennsylvania Economy League and 1990 U.S. Census Report		
Blue Ribbon Schools Program Certification Sheet		

Methodology

This section describes and defines the research design for this study as a case study. The case study examines factors that are significant in the history or development of the case, closely scrutinizing the interaction among factors that produce change or growth. It is a comprehensive description and explanation of the many components of a given social situation.

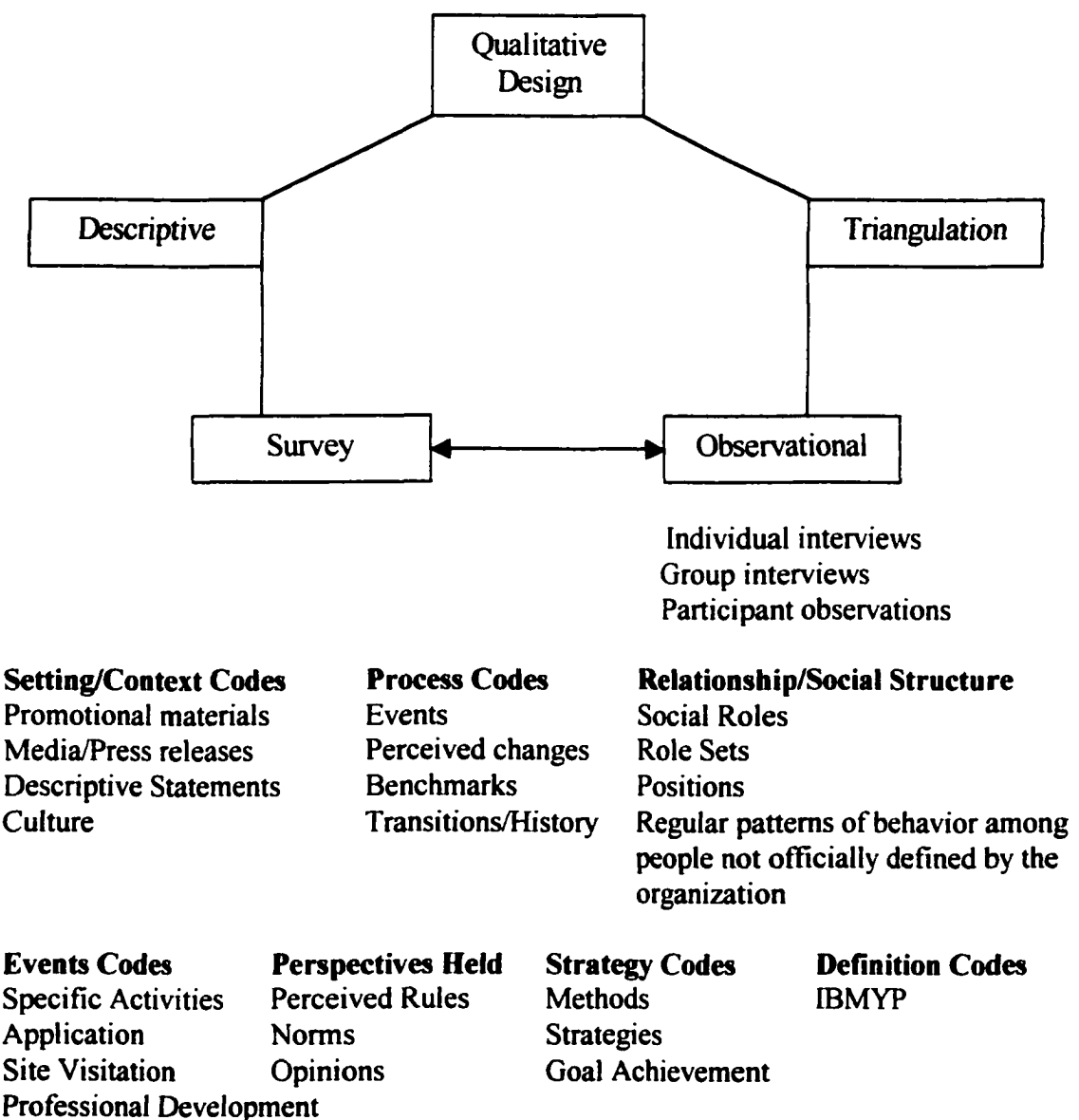
Qualitative methods were used to identify and describe the practices and organizational responses that influenced the initial and continuing implementation of the IBMYP. Through this study, a deeper understanding of the IBMYP and how its corresponding practices are interpreted and applied by administrators, faculty and coordinators is developed. Three questions guided this study:

1. What factors lead to the adoption and implementation process?
2. What were the patterns of the decision-making processes germane to the International Baccalaureate Middle Years Programme?
3. What were the systems that promoted and facilitated change during the implementation process of the International Baccalaureate Middle Years Programme?

The researcher utilized methods within the qualitative, interpretative approach to examine how stakeholders in the district, school and community levels participated in the implementation process and diverse accounts in which stakeholders define their roles. A checklist and Likert-type scale survey was piloted in 1999. It was explained to the study participants that the survey was being administered on a trail basis to correct or modify any items prior to administering the revised instrument. Following the completion of revisions

and the final edit, the survey was administered to administrators, IBMYP coordinators, MYP Area of Interaction coordinators, faculty and parents. The researcher was present to provide pertinent information regarding the survey and was available to answer questions concerning the instrument.

Figure 2. Research Design



Participants

There were over 65 study participants involved in this study. The sample for this study was comprised of 40 participating IBMYP faculty members representative of the middle school and high school including MYP and Area of Interaction coordinators, 10 parents of children participating in the program, 5 community stakeholders, 2 board members and 10 district level/building administrators.

The MYP coordinators were the contact persons for each group of respondents located at each school, and were responsible for distributing the survey. All surveys were returned to the MYP coordinator and forwarded to the researcher via inter-office mail.

Interview Procedures

A second component of the research design utilized individual and small group interviews with coordinators, administrator, faculty, and parents from the Home and School Organization. The interviews added reliability to the survey, and they allowed for additional inquiry necessary to understand the matrix of organizational change. A sampled population of district administrative personnel, faculty, parents, coordinators and community stakeholders were contacted and appointments scheduled for interviews. A consent form was presented to each interviewee prior to the interview. The researcher reiterated to each participant that his or her statements would be kept confidential. The specific wording and sequence of questions were determined in advance and based on data previously collected from the surveys.

1. How was the IBMYP implemented?
2. What obstacles or barriers were encountered as each phase of the program was implemented?
3. How did any broad changes in the school district or community change the context in which activities were implemented?
4. How were preliminary evaluation findings used to improve implementation of activities throughout the implementation process?
5. What is the perceived impact of the IBMYP on students, faculty, parents and community stakeholders?

Analysis of Data

Response data of administrators, faculty, coordinators, parents and community stakeholders regarding congruent practices of the IBMYP implementation were gathered via questionnaires, surveys, checklists, individual and small group interviews, and direct observation. This procedure is called triangulation.

The researcher used a standard computer program, NUD*IST, to assist in handling non-numerical unstructured data by indexing, searching and theorizing. The software package was instrumental in facilitating the ongoing, systematic, and complete data analysis through efficient document management and facilitating the development and exploration of ideas. It also permitted extensive flexibility in revision and preliminary identification of emerging themes. The researcher utilized the storage capacity to archive interview notes, transcription of group interviews and field notes, as well as to create and manage categories of ideas in a self-contained system, search all texts for common themes, and test emerging theories and hypotheses as data were collected and stored.

As a result of the voluminous amount of data compiled from the checklist, survey, personal and group interviews, and observational field notes, the data was reduced in the form of selecting, focusing, simplifying, abstracting, and transforming data that appeared in written field notes or transcriptions. Coding and indexing of ideas was accomplished by clustering similar comments and themes into categories or nodes for additional analysis. Subsequently, emerging themes and tentative conclusions were derived by reviewing, re-ordering the hierarchy of codes and linking memos to the data thus facilitating conceptual development and crystallizing the findings. The researcher used the descriptive observational method, collecting data by observing, tallying and recording the occurrence or incidence of particular outcomes. A correlation approach was used to identify “links” to keywords of “association”, “relationships”, and/or “predictive ability” pursuant to the guiding research question.

The researcher utilized the Concerns-Based Adoption Model (CBAM) developed at the Center for R&D in Teaching at the University of Texas at Austin by Hall, Hord, Loucks-Horsley, and Huling. This model was developed to explain the lack of teacher buy-in and to propose ways of using this model to monitor and increase implementation of educational innovations. CBAM postulates that individuals in any organization that is, adopting an innovation or change, progress through predictable stages of concern. There are three basic Stages of Concern as defined in CBAM: Concern for Self, Concern for Task, and Concern for Impact. Most organizations only consider the concerns for tasks. However, CBAM contends that successful program implementation is contingent on moving implementers through each of the levels/stages of concern (Hall & Loucks, 1979). Investigative research

from the CBAM perspective proceeds from the assumption that teachers, as the relatively autonomous practitioners of education at the level “where it really happens” are the key adopters of concern. CBAM (Hall & Loucks, 1979) describes the seven levels of concern that teachers experience as they adopt new practice:

IMPACT:

Refocusing. Teachers consider the benefits of the innovation and think of additional alternatives that might work even better.

Collaboration. Teachers cooperate with other teachers in implementing the innovation.

Consequence. Teachers focus on the innovation’s impact on students.

TASK:

Management. Teachers learn the processes and tasks of the innovation. They focus on information and resources.

SELF:

Personal. Teachers want to learn about the personal ramifications of the innovation. They question how the innovation will affect them.

Informational. Teachers have a general interest in the innovation and would like to know more about it.

UNRELATED:

Awareness. Teachers have little concern or involvement with the innovation (North Central Regional Educational Laboratory, 2001; Hall & Hord, 1987).

Levels of Use of the Innovation: Typical Behaviors

Renewal. The user is seeking more effective alternatives to the established use of the innovation.

Integration. The user is making deliberate efforts to coordinate with others in using the innovation.

Refinement. The user is making changes to increase outcomes.

Routine. The user is making few changes or no changes and has an established pattern of use.

Mechanical. The user is making changes to better organize use of the innovation.

Preparation. The user has definite plans to begin using the innovation.

Orientation. The user is taking the initiative to learn more about the innovation.

Non-Use. The user has no interest, is taking no action. (*Taking Charge of Change* by S. Hord, W. L. Rutherford, L. Huling-Austin, & G. E. Hall, 1987)

The researcher found CBAM an exceptionally powerful tool for diagnosing IBMYP implementation effort's progress by examining the progression of teachers' concerns, and their behaviors related to innovation use.

Using the aforementioned procedures, the data was re-examined and correlated to present a description of how the Quaker Valley School District implemented the IBMYP.

CHAPTER V

Findings

The purpose of this research study was to examine the development and implementation process of the International Baccalaureate Middle Years Programme in a suburban western Pennsylvania school district, determining the impact on organizational change. This research was an examination of the perceptions and attitudes of faculty that were instrumental in the initiative. Secondly, the study focused on the perceptions of these changes within the district and the impact of the IBMYP on the change process.

The researcher was the Assistant Principal at the middle school and also served as the IBMYP Co-coordinator. This study began during the 1997-1998 school year, which was the first year of implementation. The IBO requires that the IBMYP be fully implemented and operational for at least one year prior to being officially authorized.

The following questions were developed and framed to explore in detail, those factors, which characterized the district's development and implementation of the IBMYP.

- a. What factors prompted the Quaker Valley School District to consider adopting the IBMYP?
- b. How has the learning environment changed as a result of IBMYP implementation?
- c. What is the current context of IBMYP practice as perceived by faculty, IBMYP coordinators and administration?

What Factors Lead to the Adoption and Implementation of the IBMYP at Quaker Valley?

Quaker Valley School District's development of the IBMYP was a direct result of a slow, but deliberate process to transition from a junior high school philosophy to a middle school concept. Secondly, Quaker Valley High School transitioned from a three year grades 10,11 and 12 configuration to a grades 9 – 12 four-year program. As discussions continued, the district became encouraged by the structure of the IBMYP as it afforded the students a means to transition from the middle school to the high school program while continuing middle school practices.

The superintendent was introduced to the idea of the IBMYP by the former dean of the school of education at Duquesne University. As the dean began to articulate the framework and the intentions of the IBMYP, the superintendent became increasingly interested. As the school district was searching for a design for the new middle school, the superintendent was desirous in improving upon the manner in which middle level education was commonly delivered. According to the superintendent, the IBMYP allows the district to benchmark student achievement to rigorous international academic measures while having the flexibility to establish a school environment that fits the local community and our knowledge of the adolescent learner.

As the program was researched, the district grew more and more enthusiastic about the possibilities the IBMYP presented. The middle school principal and middle school staff, joined by the high school principal and members of her staff spent a minimum of three years acquainting themselves with the program and installing the framework in a newly developed

middle school building. The organization collectively selected teachers, designed curriculum, added technology and provided staff development opportunities with the IBMYP program as a guidepost.

Additionally, the superintendent indicated that the Quaker Valley School District community including the board of directors, instructional staff was unified in their enthusiasm and support of the IBMYP.

Accordingly, the Quaker Valley School Board president echoed similar sentiments stating that when the former 7th – 9th grade junior high school was transformed into a 6th – 8th middle school, the foundation of educational change was the introduction of the IBMYP. The school board felt that the framework for learning that the IBMYP embraces complemented the Quaker Valley educational philosophy well.

