

**CONTENTS**

Meeting Changing Demands .....	2
Why Middle Grades Education Must Change .....	2
Mission .....	3
Beliefs .....	3
Vision.....	3
Essential Elements of Quality Middle Grades Education For Tennessee Schools .....	4
1. Commitment to High Standards .....	4
2. Curriculum .....	6
3. Climate .....	7
4. Active Learning .....	7
5. Ensure Success for All.....	8
6. Extra Support .....	9
7. School Wide Continuous Improvement .....	9
8. Professional Development.....	10
9. Assessment .....	11
Appendix A: Middle Grades Policy Advisory Committee .....	13
Appendix B: Sources of Information.....	15

<b>TENNESSEE STATE BOARD OF EDUCATION</b>	
<b>MIDDLE GRADES POLICY</b>	<b>2.102</b>

### **MEETING CHANGING DEMANDS**

Tennessee middle grades students need to become responsible learners prepared to participate in our democratic society and ready to meet the challenges of a global, information-based society, we must begin restructuring our schools now. While there is no question that students need to be educated to higher levels, the challenge of how to accomplish this while providing an appropriate learning environment for middle grade students is considerable.

### **WHY MIDDLE GRADES EDUCATION MUST CHANGE**

Too many students are leaving the middle grades underachieving, intellectually deficient in basic academic and critical thinking skills, and lacking in strong social and ethical values. Statistics from the 1996 Tennessee Data Summary Report show a significant increase in suspensions and expulsions beginning in grade six. According to the U.S. Census Bureau, students in grades six through nine demonstrate an increased use of drugs and alcohol and more teens under the age of 16 are becoming sexually active, leading to unacceptably high teenage pregnancy rates. Clearly, today's pre-adolescent student is at-risk.

Since the state, local school systems, and individual schools share responsibility for addressing the needs of young adolescents, it is important to remember that improvement cannot be achieved piecemeal nor without a large investment of time, training and cooperation among all stakeholders. Research has shown that reforms implemented independently of one another are likely to produce little or no significant rise in student achievement; therefore, changes in both the structure and practice of middle grades education must be comprehensive.

Early adolescence is a period of extremely rapid change - intellectual, physical, social, and emotional. As students attempt to make the transition from childhood to adulthood, schools must offer programs which reflect what is known about young adolescents - their physical growth patterns, emerging intellect, social sophistication and emotional vulnerability. Regardless of the grade configuration of the school, today middle grades educators must plan programs that address the special characteristics of 10-14 year olds. Research done over the past 25 years shows that high performing schools for young adolescents are developmentally responsive and academically excellent and provide access to a rich curriculum to all students.

<b>TENNESSEE STATE BOARD OF EDUCATION</b>	
<b>MIDDLE GRADES POLICY</b>	<b>2.102</b>

**MISSION**

To provide a world class education for all of Tennessee's middle grade students, ages 10-14.

**BELIEFS**

Young adolescents are capable, curious learners who need challenging, content rich, and developmentally responsive learning experiences. These experiences should build on the skills and attitudes developed in the elementary grades and prepare all students for the challenges of high school and their future as life-long learners in the work force.

**VISION**

Middle grade schools will provide a quality education program that is academically rigorous and developmentally appropriate and is available to all young adolescents in Tennessee.

The following practices are essential to achieving this vision.

<b>TENNESSEE STATE BOARD OF EDUCATION</b>	
<b>MIDDLE GRADES POLICY</b>	<b>2.102</b>

**ESSENTIAL ELEMENTS OF QUALITY MIDDLE GRADES EDUCATION  
FOR TENNESSEE SCHOOLS**

**1. Commitment to High Standards**

- ◆ Schools will establish high expectations and standards for all students.
- ◆ Schools will accept only teachers and administrators who are academically prepared and are committed to working with middle grades students.
- ◆ Administrators will communicate a unified community wide philosophy that all students can learn and reach high academic expectations and standards.
- ◆ All stakeholders - teachers, students, parents, administrators and, community members - will participate in the development, implementation and assessment of acceptable standards.
- ◆ Teachers and administrators will consistently and effectively communicate learning goals to students, parents, and community members.
- ◆ The State Department of Education will establish a statewide network of exemplary schools by identifying schools attaining 100% on one or more of the school performance indicators.
- ◆ The State Department of Education will develop a plan for using exemplary schools and educators as a resource for other schools.
- ◆ Educators at the middle grades and high school levels, parents, students, and community members will define a set of learning expectations for successful transition into high school. A transition program will be established that includes a plan with strategies and interventions for students not meeting the learning goals.
- ◆ All students will leave the eighth grade ready for high school. The indicators of High School readiness are as follows.