The former high school principal was first introduced to the IBMYP during planning meetings for the reorganization of the middle school and high school.

The middle school principal, who was first introduced to the IBMYP by the superintendent, contends that the structure of the IBMYP brings rigor and purpose to the educational program. Students are introduced to content in a meaningful context, making connections with other content areas. The Areas of Interaction enables students to refine their skills learned in the content areas through meaningful adventures. As the curriculum was developed at the middle school, staff members found alternate ways of assessing the students' learning.

Archival records indicate that the Board of Directors and the Superintendent of Schools encountered little, if any, organized opposition to the IBMYP. A review of agendas

from public board meetings reveal that no organized or individual testimony was presented that opposed the development and/or implementation of the district's IBMYP. Several board members and individuals openly expressed support for the program in an effort to improve achievement.

In July 1997 the Board of Directors approved the appointment of a new middle school Assistant Principal. This individual reported directly to the middle school principal and was charged with coordinating the IBMYP implementation at the middle school.

The high school IBMYP coordinator echoed similar sentiments stating that the development of the IBMYP was a proverbial teachable moment.

We were in the process of transitioning from a 7th through 9th grade junior high school configuration and focus to a 6th through 8th grade middle school focus. We watched some of the other district that had adopted the middle school models and wanted to avoid some of the mistakes that we had perceived as being made by those districts. Total heterogeneity, a focus more on interdisciplinary teaming, academic rigor, academic excellence, the use of ability grouping, an articulated curriculum that was multi-disciplinary—these were all things that were important to our community, school board and administration. We looked for a curricular framework during the period when we were going to make all of these changes that would be most closely aligned with what we perceive our goals to be in the shift from junior high to middle school.

The high school coordinator indicated that during this transition, the former director of pupil personnel (Pat Manning) introduced the superintendent to individuals from Duquesne University to discuss a possible partnership with the Duquesne University School of Education. During this time period, Duquesne had recently opened an IBO Diploma Program at Vincentian Academy. The superintendent knew of the Diploma Program at the

upper level and was cognizant of the stringent requirements, knowing that it would take a lot of resources to put into place.

Dr. Derrick Wordley, Dean of the Duquesne University School of Education, mentioned the IBMYP to the Quaker Valley superintendent who wanted to know more about the program. The superintendent then began to discuss the IBMYP with the former Quaker Valley Assistant Superintendent and the Director of Pupil Personnel. District personnel began to research the IBMYP and determined that this model program could possibly serve as the framework for the middle school. It was at this point that the middle school principal was apprized of the IBMYP and continued the research. When Quaker Valley came across the IBMYP curriculum, its emphasis on the disciplines as separate entities connected by the *Areas of Interaction* fit in with the district's notion of academic rigor, including the criterion-based assessment component and internationally agreed upon standards all appealed to the sense of academic integrity and rigor. Yet, the IBMYP attended to some of the developmental pieces that were appropriate for the middle level student. This also occurred at a time during building renovations and a change in configurations.

Political, social, and economic factors

Respondents could not identify any political, social or economic factors that promoted the IBMYP initiative. However, once the program was implemented, economics played a role in terms of the financial commitments that had to be made to implement the program. The Quaker Valley School District made a commitment that all the students will take a second language (Language B). Therefore the district has more foreign language

teachers in the schools than if the commitment had not been made. There were also economics associated with the fees of the IBO and related training necessary for administrators, IBMYP and Area of Interaction coordinators, and teaching staff. The superintendent indicated that there were some costs to doing this, but they were not overwhelming or outlandish and cost was managed without significant penalty. But it might present a major challenge for some other districts to provide a second language to all students.

There were no individuals or special interest groups who were adamantly opposed to the IBMYP. There were several questions from parents concerning operational aspects of the program including the salient benefits and who would be participating in the program. The current high school principal stated that the overall tone at the high school level centered around time management concerns and if the staff were able to do this with what may be perceived as competing priorities such as the digital grant program. It has been met with some resistance at the high school level because there was not a lot of up-front buy-in by the high school staff.

How Was the IBMYP Implemented?

The former director of pupil services (Pat Manning) introduced it to the administration and gifted coordinator at the middle school. What appealed to the administration was the international tag that went along with the curricular framework. The middle school principal recognized, as did the superintendent that as the district was making a transition, this was a good time to implement this new framework. The district wanted this new middle school to be very good and unique, and wanted to establish a framework

consistent with this philosophy including issues germane to international competitiveness. Steps were previously taken at both elementary schools to add foreign language (Spanish) consistent with the middle school. The Areas of Interaction also presented a natural fit and presented a good core academic structure. The district was already adhering to a very similar philosophical approach to educating its students. The IBMYP provided a skeletal framework and rationale to build upon. The Quaker Valley community was indeed very interested and was desirous in having international standards and a framework as a basis for allowing district personnel to interact with other good schools around the country and receive good teacher training. The IBMYP was not a hard sell to the school board. There was nothing that the board members were unfamiliar with. The IBMYP was congruent with what board members recognized as best educational practice.

The Quaker Valley School District assumed the program cost initially during the first year of operation so that in the school district's general fund budget. This money can become available in a number of ways, whether it through teacher retirements or increased taxation. In year two and beyond, those program dollars are moved to the building site budget. The program funds were first budgeted through central office and later allocated to the site budgets.

What Is the Current Context of IBMYP Practice as Perceived by Faculty, IBMYP Coordinators and Administration?

The fact is that the middle school and high school provided good leadership. The superintendent contends that to achieve this goal is worth something within itself stating:

To be the 15 in the nation and the first in the state to successfully complete this rigorous process and to get the type of acknowledgment and

feedback that we received is very rewarding. The most immediate benefit was going out, setting a goal and achieving it. Only a select few have earned that type of recognition.

This was part of a system wide restructuring process and was a pivotal piece because it was in the middle of this restructuring in going from a K-6 to a K-5. We knew or at least postulated that the most important part of this was not at the end, but in the middle. The middle in many ways, dictate what happens below it and also begins to influence what was happening above it because the IBMYP would extend beyond the middle school into the first two years of high school. The focus that the Areas of Interaction gave us would then be carried through once a student left elementary school all the way through the middle of high school. And we felt that that was a very strong pivotal piece. And that is coming to be just by the way we have actually designed it. We have a very strong middle school and grades 9 and 10 are beginning to take on their own personality. The next step in that restructuring was to develop uniqueness to the 11th and 12th grades, the last two years of the high school experience; so that the older adolescent student could begin to partake in a lot more variability of program. Things like internships, the college of high school offerings where students can go to Robert Morris, the University of Pittsburgh college in high school, and the extent of AP offerings. We can begin to make the 11th and 12th grade more of a transition to the next phase of education for our students, the Cisco Academy; all these things are part of that 11th and 12th grade piece. So it gave us a coherent 6th through 10th and then allowed us to take a look at the 11th and 12th grade years and restructure around 17 and 18 year-olds. Ninety percent of our students go on to some type of post-secondary education. So, a lot of what we do is in preparation for that post-secondary experience.

As with any major innovation, there were the people who thought the district should leave well enough alone. Many felt that what was being proposed was already taking place, just under the guise of a different title.

The IBMYP was implemented school wide and adopted for all of the student's grades 6th through 10th. The district recognized that there would need to be a point where students would decide to continue in the IB framework by completing the personal project or not. The personal project is the only distinguishing component between those students

who would go for the certificate and those who did not. But, because those who go for the certificate need to be assessed against the IB rubrics in grade 10, the district needs to develop a computerized IB grading system that recognizes the numbering and rubric system that is parallel to the Quaker Valley system, but does not replace it.

Although not unique to Quaker Valley's implementation efforts, the fact that the program is in two different buildings presents a problem internationally with two sets of cultures, administrators, teacher leaders and faculties. It is rare that grades 6 through 10 are configured in one building.

The preliminary evaluation would have been after the self-study and application where the curriculum is studied and analyzed as to how well the model fit and the district needed to work. During this process, the majority of respondents contend that the district was already doing these things.

There were a lot of uneasy feelings as a result of all the changes taking place, but there were no focused or organized special interest groups that were opposed to the IBMYP. People embraced the notion of re-inventing from a junior high to a middle school. This time period (1996-1998) was characterized as an exciting time with unprecedented personnel changes and new hires. The superintendent had coined a district motto, "Measured Against the World's Best" which galvanized and fit right into a world class curriculum. Both parents and community members recognized the IBMYP as being a good initiative and beneficial for the children.

During informational parent meetings, a few wanted to know just what exactly what their children were going to get from this, and appeared to be unimpressed with students

receiving a certificate. However, overall parents were pleased from a pedagogical standpoint.

How Has the Learning Environment Changed as a Result of IBMYP Implementation?

Pennsylvania standards vs IBMYP standards

One respondent contends that the IB is a curricular framework. It cannot be content specific because in a worldwide community, it cannot dictate with the specificity that the state can in terms of what should be learned in each content at each level. The IB framework is broad enough that another set of standards can coexist with what the IBO advocates. Because state standards are specific does not negate compatibility or make them conflict with IB standards. The superintendent contends that there is a need to look at things globally for what they are. The Pennsylvania standards fundamentally are minimum competency kinds of standards that are more focused on what people at least have to do, so the Pennsylvania standards are not extensive enough to challenge the range of student population that is in Quaker Valley. The superintendent stated the following regarding standards:

You can fall prey to the Pennsylvania Standards and think that you are okay, but the fact of the matter is that we like the MYP because it is more expansive than that and considers the international marketplace. Our students are now all over the globe competing in good colleges and competing for the best jobs. They need to go beyond what is a minimum standard in order to be competitive in that frame of reference. Once upon a time, the United States led the world in terms of post-secondary education participation. That's not true anymore, there are four nations that out-do us in terms of the proportions of their graduates. So this kind of low-level thinking is what has gotten us into this bind. We need to understand that certainly there is a floor and for me, the Pennsylvania standards are the floor. That is at least what our students should be able to handle and master, but we need to take them well beyond that for their success in that world that they are going to live in. What

the MYP does is begin to get you into these areas. For example, a few years ago, Pennsylvania as part of an educational reform, issued a mandate that all students complete a foreign language before they finish school. The state has now backed away from that, but we have that in there as part of our middle years component. Why? Because the second most spoken language in this country is Spanish. It is also a very utilitarian tool for our students because they will be getting jobs with companies where there will be a lot of Spanish speaking people.

If you just look at the state standards and stop there, the best you can ever be is mediocre. My belief is if you deliver top quality education up at the top level, you will take care of those things anyhow.

Areas of Interaction

In observing teachers, coordinators and administrators throughout the implementation process, the researcher recognized changes occurring in the focus and delivery of instruction with particular emphasis on connections, such as, interdisciplinary and the Areas of Interaction. This has been a gradual change and is a direct result of teacher training, monitoring and having teachers provide and receive feedback specific to their content, teams and departments. The informal organization played an important role in providing support as teachers worked together in a collegial manner developing new assessment criteria and standards to meet the mandates of the new program.

Unanticipated Consequences

The preceding pages have examined and described the program implementation process of the Quaker Valley Middle School IBMYP. This section illustrates some of the unanticipated results associated with the implementation process. In the case of program implementation, improvements in student learning are anticipated as an outcome. In as much as anticipated outcomes are inherently part of the process, so are unanticipated

consequences. The results go beyond those that were anticipated or intended. New practices are not accepted in isolation. Rather, they are superimposed on, or merged or nested with ongoing practices, structures, ideologies, and ways of doing things. It is the interaction of the new and old that, in part, gives rise to unanticipated consequences (Carlson, 1965).

One of the oversights made during implementation was not having involved the 9th and 10th grade teachers from the high school much more intimately from the very beginning. The assessment takes place in grade 10, which is the culmination of the five-year program. The high school in many regards became secondary to the notion that the first three years of the IBMYP were becoming the curricular model for the middle school. It may have been a good idea to do renovations, curricular and building reconfigurations simultaneously. However, the drawback was with the focus on the new middle school, the critical high school component and its teachers were not given the attention they rightfully deserved. The grouping together of 9th and 10th grades is a very good idea because it is viewed as a culmination of the middle years as opposed to a holding pattern prior to the 11th and 12th grades. There is now a focus placed on grade 10 students as having completed the middle phase before the college preparatory years. This is indeed one of the strengths of the IBMYP that was not recognized during the implementation to bring the high school staff into the fold. Subsequently, the sentiment at the high school is that the middle school adhered to a new curricular model and the high school is now abruptly responsible for the assessment component.

A middle school respondent stated:

In general, what the IBMYP is aimed to do is a very positive thing and that's taking the middle school philosophy a step further and label certain areas to focus on or Areas of Interaction. This is designed to integrate subject matter, and that's really what the middle school teaming philosophy is meant to do. So this gives us a model. So on that side, the model gives us a positive. What it's actually doing is causing some frustration and headaches, almost lowering moral among colleagues to achieve that integration. The gap that we have to bridge is how do we take that model that the majority of people recognizes as a good model and use it effectively to where people are happy with it, comfortable with it and on board with it. So I see the philosophy as being sound, it's how we are implementing it that I see as being frustrating. People are finding this to be more of a burden or a program that they have to do as opposed to it being our program and our way of doing things. I don't think people are taking ownership of it. I don't see a lot of people investing in it and saying that this is our program and I'm going to do this to improve. The people who were originally trained probably have more of a positive outlook because they are invested. They own some responsibility and I think they feel more accountable. However, I'm not exactly sure just what the Area of Interaction Coordinators do. I know they have an extra planning period to do certain things, but I'm not sure what that is, maybe it's paper work where they scatter information and log it. But as a colleague, their work hasn't touched me. If they are doing work that is suppose to be pushed into the classroom or to enhance our program, I haven't seen it. I'm not certain as to what the Area of Interaction Coordinators do.