**TENNESSEE STATE BOARD OF EDUCATION****MIDDLE GRADES POLICY****2.102****Indicators of High School Readiness**

<b>Standard</b>	<b>Readiness Indicators</b>	<b>School Performance Indicators</b>
The student is able to read, comprehend and utilize print material at the 8th grade reading level.	The student has reached the proficient level on the 8 <sup>th</sup> grade TCAP reading assessment.	% of 8 <sup>th</sup> grade students who score in the proficient or higher levels on the 8 <sup>th</sup> grade TCAP reading assessment.
The student reads widely to gain new information and ideas through a wide variety of books and printed materials.	The student has read books and utilized printed materials at the 8 <sup>th</sup> grade level – including non-fiction and technical selections.	% of 8 <sup>th</sup> grade students who during their 8 <sup>th</sup> grade year have read and utilized at least 30 books and printed selections from across the curriculum – including non-fiction and technical subjects.
The student is able to find, organize and analyze information to answer a question or solve a problem.	The student has researched and written a report to solve a problem or answer a question.	% of 8 <sup>th</sup> grade students who demonstrate proficiency in finding, organizing and analyzing information to answer a question or solve a problem. Evaluated using a locally developed scoring rubric providing for consistent evaluation.
The student is able to communicate the results of a research report.	The student has presented the results of a research report in several ways.	% of 8 <sup>th</sup> grade students who demonstrate proficiency in presenting researched materials verbally and in writing . Educators at both the middle grades and high school levels establish models of acceptable performance. Standards of acceptable achievement are consistent and understood by all.
The student is able to apply the process of science to design and conduct experiments and analyze and communicate the results.	The student has demonstrated the ability to apply the process of science and has conducted an experiment and analyzed and presented the results.	% of 8 <sup>th</sup> grade students who demonstrate the ability to apply the process of science to conduct an experiment and analyze and communicate the results. Educators at both the middle grades and high school levels establish models of acceptable performance. Standards of acceptable achievement are consistent and well communicated.

# TENNESSEE STATE BOARD OF EDUCATION

## MIDDLE GRADES POLICY

**2.102**

<b>Standard</b>	<b>Readiness Indicators</b>	<b>School Performance Indicators</b>
The student is able to write competently for a variety of purposes.	The student has attained a score of proficient on the 7 <sup>th</sup> grade writing assessment. The student has examples of writing in several styles for a variety of purposes.	% of 7 <sup>th</sup> grade students who score in the proficient or higher levels on the 7 <sup>th</sup> grade writing assessment. A cross curricular file is maintained for each student, including teacher and student evaluated writing selections and a development plan for those students who score less than proficient.
The student is ready for or has completed Algebra I or Integrated Mathematics I or Mathematics for Technology I.	The student has reached the proficient level on 8 <sup>th</sup> grade TCAP mathematics or Algebra I end of course test.	% of 8 <sup>th</sup> grade students who score in the proficient or higher levels on the 8 <sup>th</sup> grade TCAP mathematics test or the Algebra I assessment.
The student will explore career opportunities and clusters and propose a plan to attain career goals.	The student has participated in career exploration and has written a six-year high school and post secondary career preparation plan.	% of 8 <sup>th</sup> grade students who participate in a career exploration. All students have a written high school transition plan and a six-year high school through post secondary education plan.
The student will achieve a set of locally defined learning expectations for successful transition into high school.	The student has achieved a set of locally defined learning expectations for successful transition into high school.	% of 8 <sup>th</sup> grade students who have satisfactorily achieved a set of locally defined learning expectations for successful transition into high school.

## 2. Curriculum

- ◆ Schools will ensure that every planned aspect of the school's educational program supports the curriculum.
- ◆ Schools will provide a meaningful, rigorous, integrated curriculum that is consistent with state and national standards, supportive of local learning goals and objectives, and challenging to all students.