Competing Priorities

A middle school respondent stated the following regarding multi-faceted programming and competing priorities:

If it's going to be Digital School or Blue Ribbon or curriculum mapping or the lesson plans that are due every week. And then you are asking teachers to do these special assessments and go back to re-grade three pieces from the year to make a portfolio. There is no doubt that this added a lot of paperwork for the teachers. If you look at all the work that is in the portfolio, all the rubrics that people have to learn, all the assessment you have to do.... you basically have to double grade. Our grading system at the middle school is based on points that equate to letter grades whereas the IBO has a rubric where they base grades on criteria. So you might have to grade a piece of work five times. You may have to use four criterions and each criterion has

a rubric. Then you will have to go back and give it a regular grade as part of the middle school letter grade system. So you are doing three projects, the planning and everything to write the project to make sure they fit within an Area of Interaction, then you re-grade it five times based on all this criteria. Then you put it in a portfolio only for the IBO only to want to see 10th grade work. So you better come up with a way to somehow explain to 7th and 8th grade teachers why they are doing all that work. The teachers have to have some rationale as to why I'm putting this portfolio together if they only want to see 10th grade work when it gets sent out for assessment. Now the rationale is that we are going to get a site visit at some point to re-establish our certification and they are going to want to see that students are familiar with the rubrics, language and are familiar with doing these pieces and putting them in a portfolio. But, that's a hard sell. I think we need to take a look at a lot of the things we are asking the teachers to do and maybe lessen the load on some ends and fill in with the IB if that's really your program. Then maybe some of the other things we can streamline. For example, curriculum mapping and a weekly lesson plan. I write my IB lesson plan, I put my objectives and the skills and the content for the week on a lesson plan and then I go back and get a curriculum map for the week and I write the exact same thing. So we are doing twice the work. I think we have to be more efficient to have people take more ownership and buy into a program.

A middle school respondent stated the following regarding the high school:

We've been doing this for five years and the 10th grade teachers are the ones who really have their necks on the line in terms of the assessment piece. They are the ones, who have to do the assessments, have them collected and sent off to Cardiff for that piece to be assessed. That is their task and they probably feel that the middle school has trained for five years, and while the high school has only experienced a year of training, but are ultimately accountable for the pieces being sent off and being graded and assessed for the IBO. So I think that's where a lot of their negativity is coming from because all of a sudden, they are accountable. It's like they don't have the program one day and the next day they are accountable and have to illustrate 10th grade work.

Table 2.**Percent of Agreement**

Item	Percent (%) of Agreement		
	H.S. Faculty	M. S. Faculty	Administrators
1. The IBMYP provides students with opportunities for learning beyond the minimum classroom requirements.	69	94	100
2. The IBMYP promotes parental involvement.	43	69	100
3. Quaker Valley middle and high school administrators contribute widely to the operation of the IBMYP.	52	88	100
4. Teacher participate broadly in school activities.	87	94	100
5. The Quaker Valley community views the IBMYP favorably.	43	50	75
6. Clear learning objectives exist throughout the IBMYP curriculum.	57	81	100
7. Criteria for IBMYP assessment are clearly established in accordance to IB rubrics.	65	81	100
8. The IBMYP teacher training contributed to changes in overall teaching practices.	22	56	100
9. Staff members who have received training share important information that other staff find beneficial.	52	69	75

Item	Percent (%) of Agreement		
	H.S. Faculty	M. S. Faculty	Administrators
10. The primary rationale for implementing the IBMYP was grounded in augmenting student achievement.	43	56	100
11. The staff has a positive attitude regarding Quaker Valley School District's certification as an authorized IBMYP institution.	13	56	75
12. There is support for staff to receive IBMYP training and professional development.	57	62	100
13. Areas of Interaction (AOI) team leaders are effective in communicating the relationship between the AOI.	31	75	75
14. Diagnostic and prescriptive evaluation procedures are implemented to monitor student progress.	52	43	100
15. Teachers are confident in implementing the IBMYP.	17	37	100
16. The overall learning environment has improved as a result of IBMYP implementation.	.04	37	75

The following statements reflect perceptions from high school and middle school respondents, framed in accordance with the parameters consistent with CBAM methodology for program evaluation.

Table 3.**Perceptions from high school and middle school respondents**

Stages of Concern	H.S. Respondents' Statements
Refocusing	
Collaboration	<ul style="list-style-type: none"> • The personal projects give students the opportunity to be creative, and promotes the student/teacher relationship. I'm looking forward to working with students on their personal projects.
Consequence	<ul style="list-style-type: none"> • Areas of interaction are stressed in all content areas. • This program encourages independent thinking among students. • We could use sample rubrics in our areas of teaching. • Connection to all areas of learning. • More cooperation between the areas of study. • The Areas of Interaction is successful to some extent. • The Areas of Interaction is a great way to view a specific curriculum with a variety of glasses. • We now have clear rubrics for evaluation.
Management	<ul style="list-style-type: none"> • Communication between those attending workshops and others so that confidence is instilled in those implementing the program. • We need more training and examples.
Personal	<ul style="list-style-type: none"> • We are over extended. We are being asked to do more than is possible. • Teachers and students were forced into this program. • We are doing this for no direct benefit. • We have too many things going on-IB, Digital Grant and Curriculum Mapping. • Keeping records on two planes for IB and non-IB students. • We need more time and training.
Informational	<ul style="list-style-type: none"> • This has fostered good educational discussion. • Curricular framework and resultant maps and vertical/horizontal articulation has been most successful. • The rubric design is far too complicated. No congruency with disciplines or from criteria to criterion.

Stages of Concern	H.S. Respondents' Statements
Awareness	<ul style="list-style-type: none"> • Eliminate the program. • Eliminate it. • Drop the program. • Program seen as a P.R. package-more trappings, more work. • We have a lot of adjustments to make before everything will run smoothly. • P.R. tool for the district. • International recognition.
Refocusing	<ul style="list-style-type: none"> • Overall view of the 5 Areas of Interaction makes me intentionally include all aspects whereas I might not have given enough attention to more than strictly academics goals. Generate better training and rationale the will encourage staff support. • Some modifications to curriculum must be made for those who struggle in the academic context. Not all children can learn and perform at the same level in the same amount of time. Should all of our students do IBMYP or could we use a parallel curriculum? Consider systematic training in the Areas of Interaction for students and parents. Clearer understanding or definition of Community Service. Systematic infusion of Approaches to Learning in content areas. • I believe that the IBMYP has helped our students to understand that there is more to the world, community and school than themselves.
Collaboration	<ul style="list-style-type: none"> • I believe that there needs to be time set aside for teachers to work together to plan and discuss teaching and student activities. I believe the community service and interdisciplinary aspects of the IBMYP are the most successful. Teachers have really taken an ownership to getting their students involved with the community.

Stages of Concern	H.S. Respondents' Statements
Consequence	<ul style="list-style-type: none"> • More training for more staff at official IB sites. • IB training for <u>all</u>, by IB trainers. This program gets students involved in community service activities. Integration of the Areas of Interaction is effective. Interdisciplinary connectors are successful. • I very much like the idea of the Areas of Interaction as part of the teaching/learning process. However, I also believe that a good middle school already adheres to these philosophies, maybe just without the formality. • The one thing that could most improve the IBMYP is the entire staff and faculty to attend a training conference. I feel that these trainings help teachers to better understand why the IBMYP is important and how it should truly be implemented.
Management	<ul style="list-style-type: none"> • Continue to in-service staff, model what things should look like. The IB lesson plans that indicate which content areas and areas of interaction I use that week, keeps me mindful of the process. • The IBMYP is an extremely beneficial aspect of who QV is today. • We need more teacher training. I have mixed feelings regarding the IBMYP because I am not certain that such a formal (and expensive) program is necessary in our school to see that teaching is carried out in an effective manner. With such a dedicated, motivated, creative staff, I think that many of the components of IBMYP were in our building prior to our implementation of the program.
Personal	<ul style="list-style-type: none"> • I think it's all a different way of looking at what we already do. Environment is hard to address in all subject areas. • I feel that the way we teach supports the IBMYP, but that the actual program has added to our (teachers) pile of paper work which takes away from our planning time and working with students. • We did not receive our IB binders until the spring when we should have had them all along. Also, we picked our assessment pieces without having the rubrics. This required us to choose new assessment pieces to meet the rubrics months later.

Stages of Concern	H.S. Respondents' Statements
Informational	
Awareness	<ul style="list-style-type: none"> • This program is not liked by all faculty members. It was pushed upon us as a district project. • I feel that we have just put a label on the things that we do, not really changed the way that we teach. • In my opinion, IBMYP was put in place without teacher support and personally, I still am not “on board” philosophically. I see IBMYP as being a P.R. move rather than a focus on the ways in which we as teachers can improve our daily teaching and implementation of best practices. Best practices and IBMYP can be blended together to impact student learning but this is the piece which still needs to come together.

CHAPTER VI

Summary and Recommendations for Practice and Policy

The theoretical frameworks of Elmore and McLaughlin(1988) were used to study the development and implementation of the Quaker Valley School District's IBMYP. Elements of the constructs emanating from descriptive qualitative research design and the Concerns Base Adoption Model (CBAM) were used to analyze the data.

Reflective Discussion

A comparison between Quaker Valley School District's IBMYP implementation process and the review of literature generated several similarities that scholars have identified as best practices.

As the Quaker Valley School District transitioned from a junior high school (grades 7, 8, and 9) to a middle school configuration (grades 6,7, and 8), special attention was given to structuring the organization within the tenants and corresponding covenants of the middle school philosophy as articulated by Clark and Clark, (1993); National Middle School Association (1995); and the founding fathers of the middle school movement including Eichhorn (1966), Alexander, and Gruhn and Douglas (1947). Several attributes congruent with successful model school programs were present including collaboration, parent involvement, strong intellectual focus, and a high expectation grounded in the belief that all students can learn (Comer, 1989). Additionally, the school district was exemplary in

establishing: a safe and orderly environment, clear and focused school mission in concert with the strategic plan, strong administrative and instructional leadership, and the development of home-school partnerships.

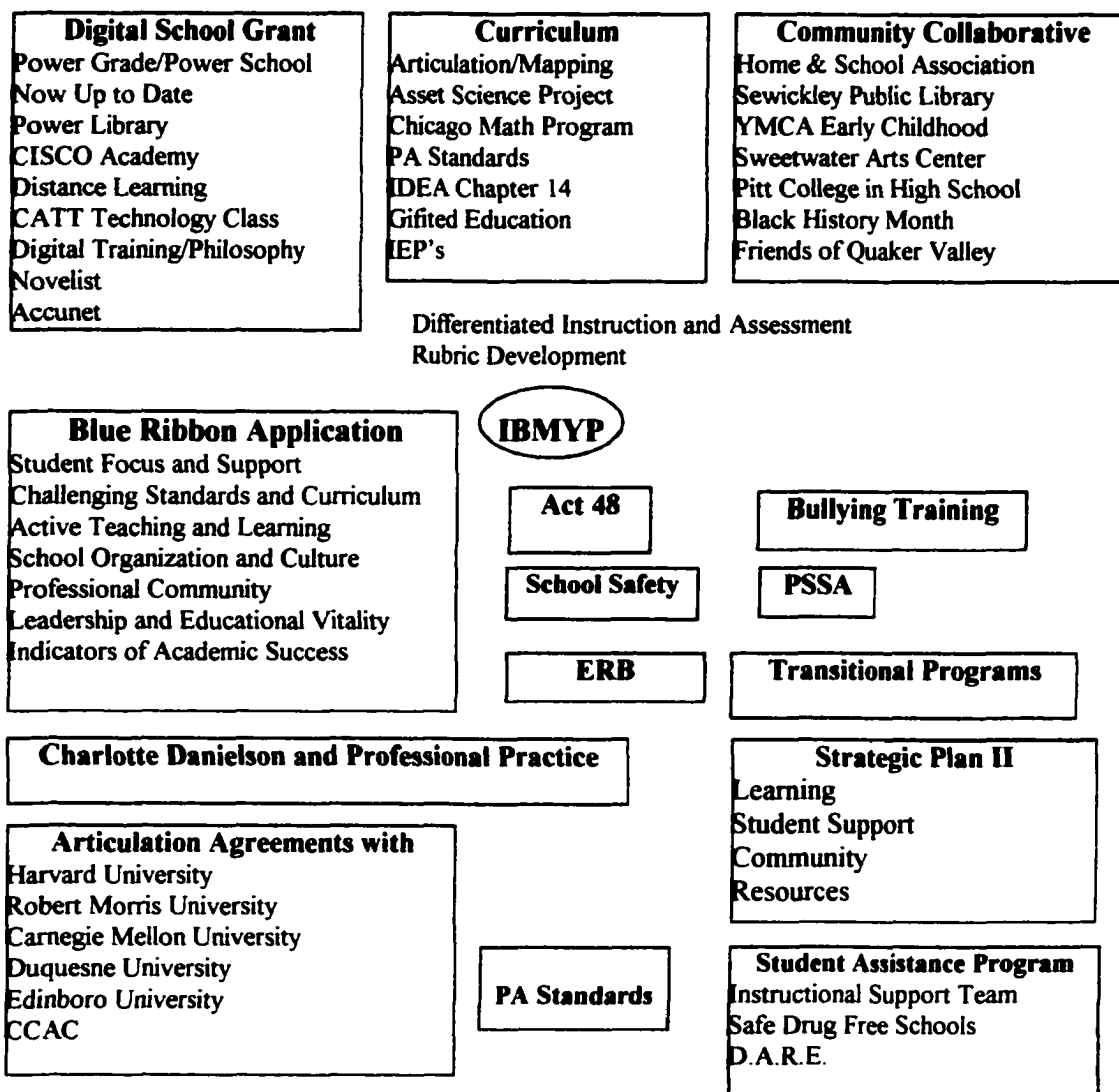
As several researchers have noted, successful program implementation transcends adherence to linear and sequential activities (Elmore & McLaughlin, 1988; Newman & Wehlage, 1995). Successful implementation entails the involvement of all constituents who are instrumental, responsible and accountable for programmatic outcomes. The issue of collaboration among teachers was a concern as the data indicated a demonstrated need for consistent and uniform engagement of both middle school and high school participants during the initial stages of the implementation process.

Both central office and building administrators provided exceptionally strong instructional, managerial and political leadership consistent with best educational practices. A substantial amount of focus was placed on activities and programs to facilitate transitioning students from elementary to middle school and from middle school to high school. Students undoubtedly benefitted from an integrated curriculum, interdisciplinary teaming, exploratory programs and a vast selection of developmentally appropriate co-curricular activities. The middle school and high school administrators were the instrumental change agents who facilitated the process of transforming the schools and lead the faculty, staff, students, and community to augmented levels of performance. Attention was also given by the middle school principal and assistant principal in generating a building schedule that provided common planning time among teams, thereby allowing teachers to discuss and be responsive to student performance across the disciplines.

Teachers played a critical role in the success of the IBMYP implementation on several fronts including but not limited to:

- 1. working in their established content areas to become familiar with new standards;**
- 2. establishing a collaborative “de facto” professional community with peers and administrators;**
- 3. use of technology;**
- 4. engagement of self-reflection; and**
- 5. assumption of leadership roles.**

The staff and administrative respondents described the IBMYP as having been successfully implemented and were quick to cite the program’s positive attributes. The data collected clearly indicated and identified specifically what was viewed by the respondents as program merits. In as much as the IBMYP initiative was coined successful, an underlying current did exist which suggested that program participants may have been negatively impacted by the breadth and depth of district wide initiatives and programs that were operational during the IBMYP implementation. The researcher took this into account and informally identified no less than 50 activities that could require staff attention while the IBMYP was operational. The following diagram illustrates some facets of the multiple programming that has caused some respondents to contend that the scope and magnitude of these programs are excessive and is too much to considerably ask of others.

Figure 3. Facets of the Multiple Programming

Although connections do exist and many programs are congruent with one another, the reality on the implementers' behalf is that each program has its tasks that are specific to individual initiatives. It was therefore not uncommon to hear individuals state, "you can only get so much luggage in a suitcase", or "I know you have a lot of things on your plate right now, but..."

As a result, the researcher observed in several instances that many of the successes achieved and tasks completed associated with the IBMYP or other district initiatives were performed out of a perceived sense of duty and/or compliance. The overwhelmingly majority of staff members clearly demonstrated a dedication to the school district and a willingness to achieve positive outcomes for students. However more often than not, those expressed desires were coupled with a voice of concern citing fatigue, overload, and multiple responsibilities that had to be addressed simultaneously, leaving the participant feeling that the necessary amount of attention could not adequately be devoted to any one specific task. Subsequently, several respondents interviewed did not exude the zest or gleam one might expect with the recognition as being the fifteenth in the nation and the first in the Commonwealth of Pennsylvania authorized to deliver such a high caliber educational program. One of the administrators stated that participants might voice some concern and complaints, but the bottom line is that they (being the staff) are going to do what they have to do. "Everyone that we have asked to complete tasks has done it".

Although the organizational frameworks and the completion of tasks speak well to the delivery of high quality educational programming, it does not necessarily complement high morale or positive professional attitudes among staff nor does this serve to generate harmonious relationships particularly between staff and administration. Researchers have long examined this dichotomous relationship between "consideration of others" and "task completion". Even though it was not the researcher's intent to compare and contrast these elements, one needs to be cognizant of the pros and cons of each as it relates to the

educational environment and more specifically, the matrix of activities that are prevalent within the district culture that will ultimately determine the success of future initiatives.

Recommendations for Practice and Policy

Drawing from the literature review, survey responses, archival records, and interview responses, the researcher presents the following for consideration for the development and implementation of similar educational initiatives:

- a. This study focused on the development and implementation of a suburban western Pennsylvania International Baccalaureate Middle Years Programme. The timeframe for this study was from 1998 to 2001. Since this program remains operational, it would be prudent to conduct both summative and formative evaluations to measure program effectiveness.
- b. Teachers from all sites should receive training consistent with the programmatic philosophical tenets and provided time to explore the extensive aspects of the Areas of Interaction, IBO assessment, standards and rubric development.
- c. Teachers should unilaterally be involved during the formative stages of implementation and continue as an integral part of the ongoing development so as to provide an increased sense of ownership.
- d. District administrators should work to ensure flexibility among staff to support change; with continuous support from identified Area of Interaction and IBMYP coordinators. Strategies should be developed to effectively communicate the relationship between the Areas of Interaction and specific content areas.
- e. Additional study of the IBMYP implementation in other school districts would assist in defining conditions that can be manipulated to promote successful school restructuring. This examination would enrich IBMYP discussion and potential implementers would benefit from research into pre-requisite activities prior to implementation.
- f. It would be advantageous to examine the effect of continual change at the district office level in regards to new and perceived competing initiatives.

- g. It would be of great benefit to the educational administrative leadership literature to examine teacher responses as it relates to the effects of programs in establishing a community of learners to improve student achievement.**
- h. The Quaker Valley School District should expect that IBMYP implementers would progress through the CBAM Stages of Concern over a period of time. Programs should be developed that address each of the Stages of Concern in sequential order with consideration given to disseminating specific information people will need at each level.**

APPENDICES

Appendix A

School Affiliation with Quaker Valley School District

To what extent do you agree with the following Statements? Do you (1) Strongly Agree; (2) Agree; (3) Disagree; (4) Strongly Disagree; or (5) Not Sure?

Statements	1	2	3	4	5
1. The IBMYP provides students with opportunities for learning beyond the minimum classroom requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The IBMYP promotes parental involvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Quaker Valley middle and high school administrators contribute widely to the operation of the IBMYP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Teachers participate broadly in school activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The IBMYP is viewed favorably by the Quaker Valley community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Clear learning objectives exist throughout the IBMYP curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Criteria for IBMYP assessment are clearly established in accordance to IB rubrics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The IBMYP teacher training contributed to changes in overall teaching practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Staff members who have received training share important information that other staff find beneficial.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The primary rational for implementing the IBMYP was grounded in augmenting student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Statements	1	2	3	4	5
11. The staff has a positive attitude regarding Quaker Valley School District's certification as an authorized IBMYP institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. There is support for staff to receive IBMYP training and professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Areas of Interaction (AOI) team leaders are effective in communicating the relationship between the AOI and specific content subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Diagnostic and prescriptive evaluation procedures are implemented to monitor student progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Teachers are confident in implementing the IBMYP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. The overall learning environment has improved as a result of IBMYP implementation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. How, if at all, has Quaker Valley School District's role as a digital school district impacted the IBMYP?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. What is the most important activity that can occur to significantly improve the IBMYP? _____

19. What IBMYP components are perceived as ineffective? _____

20. What aspects of the IBMYP do you view as most successful? _____

Additional comments and/or pertinent information: _____

Appendix B

Letter of Request and Questionnaire



**Quaker Valley Middle School
Kenneth E. Powell, Assistant Principal
201 Graham Street
Sewickley, PA 15143-1899**

May 07, 2001

Dear Quaker Valley School District Affiliate:

I am currently conducting a study of the Quaker Valley Middle School International Baccalaureate Middle Years Programme in partial fulfillment of the requirements for my doctoral dissertation. Specifically, I am examining the implementation process and its impact on school reform.

I am requesting your assistance because my initial research indicates that your involvement was instrumental in developing and implementing the International Baccalaureate Middle Years Programme at Quaker Valley.

Attached is a questionnaire that has been specifically designed to examine respondents' attitudes and opinions regarding the International Baccalaureate Middle Years Programme. I greatly appreciate it if you would complete the questionnaire as accurately as possible and return no later than May 14 to Mr. Jace Palmer, our IBMYP coordinator. Please be informed that the data you provide will be considered confidential and is not subject to public or private dissemination. In the event you are unable to answer any item on the questionnaire, please indicate the reason in the additional space provided.

Thank you for your cooperation, and feel free to contact me if you have any questions or concerns. I can be reached at my office (412) 749-5077 or at home during the evening at (724) 935-1126.

Sincerely yours,

Kenneth E. Powell

**Kenneth E. Powell
Assistant Principal**

• Phone: (412) 749-5079 • Fax: (412) 749-9844 •
An Equal Opportunity Employer

**The International Baccalaureate Middle Years Programme:
A Model of Programm Implementation and School Reform**

Interview Questions

1. What factors lead to the adoption and implementation of the IBMYP at Quaker Valley?
2. How was consensus achieved among the members of the school board with regard to program objectives?
3. Describe the political, social, and economic factors that may have prompted the IBMYP initiative.
4. To what extent if any, did political ideology impact the decision making process with respect to the IBMYP?
5. Were there any individuals or interests groups in favor or opposition to the IBMYP initiative?
6. How was the IBMYP implemented?
7. How were resources allocated and used to implement activities?
8. What has been the greatest impetus for participation in the IBMYP?
9. What were the perceived effects generated by the implementation process?
10. What obstacles or barriers were encountered as each phase of the program was implemented?
11. How did any broad changes in the school district or community change the context in which activities were implemented?
12. How were preliminary evaluation findings used to improve implementation of activities?
13. What is the perceived impact of the IBMYP on students, faculty, parents, and community members?
14. What is the current context of IBMYP practice as perceived by faculty, administration, IB coordinators, and community stakeholders?

15. How, if at all, has the IBMYP contributed to the school reform process?
16. How, if at all, has the learning environment changed as a result of IBMYP implementation?
17. Has professionalism of the teaching staff changed since the implementation of the IBMYP? (collegiality, collaboration, commitment to continuous improvement of professional skills, adherence to high standards)
18. How, if at all, have teaching practices changed since implementing the LBMYP? (planning, curriculum, expectation of students, instruction, student achievement, classroom management, student interaction, parent interaction)
19. Are there any additional thoughts that you would like to share with me concerning the IBMYP, its implementation process and impact on organizational change?

'THANK YOU'

Appendix C

School District Perspectives Outline

The Quaker Valley School District — R. Gerard Longo, Ph.D., Superintendent

1. Mission Statement

The mission of the Quaker Valley School District is to excel at educating students to become knowledgeable, self-directed, lifelong learners and ethical, responsible citizens.

2. Initiatives and Recent Developments

QV is one of three Pennsylvania school districts to receive 4.1 million-dollar grants for the integration of digital technology. Partners in our Digital School District project include major U.S. technology companies and educational institutions. The project features wireless notebook computers for students in grades 3-12 with home and school connections. 'QV recently received a grant to expand its successful student service learning center at QV High School. ● The district's approach to gifted education has received local and national attention due to its recognition that giftedness comes in many forms. ● Eight students were selected to the 2001 Pennsylvania Governors Schools of Excellence and eleven were named alternates. ● Quaker Valley Middle School captured first place in the Pittsburgh Post-Gazette regional Junior Benchmarks competition. This competition is designed to increase interest and knowledge of the Pittsburgh region. ● Strategic Plan II was adopted in 2000. This second long-range plan is centered upon a consistent pattern of beliefs and builds from strategies on learning, student support, community and resources.

3. Accomplishments and Distinctions

Quaker Valley High School, as well as Osborne and Edgeworth Elementary Schools are National Blue Ribbon Schools of Excellence. ● The middle and high schools were the first Pennsylvania schools to earn International Baccalaureate Middle Years certification. ● In 2000, every QVSD school won Pennsylvania financial recognition for achievement or attendance. Edgeworth Elementary School earned the prestigious Maintenance of High Standards award for consistently high performance on state tests. ● As one of the top seven of 2,000 nominees English teacher Shirley Stevens was a \$2,500 Silver Award recipient from the regional Teacher Excellence Foundation. ● The boys soccer team won its 6th state championship and regional athletic championships were won in tennis, cross-country and track. Pittsburgh magazine identified Quaker Valley High School as one of the metropolitan region's top 15 public and private schools. ● A University of Pittsburgh study identified QVSD as first in the region in technology. Seven QV teachers are candidates for National Board Certification.