<b>TENNESSEE STATE BOARD OF EDUCATION</b>	
<b>MIDDLE GRADES POLICY</b>	<b>2.102</b>

- ◆ Teachers will weave technology, problem-solving and real world applications throughout the curriculum.
- ◆ Schools will use the annual school improvement planning process to re-evaluate the curriculum.
- ◆ School teams will use evaluation data to realign the curriculum, eliminate content repetition, and identify student knowledge and skill gaps.
- ◆ The state will use technology to gather and showcase exemplary local curriculum guides that integrate state curriculum frameworks with state and national standards.
- ◆ The state will use technology to facilitate the sharing of curriculum units that have challenging content, are based on research, connect several elements of instruction, and bridge to real life situations.

### **3. Climate**

- ◆ Schools will establish a climate that is emotionally safe, encouraging students and adults to ask questions, discuss ideas, take risks, make decisions, and learn from mistakes.
- ◆ Schools will develop, communicate, and enforce a school wide discipline policy that is appropriate for middle grades students.
- ◆ Schools will establish a school culture of mutual respect by teaching, practicing, and modeling appropriate behavior.
- ◆ School communities will honor cultural diversity and provide for the dignity of all individuals.
- ◆ Schools will celebrate successes of students and staff.

### **4. Active Learning**

- ◆ School systems will support learning opportunities for all members of the school community.

# TENNESSEE STATE BOARD OF EDUCATION

## MIDDLE GRADES POLICY

2.102

- ◆ Teachers and community members will provide hands-on experiences that actively involve the student in the learning process.
- ◆ Teachers will use a variety of instructional techniques, approaches and tools to engage students in the learning process.
- ◆ Teachers will use community resources and community service projects to incorporate real world learning experiences and add relevance to student learning.
- ◆ Schools will provide all students with career information and exploration activities to prepare them for choices in high school programs of study.

### 5. Ensure Success for All

- ◆ Schools will develop a systematic way for adults to support and assist students in meeting high academic and behavioral expectations.
- ◆ School and community support services will establish collaborative relationships to provide resources for young adolescents and the adults who guide them.
- ◆ Teachers will write learning goals and strategies for all students.
- ◆ Teachers will communicate with students, parents and colleagues so all understand what is required to ensure that academic standards are reached.
- ◆ Teachers will develop and adopt school wide scoring rubrics to provide the basis for a well communicated, consistent evaluation system.
- ◆ Teachers will provide evaluated samples of student work to allow students and parents to understand when academic standards are met.

# TENNESSEE STATE BOARD OF EDUCATION

## MIDDLE GRADES POLICY

2.102

### 6. Extra Support

- ◆ Teachers will regularly use a variety of assessment information to identify students who would benefit from interventions.
- ◆ Schools will provide research-based interventions to help all students meet the standards.
- ◆ Schools will provide interventions as additional and supplemental support avoiding long term ability grouping and tracking of students.
- ◆ Schools will use time creatively to provide extended learning opportunities, effective interventions and support services.

### 7. School Wide Continuous Improvement

- ◆ Schools will develop yearly transition plans for all students as they move between grades and buildings.
- ◆ School teams will address the following questions, using data from a variety of sources to annually review progress and to identify areas of student learning which need to be improved.
  - a) What is the school's academic purpose?
  - b) What standards are all students expected to achieve?
  - c) How do standards at the school compare with the rest of the state? nation? world?
  - d) How does the school make sure that everyone – teachers, students, parents, community members – know what the standards are?
  - e) Are there samples of student work that model what is expected for every standard?
  - f) What indicators or evidence of readiness for high school are required of every 8<sup>th</sup> grade student?
  - g) What other indicators of grade readiness are required of every student?
  - h) What steps are being taken to ensure that all students achieve the standards?
  - i) Is data disaggregated to identify trends or achievement differences among groups of students? Male? Female? Ethnic?

# TENNESSEE STATE BOARD OF EDUCATION

## MIDDLE GRADES POLICY

2.102

- j) Is student work evaluated consistently according to known criteria across subjects? classrooms? schools?
- k) Are high academic standards used to help adults strive for improved student outcomes?
- l) What is the school doing, specifically, to enable students to learn more eagerly, extensively, and deeply?
- m) What help is provided to students having difficulty?
- n) What formal academic intervention programs have been identified?
- o) How are teachers helped to use standards in planning and delivering instruction?
- p) What changes in curriculum, instruction, and school services have been introduced as intentional strategies for improving academic outcomes?
- q) How will these changes in curriculum, instruction and assessment better prepare students for challenging high school work?
- r) What benchmarks have been delineated, and how is the school holding itself accountable for attaining those specific results?

### 8. Professional Development

- ◆ All stakeholders will have opportunities to learn what educating early adolescents requires.
- ◆ Teachers and administrator must learn to balance the standards of academic excellence with the demand for a supportive active learning environment.
- ◆ The state will encourage schools to recruit and assign to middle grades, teachers who have a middle grades endorsement, National Board for Professional Teaching Certificate or a 7-12 endorsement in a field related directly to the teacher's middle grades assignment.
- ◆ The state and local school systems should provide incentives for middle grade teachers to attain National Board of Professional Teacher Certification.
- ◆ Administrators and teachers will develop individual professional growth plans based on information from the Tennessee Framework for Evaluation and Professional Growth, including

# TENNESSEE STATE BOARD OF EDUCATION

## MIDDLE GRADES POLICY

2.102

- value added assessment data and other student performance information.
- ◆ Schools will provide time and opportunities for teachers to increase their content knowledge to support high expectations for students.
  - ◆ Schools will provide time and opportunities for teachers to learn, practice, and share successful teaching strategies to address a wide variety of student learning needs.
  - ◆ Schools will encourage and provide teachers with opportunities for workplace experiences that will enable them to relate the curriculum to career opportunities and work place expectations.
  - ◆ Schools will ensure that professional development opportunities meet the following standards:
    - a) Focus on curriculum consistent with national standards and state frameworks,
    - b) Demonstrate pedagogy that reflects current research about teaching and learning,
    - c) Incorporate content knowledge that relates to student experiences, environment, and work force needs,
    - d) Last long enough and provide sufficient follow-up support to constitute a powerful intervention, and
    - e) Form part of a long-term, system wide effort to improve the performance of teachers, schools, and students.
  - ◆ Professional development opportunities – including all mandated professional development days – will be assessed by documenting changes that are evident in teacher behavior as a result of staff development and recording how those changes affect student learning.

### 9. Assessment

- ◆ Schools will use assessment data for program evaluation and accountability.
- ◆ Administrators and teachers will use a variety of assessment data to ensure that the written curriculum is what is taught.

<b>TENNESSEE STATE BOARD OF EDUCATION</b>	
<b>MIDDLE GRADES POLICY</b>	<b>2.102</b>

- ◆ The State Department of Education, local school systems, and schools will provide opportunities for administrators and teachers to learn how to gather, analyze, and use a wide variety of assessment data to improve student learning.
- ◆ Schools will engage in continuous program review, evaluation, and accountability through the school improvement planning process, as required by the State Board of Education.

# TENNESSEE STATE BOARD OF EDUCATION

## MIDDLE GRADES POLICY

2.102

### APPENDIX A MIDDLE GRADES ADVISORY COMMITTEE

Yvonne Allen  
Principal  
Whiteville Elementary School

Laura Atkins  
Mathematics Consultant  
State Department of Education

Amy Bearman  
Executive Admin. Assistant  
State Department of Education

Charlotte Blassingame  
Teacher  
White Station Middle School

Rick Denning  
Superintendent  
Cleveland City Schools

Marsha Denton  
Teacher  
Buena Vista/Jones Paideia Magnet  
School

Joel Giffin (Chairman)  
Principal  
Maryville Middle School

Eleanor Hayes  
Middle School Supervisor  
Sevier County Schools

Mary Jo Howland  
Research Associate  
State Board of Education

Brenda Hughey  
Instructional Facilitator for Special  
Populations  
Franklin Special School District  
Angeline Kern  
Principal  
Cordova School

Lacee Mallard  
Guidance Counselor  
Milan Middle School

Judith Morgan  
Executive Assistant  
State Department of Education

Ann Nero  
Middle School Coordinator  
Memphis City Schools

Bruce Opie  
Executive Director, Curriculum and  
Instruction  
State Department of Education

Margaret Phelps  
Director of Rural Education  
Tennessee Technological University