4. Academic Programs

In foreign language, all K-8 students learn Spanish. High school students may choose among Spanish, German, French and Japanese. Last spring, Quaker Valley Middle School placed first in the world Language Competition at Slippery Rock University in Spanish I, competing against 37 high schools and two other middle schools. • Inquiry-based ASSET science, www.assetmnc.org, and Everyday Learning mathematics are the cornerstones of the elementary program; while the secondary features Chicago Math and Carnegie Learning Algebra and Geometry, www.carnegielearning.com. • Computer curriculum begins in grade three. High school computer instruction includes the Cisco Academy, C++, Web Design, Computer Applications, Video Production and Digital Film Production. • Technology courses are offered in CAD, Transportation, Construction, and Communications. • Information regarding the LB. Middle Years Programme (grades 6 to 10) may be accessed at www.ibo.org. • High school and middle school programs feature community service and internship opportunities. The district has articulation agreements with a number of regional colleges and universities. University of Pittsburgh College in High School courses are offered on our campus. Students also may take classes on the nearby Robert Morris University campus. • A complete listing of all course syllabi, K-12, can be found on the district web site: <http://www.qvsd.org>.

5. Facilities and Resources

Over the next three semesters, every student in grades 3 to 12 will be equipped with a wireless laptop computer that connects to the district intranet at home and at school. The notebook computer is equipped with academic and communications software. • The district features an award-winning web site that includes its curriculum, policies and helpful information: <http://www.qvsd.org>. • Both secondary buildings were renovated within the last five years and a new athletic stadium was added. Facilities may be viewed on the district web site. • Friends of Quaker Valley is a private and well-endowed foundation that provides scholarships, and awards to students and recognition for staff members.

6. Co-curricular Offerings

The arts are a strength in all schools of the district. Curricular and co-curricular musical opportunities are available in chorus, band and strings. The visual arts also provide both curricular and co-curricular opportunities. Drama and musical theater are available in each school and operate at an award-winning level at the high school. • The district offers an ambitious athletic program, featuring twenty-two different varsity sports. The mens and womens soccer teams have received national recognition. Intramural and club sports also are available. The district is proud of the academic achievements of its athletes. • QV is highly involved in academic games and competitions. Last year, the district fielded 20 Odyssey of the Mind teams. The middle school features an active cadet leadership program and many community service opportunities. The elementary schools feature an active peer mediation program. • Participation in co-curricular activities at the high school generally exceeds 90%.

7. Community Services

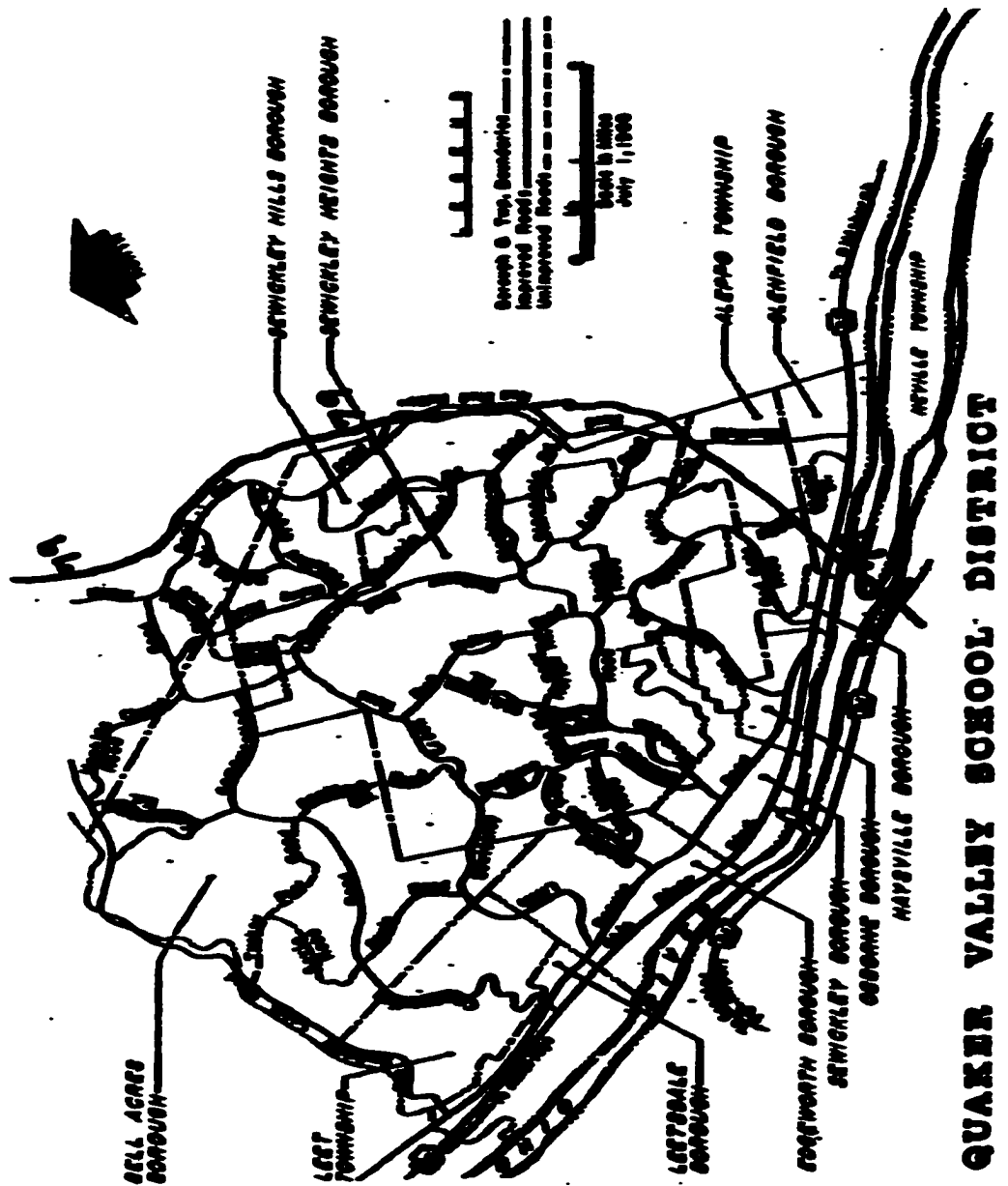
QVSD collaborates with the community to provide services beyond its mission of basic education. The district is unique in that it owns and helps operate the magnificent Sewickley Public Library. This partnership provides many services to adults and youth alike. In partnership with the local YMCA, school district facilities are used to provide day care opportunities and pre-school education. Pre-

school opportunities are open to all with scholarships available. The district also offers extended-day kindergarten for qualifying students. The district is highly involved with higher education institutions. It has partnership arrangements with Carnegie-Mellon University, Duquesne University, Edinboro University of Pennsylvania, Harvard University, Robert Morris University as well as the Community College of Allegheny County.

8. Special Circumstances

Highly involved parent groups are active in each school. Parents and students sit on advisory councils for curriculum and special education. Four high school students serve as student representatives on the school board. The entire community has the opportunity to participate in strategic planning. Booster groups support athletic and co-curricular groups. ● The school board historically has provided stable leadership. The current superintendent has been in the position for ten years and there have only been three superintendents in the nearly fifty year history of the district. ● A state special education audit gave the district extremely high marks and its gifted education program has received local and national attention. The district provides a full range of psychological, guidance and counseling services. It also operates alternative school programs at the middle and high schools. ● The district is noted for its quality teachers and support personnel and has received state and regional recognition for its model hiring processes. Labor relations are very positive and the district has never experienced a work stoppage. ● The district owns and operates its own transportation and food service programs. This allows for exceptional service and local accountability. The school district celebrates the diversity of its eleven communities. The relatively small size of the district allows for greater personalization of all services and attention to the differing needs of students and families.

Appendix D
Quaker Valley School District



Appendix E

Quaker Valley Middle School IB Team Members

Head of School:	Dr. Deborah Deakin Nickel
Assistant Principal:	Kenneth Powell
Building Coordinator:	Jace Palmer

Area of Interaction Coordinators

Approaches to Learning:	Adrienne Floro
Community Service:	Alan Carson
Health/Social Education:	Jennifer Morelli
Homo Faber:	Michelle Crawford
Environment:	Claudia Balach

Key Subject Area Faculty Members

Humanities:	Connie Mangola
Language A:	Adrienne Floro, Susan Kelly Gentile
Language B:	Elizabeth Crum
Mathematics:	Jennifer Hagyard
Science:	Dan Pellis
Technology:	Tom Demko
Physical Education:	Jennifer Morelli, Terry Turzai
The Arts:	Michelle Crawford, Tood Fox, Tom Zahorchak

Appendix F

Quaker Valley School District

MYP Site Aauthorization Visit

Day 1: Quaker Valley Middle School

Time	Event	Location
7:30 AM	Welcome Reception	Library
8:00 AM	Meeting with Principal and MYP Coordinators	Community Room
9:00 AM	Meet with Grade 7 team Representatives	Community Room
9:30 AM	Meet with non-academic and counseling staff	Community Room
10:00 AM	Building tour including Library, Technology Labs, Arts Areas, Gymnasium and Auxiliary Areas	Building
10:45 AM	Break	Community Room
11:00 AM	Meet with students and visit classes in session	Community Room
11:30 AM	Meet with Librarian	Community Room
12:00 PM	Lunch with parents and community people	Community Room
1:00 PM	Meet with Grade 6 Team Representatives	Library
1:30 PM	Meet with exploratory staff	Community Room
2:00 PM	Meet with Areas of Interaction Leaders	Community Room
2:30 PM	Meet with Grade 8 Team Representatives	Community Room
3:00 PM	Meet with Board Representatives and Superintendents	Community Room
3:30 PM	Visiting Team Meeting	Community Room
4:00 PM	Meet with Principal and Vice Principal	Community Room

Appendix G

International
Baccalaureate

Baccalauréat
International

Bachillerato
Internacional

Center SIS: Quaker Valley Middle School/Quaker Valley Senior High School



International Baccalaureate Organisation

Dr. Deborah Dinkin Michel
Principal
Quaker Valley Middle School
283 Goshen Street
Sewickley, Pennsylvania 15143
USA

Dr. Joanne M. Johnson
Principal
Quaker Valley Senior High School
625 Shaver Road, Lentsdale Road
Lentsdale, Pennsylvania 15856
USA

22 November 1999

Dear Dr. Michel and Dr. Johnson,

I am pleased to inform you that your school's application to participate in the Middle Years Programme (MYP) in partnership has been accepted with immediate effect. From our headquarters in Geneva I extend a sincere welcome to you, your colleagues and your students. I hope that you will find the new experience with the IBO to be as rewarding as others have discussed in the past.


Your schools have been assigned the MYP code number written at the top of this page. It would assist us if you would quote it on future correspondence with all IB offices.

We note that the school's contact persons for the Middle Years Programme are Mr. Kenneth Powell at Quaker Valley Senior High School and Mrs Linda Conlon at Quaker Valley Middle School. All queries and requests for information should be channelled through them; IBO will address correspondence to them for distribution as required.

As part of your enrolment you will receive all routine materials including *IB World*, a magazine which provides information on a wide range of IB activities. In addition, materials relating to the MYP will be sent to the school's contact person as they become available and should be passed on to the appropriate persons within the school.

I am delighted that you are working with us in this new venture and wish you and your colleagues every success.

Yours sincerely,


George Weller
Director General

cc: Ron Murphy, FYPMYP Manager, IBMA
Monique Conn, MYP Manager, IBCA
Sharr Chapman, Director of Finance and Business Administration, IBCA
Tim Sullivan, Administrative Officer, IBCA

INTERNATIONAL BACCALAUREATE

International
Baccalaureate

Baccalauréat
International

Bachillerato
Internacional



International Baccalaureate Organisation

Code: 5152: Quaker Valley Middle School/Quaker Valley Senior High School

Dr. Deborah Deakin Nickel
Principal
Quaker Valley Middle School
203 Graham Street
Sewickley, Pennsylvania 15143
USA

Dr. Joanne M. Johnson
Principal
Quaker Valley Senior High School
625 Beaver Road, Leetsdale Road
Leetsdale, Pennsylvania 15056
USA

22 November 1999

Dear Dr. Nickel and Dr. Johnson,

In sending you the enclosed letter of acceptance, I want also to enumerate the commendations and recommendations of the visiting team:

Quaker Valley Middle School is commended for:

1. The leadership and support for the MYP by the Superintendent, district staff, and school board.
2. The enthusiasm, knowledge, and leadership of the Principal and IB Coordinator.
3. The commitment of the faculty to teaming to achieve the MYP goals.
4. The structured, common planning time for teams.
5. The strong support for the MYP by the non-academic staff.
6. The enthusiasm and willingness of the students and parents to accept changes in their school from a junior high to the middle school concept and then to the MYP.
7. The strong support for technology by the district and technology coordinator.
8. The Areas of Interaction implementation so far by the teachers.
9. The district's commitment to teacher training.
10. The school's commitment to providing the MYP for all students in the school.

Quaker Valley High School is commended for:

1. Its commitment to team-based approach to planning
2. Its efforts to articulate with the middle school.
3. The leadership of the principal, IB coordinator, and faculty for the implementation of the district goal.
4. The intent to encourage many students to continue MYP in levels 4 and 5.
5. The commitment to MYP training.