Wilma Proctor  
Assistant Commissioner  
State Department of Education

Richard Ray  
Chairman  
State Board of Education

<b>TENNESSEE STATE BOARD OF EDUCATION</b>	
<b>MIDDLE GRADES POLICY</b>	<b>2.102</b>

J. V. Sailors  
Executive Director  
State Board of Education

Janice Shelby  
Superintendent  
Franklin Special School District

Ashley Smith, Jr.  
Principal  
Cleveland Middle School

Martell Souder  
Teacher, Special Education  
Two Rivers Middle School

Donna Spalding  
Administrative Assistant  
State Department of Education

Tina Spielberg  
Parent/Community Volunteer

Jane Walters  
Commissioner of Education  
State Department of Education

Claudette Williams  
Director of Elementary & Middle  
Grades Education  
State Department of Education

Donna Wright  
Principal  
West High School

<b>TENNESSEE STATE BOARD OF EDUCATION</b>	
<b>MIDDLE GRADES POLICY</b>	<b>2.102</b>

**APPENDIX B**  
**SOURCES OF INFORMATION**

American Association for the Advancement of Science. Blue Prints On-Line, Washington, D.C., 1997. (www.aaas.org)

Andrus, Elaine. "Service Learning: Taking Students Beyond Community Service," Middle School Journal, November 1996, pp. 10-18.

Austin, Leah Meyer; Jackson, W. Anthony; and Lipsitz, Joan. "What Works in Middle-Grades School Reform." Phi Delta Kappan, 78(7), 517-519, 1997.

Austin, Leah Meyer; Jackson, W. Anthony; Lipsitz, Joan; and Mizell, M. Hayes. "Speaking with One Voice: A Manifesto for Middle Grades Reform." Phi Delta Kappan, 78(7), 533-540, 1997.

Beane, J. A. "Curriculum Integration and the Disciplines of Knowledge." Phi Delta Kappan, 76(8): 616-622, April 1995.

Beane, James; George, Paul S.; Stevenson, Chris; and Thomason, Julia. The Middle School and Beyond. ASCD, Association for Supervision and Curriculum Development, Alexandria, VA, 1992.

Bradley, Ann (April 16, 1998). "Muddle in the Middle." Education Week, 38-42, April 15, 1998.

California Department of Education. Caught in the Middle: Educational Reform for Young Adolescents in California Public Schools. Sacramento, CA, 1987.

Campbell, J. R.; Donahue, P. L.; and Voelkl, K. E. "Report in Brief: NAEP 1996 Trends in Academic Progress." U.S. Department of Education, National Center for Education Statistics, Washington, D.C., NCES 97-986, 1997.

Carnegie Council on Adolescent Development. Great Transition: Preparing Adolescents for a New Century. Carnegie Corporation of New York, 1995.

Carnegie Council on Adolescent Development. Turning Points: Preparing American Youth for the 21<sup>st</sup> Century. Carnegie Corporation, New York, 1989.

# TENNESSEE STATE BOARD OF EDUCATION

## MIDDLE GRADES POLICY

2.102

Clark, Sally N. and Clark, Donald C. Restructuring the Middle Level School. State of New York Press, Albany, NY, 1994 .

Consortium for Policy Research in Education. "State Policy and Classroom Performance: Mathematics Reform in California." CPRE Policy Briefs, Philadelphia, PA, RB-23 1998. ([www.upenn.edu/gse/cpre/](http://www.upenn.edu/gse/cpre/))

Council of Chief State School Officers. State Policies to Support Middle School Reform: A Guide for Policymakers. Washington, D.C., 1998. ([www.ccsso.org](http://www.ccsso.org))

Darling-Hammond, L. and Ball, D. "Teaching for High Standards: What Policymakers Need to Know and Be Able to Do." Paper prepared for the National Education Goals Panel, U.S. Department of Education, Washington, D.C., 1997.

Drake, S. M. "Planning Integrated Curriculum: The Call to Adventure." Association for Supervision and Curriculum Development, Alexandria, VA, 1993.

Appalachia Education Laboratory. "Exemplary Professional Development Programs Sought." The Link, Volume 16, No. 3, November, 1997.

Felner, Robert D.; Jackson, Anthony W.; Kasak, Deborah; Mulhall, Peter; Brand, Steven and Flowers, Nancy. "The Impact of School Reform for the Middle Years: Longitudinal Study of a Network Engaged in *Turning Points* - Based Comprehensive School Transformation." Phi Delta Kappan, 78(7), 528-532, 1997.