1/2

INTERNATIONAL HEADQUARTERS



Page 2, Dr. Deborah Deakin Nickel and Dr. Jeanne M. Johnson

It is recommended that both Quaker Valley Middle and Quaker Valley High Schools:

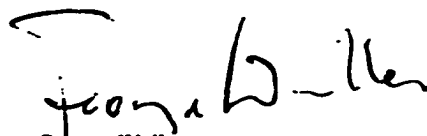
1. Articulate the role of the MYP Coordinator.
2. Develop a scope and sequence of the Areas of Interaction in levels 1-5 to ensure that all areas are addressed and that repetition is avoided.
3. Train all teachers who are involved with MYP students at all levels.
4. Continue to ensure that all students are aware of the MYP concepts and the linkage to activities in which the students are engaged.
5. Develop assessment strategies at each level and subject area with the MYP assessment criteria.
6. Develop plans for continuous articulation between the middle and high school faculties.
7. Promote internationalism whenever possible.
8. Develop a plan for implementing the personal project.

Documentation should be submitted to IBNA which reflects the progress made with the follow-up to these recommendations. A written proposal outlining the plan of action should be submitted by June 1, 2000.

The school may commence registering candidates for certification in the 2001-2002 academic year.

I trust that you will view these commendations and recommendations as representing an attempt on our behalf to ensure a successful implementation of the programme at the school.

Yours sincerely,



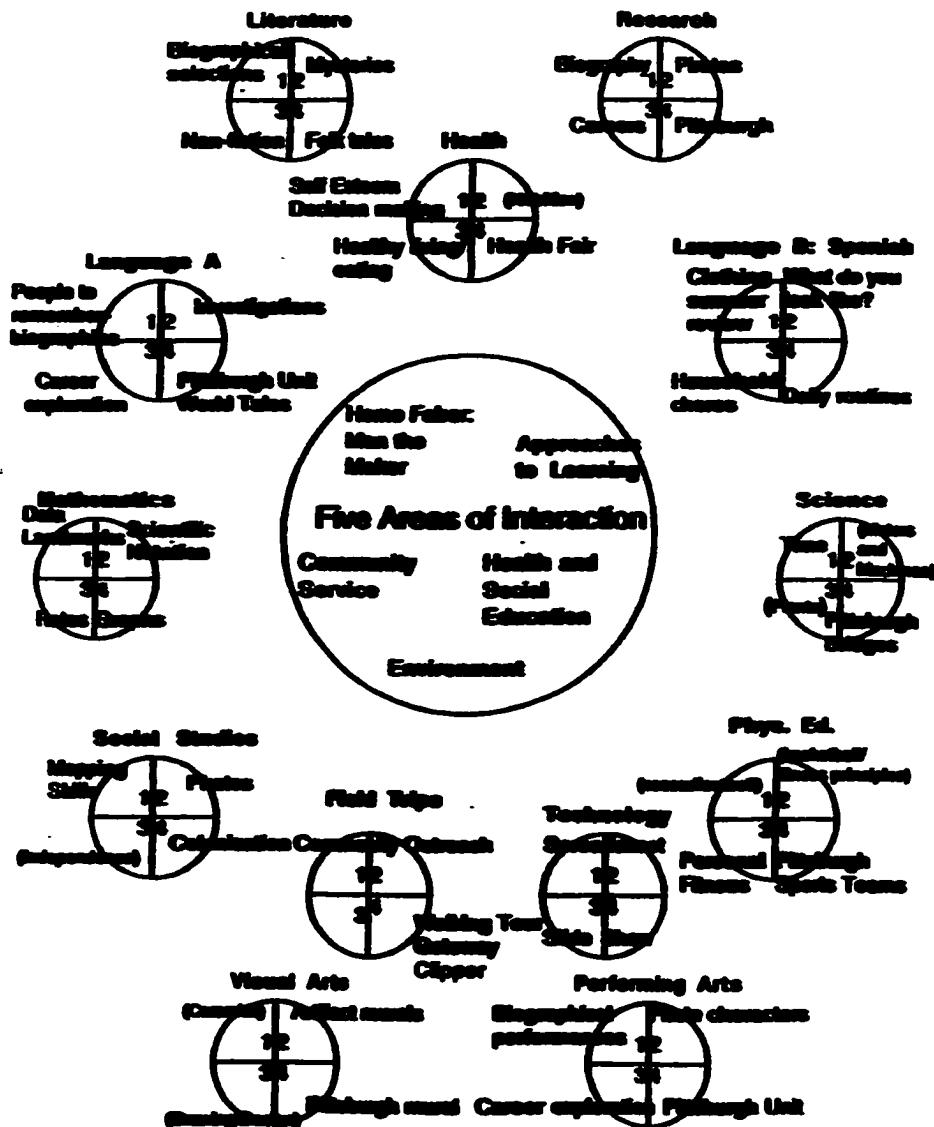
George Walker
Director General

cc: Ron Murphy, MYP Manager, IBNA
Monique Conn, MYP Manager, IBNA

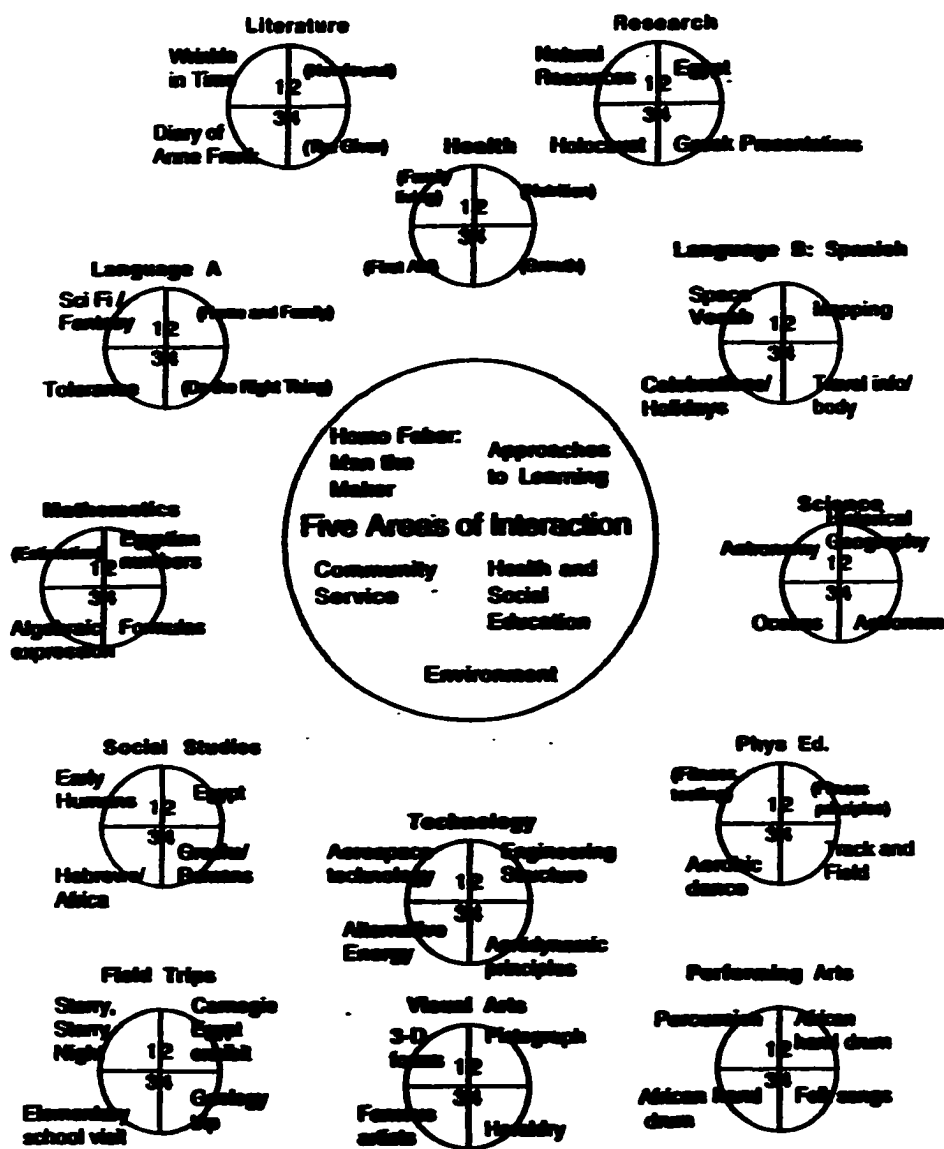
Appendix H

Sixth, Seventh and Eighth Grade Curriculum Models

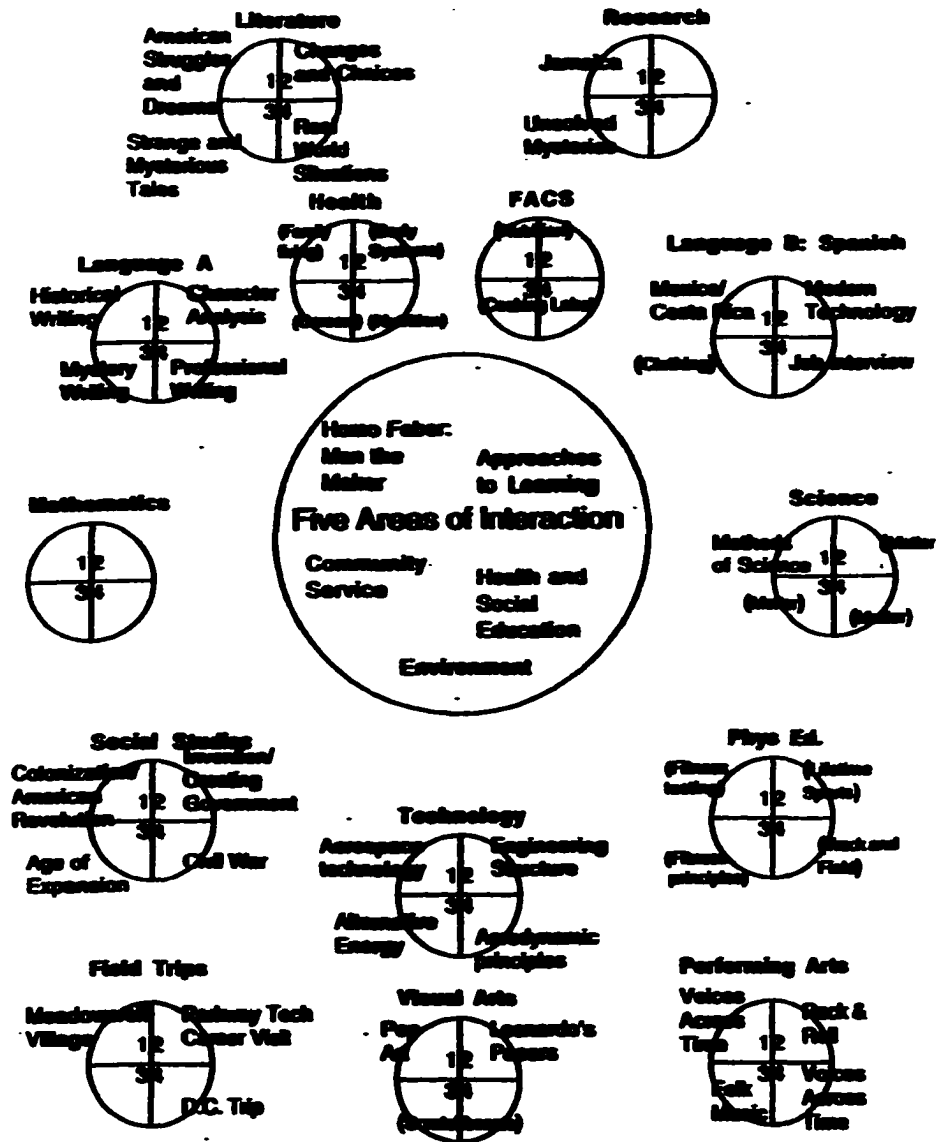
6th Grade Curriculum Model



7th Grade Curriculum Model



8th Grade Curriculum Model



Appendix I
Quaker Valley Middle School
Weekly Lesson Planner

Teacher:	Week Off:
Subject:	Theme:

Curricular Objective and Plans for Implementation:

Interdisciplinary Connections:

Some Examples are indicated below for you.
Approaches to Learning:

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Organize materials <input type="checkbox"/> Solve problems <input type="checkbox"/> Ask Questions <input type="checkbox"/> Be aware of learning styles <input type="checkbox"/> Read for memory/details <input type="checkbox"/> Improve memory <input type="checkbox"/> Use appropriate reading speeds <input type="checkbox"/> Take notes <input type="checkbox"/> Create a suitable study environment <input type="checkbox"/> Recognize organization and structure of a test <input type="checkbox"/> Be an active listener <input type="checkbox"/> Apply metacognitive skills <input type="checkbox"/> Organize/summarize charts, tables, graphs | <ul style="list-style-type: none"> <input type="checkbox"/> Listen/follow directions <input type="checkbox"/> Use an agenda <input type="checkbox"/> Improve vocabulary <input type="checkbox"/> Study efficiently <input type="checkbox"/> Analyze & synthesize data <input type="checkbox"/> Manage time wisely <input type="checkbox"/> Answer objective/subjective questions <input type="checkbox"/> Recognize cause/effect <input type="checkbox"/> Identify main ideas & details <input type="checkbox"/> Access different research components <input type="checkbox"/> Self reflect/self evaluate <input type="checkbox"/> Present information <input type="checkbox"/> Learn to be proactive |
|---|--|

Health & Social Education

- ☐ Deal effectively with stress adolescents
- ☐ Recognize roles in groups
- ☐ Study the effects of drugs on society, community, world
- ☐ Develop positive roles in groups
- ☐ Comprehend and participate in the five fitness components
- ☐ Demonstrate leadership qualities
- ☐ Demonstrate awareness of current events

Environment

- ☐ Study cause and effect of environmental factors on humans
- ☐ Study possible solutions to environmental problems
- ☐ Study a specific area of environmental concern
- ☐ Learn "green" ways of living

Homo Faber

- ☐ Study inventors or inventions
- ☐ Participate in simulations
- ☐ Draw an original cartoon
- ☐ Create an original piece of artwork
- ☐ Create or perform a play or skit
- ☐ Produce a product from a performance based task
- ☐ Study an original thought, idea or theory
- ☐ Explore the historical development of technology
- ☐ Use a system model to study and evaluate technology
- ☐ Discuss future developments in technology

Community Service

- ☐ Peer tutoring
- ☐ Participate in conversation and recycling projects
- ☐ Collection of non perishable foods
- ☐ Assisting handicapped students
- ☐ REading to elementary students
- ☐ Be involved with McGuire Home activities
- ☐ Adopt an animal (Pgh. Zoo)
- ☐ Volunteer at DT Watson
- ☐ Participation in national drug awareness during red ribbon week

- ☐ Understand physical, emotional, and mental development of
- ☐ Identify and demonstrate components of a healthy lifestyle
- ☐ Understand relationship between themselves and family, community, world
- ☐ Use peer mediation
- ☐ Demonstrate first aid and CPR skills
- ☐ Practice equality through thoughts words, and actions

- ☐ Investigate/initiate/participate in recycling projects
- ☐ Study dangers to the environment
- ☐ Raise awareness of environmental protection
- ☐ Study role of politics on environmental solutions

- ☐ Demonstrate appreciation for art, music, architecture or dance
- ☐ Create a model, poster, diorama, mural, collage or timeline
- ☐ Write an editorial, news article, report or story
- ☐ Create a new invention
- ☐ Conduct original research
- ☐ Create a map, globe
- ☐ Create projects that demonstrate multiple intelligences
- ☐ Discuss positive/negative technological impacts
- ☐ Explore careers

- ☐ Participate in school community beautification program
- ☐ Collect clothing/food for needy
- ☐ Pen pals
- ☐ Assistance with elementary D.A.R.E. program
- ☐ Adopt a highway, local road
- ☐ Sponsoring a child from a Spanish speaking country
- ☐ Volunteer at a homeless shelter, soup kitchen
- ☐ Volunteer for Habitat for Humanity

Appendix J

QVMS IBMYP Table of Contents

Year 2 Grade 7

Student Name _____ Team: _____ HR: _____

Subject	Assessment Task	Specific Task	Criteria					
			A	B	C	D	E	F
Language A	Essay	Reader's Log with Sentence Starter	x	x				
	Response to Literature	Poetry	x		x			
	Creative Writing	Science Friction or Fantasy Descr. Writing		x	x			
Language B	Writing Sample	Various descriptions: verbs, adv., pronouns			x	x		
	Reading Comp.	Various paragraphs, sentences, questions	x	x	x		x	x
	Listening/Speaking Act.	Dialogue work: Info. Gap Activities	x	x		x	x	x
Science	Practical Investigation	Metric System Centers Scientific Method Investigation Intermediate Problem Solving	x		x		x	x
	Other	Earth Science Day Posters/Forman Lab Rep.	x	x	x	x		x
Humanities	Extended Writing	Research Paper			x	x		
	End of Unit Test	Eurpoe & Russia Africa & Asia	x	x	x			
	Class/Homework	Travel Brochure	x			x		

Subject	Assessment Task	Specific Task	Criteria					
			A	B	C	D	E	F
Language B	200 Word Writing Sample	Collages, dialogues, answering questions			xx	xx	xx	x
	Reading Compre. Exercise	End of unit readings, comprehension activities	x	x	xx	xx		
	Oral Cassette Record	Create video; oral evaluation, perform dialog	x	x			xx	xx
Science	Practical Investigation	Consum. testing; experim. design; pe. solv		x	x	x	xx	x
	Unit Test	Perform, based eval., react, to reading	xx	x	x			
	Essay	Formal Written Research Report				x		x
Humanities	Extended Writing	Research-oriented Paper			x	x		
	Unit Test	Civil War, etc.	x	xx	x			
	Class/Homework	Based upon various units	x			x		
Math	Class exam /test	Cumulative/comprehensive test/exam	x	x				
Algebra/Geo.	Piece ref. real world	Geom. shapes/fitting line ot data points		x	x			
Adv. Algebra	Written report	Geo.-shapes in house; Alg.-ft. length/shoe	x		x			
Technology	2 Completed	Spaghetti Tower Activity	x	x				
	Design Briefs	Powerpoint Presentation	x	x				
Art	Process Workbook	Sequential Methods in Drawing Portfolio of Course Project	x	x		x		x
	Individual Projects	Dreamcatchers; Pop Art; Pinatas	x	x	xx	x		x
Physical Education	Technical Ability	Basketball Presentation	x			x		
		Game Participation	x			x		
	Written Work Illustrating Other Criteria	Fitness Testing Personal Fitness Journal		x x	x x			

Subject	Assessment Task	Specific Task	Criteria					
			A	B	C	D	E	F
Transition Math Algebra I Cont. Prog.	Text/Exam	Specific to Course	x	x				
	Real-world Applic.	Specific to Course		x	x			
	A Written Reflection of a Task	Specific to Course	x		x			
Technology	Two Completed Design Briefs	Card Structure Activity	x	x				
		Hyperstudio Project	x	x				
Art	Process Workbook	Portfolio of Various Projects Sequential Methods in Drawing (11-20)	x	x		x		x
	Individual Projects	Spanish Pictograph; Painting; Heraldry	x	x	x	x	x	x
Physical Education	Technical Ability	Volleyball Presentation Game Participation	x x			x x		
	Written Work Illustrating Other 2 Crit.	Fitness Journal Fitness Testing		x x	x x			
Performing Arts/Music	Process Workbook Individual Projects/ Performances A/V Materials							

Year 3 Grade 8

Student Name: _____ Team: _____ HR: _____

Language A	Essay	Persuasive/Problem Solution	x	x				
	Response to Literature	Reading Response/Essay	x		x			
	Creative Writing	'Showing not Telling"; response to a prompt		x	x			

Subject	Assessment Task	Specific Task	Criteria					
			A	B	C	D	E	F
Performing Arts/Music	Process Workbook Individual projects/ Performances A/V Materials							

Appendix K
Quaker Valley Middle/High School
February 19, 2001
8:00 AM - 4:00 PM

8:00 - 8:15	Coffee and Donuts Library
8:15 —	Teachers move to the autitorium
8:25 - 9:10	Internationa Baccalaureate Update & Areas of Interaction C. Balach, T. Demko, A. Floro, J. Morelli
9:10 - 9:30	AI Practice Deborah Deakin Nickel
9:30 - 11:30 AM	Department meetings
12:30 - 4:00 PM	Room Assignments on the Back

Discussion Topics:

1. Identify a recorder in each group. This person(s) will take notes and report department findings and progress.
2. Sharing of ideas of a unit, activity, project—generate the various AI that would be applicable and why.
3. Using curriculum maps for first semester, what are the Area of Interaction essential questions for each week/unit that you would like to have answered?

Materials Needed:

1. Mapping the Big Picture: What is an Essential Question?
2. Curriculum Maps

Appendix L
Assessment/Moderation Agenda
QUMS IBMYP Early Release Day
March 24, 2000

- I. Arrangement by Department
 - A. Language A (Floro, Gr., 7 & 8, Matsey)
 - B. Language B
 - C. History/Geography (Mangola, Stiltner, Gr. 7 & 8)
 - D. Science (Quinn, Shaw, Gr. 7 & 8)
 - E. Math (Bell. Gr. 7 & 8)
 - F. Art/Music
 - G. Physical Education (Tuite, Gr. 6-8)
 - H.. Technology

- II. Purpose pf Assessment/Moderation
 - A. Accountability
 - B. Validation of IBO Standards

- III. Handouts
 - A. Definitions of key terms
 - B. Assessment tasks (1 - 3 per subject area)
 - C. Worksheet
 - 1) One practice sheet per staff member
 - 2) At end of day final copies turned in to office
 - One per grade level for each subject area
 - Total of 24 sheets for the building

IV. Breakout Sessions

- A. Language A (Room 304)
- B. Language B (Room 204)
- C. History/Geography (Room 305)
- D. Science (Room 310)
- E. Math (Room 306)
- F. Art/Music (Choir Room)
- G. Physical Education (Room 104)
- H.. Technology (Computer Lab)

V. Activities After Assessment Piece is Completed**VI. Principals' Comments**

Appendix M

Areas of Interaction

Content: Language Arts			
Domain	Grade 6	Grade 7	Grade 8
Approaches to Learning	Use an agenda and assignment logs	Complete a goal presentation in conjunction with the guidance curriculum	Use an agenda
	Study unit vocabulary	Develop research skills: paraphrasing, bibliography, informal outlining, internal parenthetical citations, accessing different research materials	Study unit vocabulary
	Use graphic organizers to organize class materials	Develop organizational skills through use of the agenda and time management	Organize class material
	Practice time management through long and short-term projects	Better test taking skills on objective and essay test preparation	Read for memory and details
	Reflect utilizing metacognitive skills	Improve reading comprehension skills	Apply test-taking techniques for essay and objective tests

Domain	Grade 6	Grade 7	Grade 8
	Use journaling techniques	Participate in the Spelling Bee	Use of the writing process
	Conduct research	Improve vocabulary using Word Masters	Read comprehension skills for analyzing and synthesizing data
	Apply critical and analytical thinking skills through self reflection and evaluating self writing		Self reflect and evaluate self writing
	Participate in the Spelling Bee		Class presentations
	Improve vocabulary using WordMasters		Improve listening and speaking skills thorough class discussion
Contents: Science			
Approaches to Learning	Organize materials, summarize charts, tables and graphs	Solve problems using scientific method	Solve problems
	Ask questions and solve problems	Learn through inquiry	Participate in class discussion
	Read for memory and details	Participate in class discussion	Apply metacognitive skills
	Take notes	Develop reading and writing skills	Recognize cause and effect
	Study efficiently and create a suitable study environment	Apply metacognitive skills	Access different research components

Domain	Grade 6	Grade 7	Grade 8
	Be an active listener	Analyze and synthesize data	Present information
	Use the agenda	Recognize cause and effect	Organize/summarize charts, tables and graphs
	Improve vocabulary	Access different research components	
	Recognize cause and effect	Organize/summarize charts, tables and graphs	
	Access different research components	Develop people management skills	
	Present information	Develop time management skills	
	Self reflect/self evaluate	Think proactively	
		Present information	
		Organize science notebook	
		evaluate data	
Community Service	Participate in a parent appreciation breakfast	Read student-authored children's books to elementary students	
	Design Valentine's for Veteran's	Develop and participate in earth day activities	
	Peer tutoring	Peer tutoring	
	Participate in conservation and recycling projects		

Domain	Grade 6	Grade 7	Grade 8
	Reading to elementary students		
	Participate in National Drug Awareness week		
	Participate in school community beautification program		
Environment	Participate in the GLOBE project	Study relationship between mineral make-up and environmental conditions	Study cause and effect of environmental factors on humans
	Study a specific area of environmental concern	Study impact of environment on rocks	Study dangers to the environment
	Investigate/initiate/participate in recycling projects	Study impact of volcanic and seismic events on the environment	Study a specific area of environmental concerns
	Raise the awareness of environmental protection	Study the impact of population on the environment	Participate in competitions such as Science Bowl, Science Olympiad, Science by Mail
	Raise awareness of earth day by creating t-shirts to promote a healthy environment	Develop personal methods for positively impacting the environment proactively	Active membership in Environmental Club
	Pittsburgh Bridge Unit	Explore the relationships between economics and environmental law	

Domain	Grade 6	Grade 7	Grade 8
		Study the impact of politics and history on environmental law	
		Study IPM and IWM as they affect the soil and water environments	
		Study the impact of self-selected topics on the environment	
		Participate in Science Olympiad, Globe Program, Space Exploration, Carnegie Science Center Lecture Series and/or Science by Mail	
		Active membership in the Environmental Club	
Health & Social Education	Deal effectively with stress	Understanding current geologic events and their impact upon self, family, and community	
	Recognize roles in groups	Study the impact of minerals in the house upon health	
	Develop positive roles in groups	Study the societal issues resulting from groundwater depletion	
	Use peer mediation		

Domain	Grade 6	Grade 7	Grade 8
	Practice equality through thoughts, words and actions		
Homo Faber	Study inventors and inventions	Create, implement, and analyze original experiments to test hypotheses	Create or design an original experiment to test a hypothesis
	Create a new invention--Speghetti Invention Field-testing	Explore the historical development of technology	Explore the historical development of technology
	Draw an original cartoon--performance tasks	Create models/diagrams showing scientific concepts	Create models/diagrams showing scientific concepts
	Explore the historical development of technology--performance tasks	Conduct original research	Conduct original research
	Create a model, poster, ciorama, collage or timeline	Create a museum	Discuss positive/negative technological impacts
	Write and editorial, news article, report or story	Write a book, poems, short stories, journalistic pieces, formal laboratory reports, and essays	
	Conduct original research	Create cideo productions	
		Invent devices to perform specific tasks	

Domain	Grade 6	Grade 7	Grade 8
		Author and perform songs/plays/musicals	
		Create artwork	
Content: Spanish			
Approaches to Learning	Study environmental effects on the rain, cloud, and dry forests	Use a variety of techniques to master and absorb the Spanish language	Identify vocabulary through pictures, matching, competitions and translations
	Learn vocabulary by using Total Physical Response	Use circumlocution, reading in context and guessing properly	Learn vocabulary by using Total Physical Response
	Learn to describe in the target language	Use of Spanish/English dictionaries	Play games to reinforce learned vocabulary and syntax
	Play games to reinforce learned vocabulary and syntax	Be aware of learning styles	Compare and contrast different subjects
	Compare and contrast different subjects	Take notes	Provide information about cultural differences in Spanish speaking countries
	Provide information about cultural differences in Spanish Speaking countries	Recognize organization and structure	Participate in the Spelling Bee
	Create, draw, and label collages	Participate in the Spelling Bee	
	Participate in the Spelling Bee		

Domain	Grade 6	Grade 7	Grade 8
Community Service	Peer tutoring	Sponsorship of a child in Honduras names Carlos through an organization called Children International based out of Kansas City	Peer tutoring
		Visit the elementary schools to read to younger students in Spanish	Label areas of the school for visitors
		Create board games to review basic vocabulary (colors, numbers, etc.) to play	Be an active member of Spanish Club
		Do the morning and afternoon announcements in Spanish	
		Create Spanish labels for all of the parts of the school	
Environment	Study environmental effects on the rain, cloud, and dry forests	Study weather around the world and how the weather affects our daily lives	Study environmental effects on the rain, cloud, and dry forests
	Learn what role Spanish plays in economics and politics	Study about the Costa Rican rain forests and the animals that live there	
Health & Social Education	Work in groups to create dialogs and skits	Working in cooperative pairs or groups	Work in groups to create dialogs and skits and conversation
	Teach the social differences between cultures	Construct anti drug and smoking posters to hang in the halls	Explore the social differences between different cultures, customs and beliefs

Domain	Grade 6	Grade 7	Grade 8
	Active membership in the Spanish Club	Active membership in the Spanish Club	Participate in the World Languages competition
Homo Faber	Create collages, posters, and murals labelled with vocabulary words	Create travel brochures, posters, and board games	Create collages, posters, and murals labelled with vocabulary words
	Draw and label a dream house	Create a "dialogo" or skit with every unit of study	Create and act out dialogs with props based on the current unit of study
	Based on the unit, create and act out dialogs with props		Write compositions pertaining to the current unit of study
	Write a composition about clothing and favorite foods		
	Keep an updated notebook with the current vocabulary		
	Create a cartoon depicting own daily routine with appropriate dialog		
	Label and identify parts of classroom		
Content: Art			
Approaches to Learning	Organize materials	Organize materials	Organize materials
	Solve problems	Solve problems	Solve problems
	Be an active listener	Be an active listener	Be an active listener
	Manage time wisely	Manage time wisely	Manage time wisely
	Identify main ideas and details	Identify main ideas and details	Identify main ideas and details
	Present information	Present information	Present information

Domain	Grade 6	Grade 7	Grade 8
Community Service	Participate in school/ community beautification program	Participate in school/ community beautification program	Participate in school/ community beautification program
Environment	Learn "Green" ways of living	Learn "Green" ways of living	Learn "Green" ways of living
Health & Social Education	Recognize roles in groups	Recognize roles in groups	Recognize roles in groups
	Develop positive roles in groups	Develop positive roles in groups	Develop positive roles in groups
Homo Faber	Create and original piece of art work	Create and original piece of art work	Create and original piece of art work
	Demonstrate an appreciation for art	Demonstrate an appreciation for art	Demonstrate an appreciation for art
	Create a model (project)	Create a model (project)	Create a model (project)
Content: Family and Consumer Sciences			
Approaches to Learning		Organize material	Organize material
		Solve problems	Solve problems
		Ask questions	Ask questions
		Take notes	Take notes
		Create a suitable study environment	Create a suitable study environment
		Recognize organization and structure of a test	Recognize organization and structure of a test
		Be an active listener	Be an active listener
		Listen/follow directions	Listen/follow directions
		Use an agenda	Use an agenda
		Improve vocabulary	Improve vocabulary
		Manage time wisely	Manage time wisely

Domain	Grade 6	Grade 7	Grade 8
			Self reflect/self evaluate
Community Service		Participate in conservation and recycling projects	Participate in conservation and recycling projects
		Assist handicapped students in class	Assist handicapped students in class
Environment		Learn "green" ways of living	Learn "green" ways of living
		Investigate/initiate/participate in recycling projects	Investigate/initiate/participate in recycling projects
Health & Social Education		Recognize roles in groups	Recognize roles in groups
		Develop positive roles in groups	Develop positive roles in groups
		Demonstrate leadership qualities	Demonstrate leadership qualities
		Identify and demonstrate components of a healthy lifestyle	Identify and demonstrate components of a healthy lifestyle
		Use peer mediation	Use peer mediation
Homo Faber		Produce a product from a performance based task	Produce a product from a performance based task
		Create projects that demonstrate multiple intelligences	Create projects that demonstrate multiple intelligences

Content: Chorus

Approaches to Learning	Keep a folder for their choral music	Keep a folder for their choral music	Keep a folder for their choral music
	Keep a folder for their choral music	Keep a folder for their choral music	Keep a folder for their choral music
	Solve problems in choral rehearsal creatively	Solve problems in choral rehearsal creatively	Solve problems in choral rehearsal creatively

Domain	Grade 6	Grade 7	Grade 8
	Be able to reflect and evaluate themselves and the whole ensemble objectively	Be able to reflect and evaluate themselves and the whole ensemble objectively	Be able to reflect and evaluate themselves and the whole ensemble objectively
Community Service	Public performances	Public performances	Public performances
	Perform for the school community	Perform for the school community	Perform for the school community
	Perform for other Quaker Valley schools	Perform for other Quaker Valley schools	Perform for other Quaker Valley schools
	Peer tutoring	Peer tutoring	Peer tutoring
	Perform for the McGuire Home or other sites of community service	Perform for the McGuire Home or other sites of community service	Perform for the McGuire Home or other sites of community service
Environment			
Health & Social Education	Develop leadership skills	Develop leadership skills	Develop leadership skills
	Recognize vocal health problems and how to care for their instrument	Recognize vocal health problems and how to care for their instrument	Recognize vocal health problems and how to care for their instrument
Homo Faber	Perform a concert of rehearsed choral literature	Perform a concert of rehearsed choral literature	Perform a concert of rehearsed choral literature
	Demonstrate an appreciation for music	Demonstrate an appreciation for music	Demonstrate an appreciation for music
Content: Band			
Approaches to Learning	Keep a folder of all music, method books, handouts, and assignments	Keep a folder of all music, method books, handouts, and assignments	Keep a folder of all music, method books, handouts, and assignments
	Be an active listener and participant	Be an active listener and participant	Be an active listener and participant
	Listen/follow directions	Listen/follow directions	Listen/follow directions

Domain	Grade 6	Grade 7	Grade 8
	Recognize cause/effect	Recognize cause/effect	Recognize cause/effect
	Improve vocabulary	Improve vocabulary	Improve vocabulary
	Manage time wisely	Manage time wisely	Manage time wisely
Community Service	Peer tutoring	Peer tutoring	Peer tutoring
	Volunteer to perform in church/community	Volunteer to perform in church/community	Volunteer to perform in church/community
Environment	Learn "Green" ways of living	Learn "Green" ways of living	Learn "Green" ways of living
Health & Social Education	Demonstrate leadership qualities	Demonstrate leadership qualities	Demonstrate leadership qualities
	Identify and demonstrate components of a healthy lifestyle	Identify and demonstrate components of a healthy lifestyle	Identify and demonstrate components of a healthy lifestyle
	Practice equality through thoughts, words, and actions	Practice equality through thoughts, words, and actions	Practice equality through thoughts, words, and actions
Homo Faber	Create an improvised piece of music	Create an improvised piece of music	Create an improvised piece of music
	Demonstrate appreciation for music	Demonstrate appreciation for music	Demonstrate appreciation for music

Appendix N

Quaker Valley Middle School Transition/Scheduling Timeline

***Indicates date is not yet verified.**

March 7, 2001 Edgeworth: Mrs Crawford will audition students interested in chorus.

March 8, 2001 Osborne: Mrs. Crawford will audition students interested in chorus.

Students who choose to participate in any performing arts classes: chorus, instrumental music, or orchestra, must have the signature of Mrs. Crawford or Mrs. Burg to be scheduled for these classes.

March 9, 2001 "Girls' Night" at the QV Middle School from 4:00 to 7:00 PM in the cafeteria.

April 6, 2001 "Boys' Night" at the QV Middle School from 4:00 to 7:00 PM in the cafeteria.

*March 19-20, 2001 Mrs. Clapper visits fifth grades in each elementary building to share course selection sheets and scheduling process with students.

Elementary principals must choose which date they want and schedule a 45 minute block of time for this meeting.

March 21, 2001 Parent Orientation: 7:00 PM, Middle School Auditorium.

March 22, 2001 Students must acquire a parent's signature on course request sheet by this date.

March 23, 2001 **COURSE REQUEST SHEETS DUE TO ELEMENTARY TEACHERS/GUIDANCE TODAY.**

March 26, 2001 **Course Request Sheets are due in the QVMS guidance office.**

May 11, 2001 Grade 5 teachers will receive a writing prompt for the students to complete in one 60-minute session. Please collect all rough drafts, idea mapping, or any other work that shows progression toward the final product attached to the final copy. Grade 6 teachers will score the prompt based on the current PSSA rubric.

May 17, 2001 Writing prompts are to be returned to the middle school for scoring.

May 16, 2001 Grade 5 Move Up Day for Edgeworth.

May 17, 2001 Grade 5 Move Up Day for Osborne.

- May 18, 2001 In-service day—6th grade teachers score writing prompts.
- May 23, 2001 Math CBA administered at Edgeworth by Mrs. Bell and at Osborne by Mrs. Floro.

Note: Students are **NOT** permitted to use a calculator.

- May 24, 2001 Math tests (make-ups) are due back to middle school for scoring.
- June 2001 Middle school willmail verification letters which show course selections. Students may make adjustments at this time.
- August 2001 Students will receive a copy of actual schedule for the year.

"Back to School Night" at the QV Middle School. Invitations will be mailed.

Appendix O
Curriculum Mapping 2000-2001 Memorandum

TO: QVMS Faculty
QVHS Faculty

FROM: Deborah Deakin Nickel
Zeb Jansante

DATE: September 11, 2000

SUBJECT: Curriculum Mapping 2000-2001

pc: Dr. Clapper
Dr. Johnson

MYP Standards, State-Assessment Standards, Course Alignment, School Transitions, Redundancy, Course Syllabus: These are all examples of why curriculum maps are critical, maps of not what should be taught (as outlined in texts) but what has been taught.

Curriculum maps are guides to tell us two issues: A guide of a year's curriculum for a particular grade (micro)and a guide to the K-12 perspective (macro). Too often we do not know what is going on in other grade levels, which concepts are taught where or when. Accurate curriculum maps help with this data. Maps help to provide us with a commitment as to when a skill will be taught.

As we add more subtests to the PSSA tests/and students begin to submit their works for MYP moderation, it is critical for all of us to chart the course for the objectives and standards. Students are being held accountable for their performance and we need to help them give credence to their work as they move from grade to grade.

Curriculum development has been identified as a component in all three levels of the site-based strategic plans. With this focus and philosophy in mind, the secondary and elementary teachers are going to begin their work on developing curriculum maps. Some curriculum mapping was begun two years ago at the middle school in preparation for IBMYP — but now it is time to expand into grades 9 and 10, as well as addressing the state curriculum standards, grades 6-12.

The first step in this process is for each faculty member to collect data. The three elements of this data include:

- The processes and skills emphasized
- The content in terms of essential concepts and topics
- The products and performances that are the assessments of learning

Each of you are being asked to complete a weekly map of your curriculum for the school year. At this time you are being asked to record data for two preps only. This will mean that you will need to go back over your lessons since the beginning of the school year. The maps should be reflective, i.e. not what you planned to teach by what you did teach. You may do data entry at the end of each day or at the end of the week. At the end of the month you will save the month's data to your building server in the appropriate file. (middle school: high school:?)

A template for the map will be e-mailed on Friday, September 15. Each teacher will need to add in their name, course title, month and then the weekly data in each of the three areas shown. Sometime during the first week in October, there will be a two-hour in-service for both high school middle school staffs. At this time the date is not confirmed as we are waiting to hear from the AIU for video-tape availability.

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