Felner, Robert D.; Kasak, Deborah; Mulhall, Peter and Flowers, Nancy. "The Project on High Performance Learning Communities: Applying the Land-Grant Model to School Reform." Phi Delta Kappan, 78(7), 520-527, 1997.

George, Paul; Stevenson, Chris; Thomas, Julia and Beane, James. The Middle School and Beyond. ASCD, Alexandria, VA, 1992.

Hatch, Holly and Hytten, Kathy. Mobilizing Resources for District Wide Middle-Grades Reform. National Middle School Association, Columbus, Ohio, 1997.

# TENNESSEE STATE BOARD OF EDUCATION

## MIDDLE GRADES POLICY

2.102

Irvin, Judith L. (Editor). What Current Research Says to the Middle Level Practitioner. National Middle School Association, Columbus, Ohio, 1997.

Johnston, Howard. "Promoting Rigor, Challenge and Quality in Middle Level School." (Conference Presentation) Memphis, TN, 1998. (johnston@tempest.coedu.usf.edu)

Kagan, S. "Cooperative Learning: Resources for Teachers." University of California, Riverside, CA, 1985.

Lounsbury, John H. "Key Characteristics of Middle Level Schools." ERIC Digest, Clearinghouse on Elementary and Early Childhood Education. (ericps.ed.uiuc.edu/eece/pubs/digests/1996/louns96.html)

McDonald, J.; and Czerniak, C. "Developing Interdisciplinary Units: Strategies and Examples." School Science and Mathematics, 94(1):5-10, January 1994.

McEwin, Kenneth C. and Dickinson, Thomas S. The Professional Preparation of Middle Level Teachers: Profiles of Successful Programs. National Middle School Association, Columbus, Ohio, 1995.

National Middle School Association. This We Believe: Developmentally Responsive Middle Level Schools. Columbus, Ohio, 1995. (www.nmsa.org)

National Science Teacher Association. "Teachers Need to Have Leave Time to Attend Professional Development Opportunities." NSTA Reports. February/March 1998

National Staff Development Council. "Filling A Crack in the Middle: The Need for Staff Development in the Middle Grades." Background paper prepared for the Middle Grades Reform Project. Oxford, OH, 1997. (www.nsd.org)

National Staff Development Council. Standards for Staff Development: Middle Level Edition, National Staff Development Council, Oxford, Ohio, 1994.

Scales, Peter C. Boxed In and Bored. Search Institute, Minneapolis, MN, 1996.

# TENNESSEE STATE BOARD OF EDUCATION

## MIDDLE GRADES POLICY

2.102

Scales, Peter C. Windows of Opportunity: Improving Middle Grades Teacher Preparation. Center for Early Adolescence, Carrboro, NC, 1992.

Scales, Peter C. and McEwin, Kenneth. Growing Pains: The Making of America's Middle School Teachers. National Middle School Association and Center for Early Adolescence, Columbus, Ohio, 1994.

Schine, Joan. "Service Learning: A Promising Strategy for Connecting Students to Communities." Middle School Journal, November 1996, pp. 3-9.

Seeley, Marcia M. "The Mismatch Between Assessment and Grading." Education Leadership, 4-6, October, 1994.

Silver, Edward A.. "Improving Mathematics in Middle Schools: Lessons from TIMSS and Related Research." University of Pittsburgh, March 1998.

Silver, Edward A. "Rethinking Algebra for All." Education Leadership, 30-33, March, 1995 .

Slavin, R. E. "Learning Together: Cooperative Groups and Peer Tutoring Produce Significant Academic Gains." American Educator, Summer 1986, pp. 6-13.

Southern Association of Colleges and Schools. Policies, Principals, and Standards for Elementary Schools Accredited by the Commission on Elementary and Middle Schools. Decatur, Georgia, 1996.

Southern Regional Education Board. Education's Weak Link: Student Performance in the Middle Grades. Southern Regional Education Board, Atlanta, GA: SREB, 1998. (www.sreb.org)

Southern Regional Education Board. Raising the Bar in the Middle Grades: Readiness for Success. Southern Regional Education Board, Atlanta, GA: SREB, 1998. (www.sreb.org)

Sparks, Georgea Mohlman. "Synthesis of Research on Staff Development for Effective Teaching." Education Leadership, 1983.

Tennessee State Board of Education "High School Policy: A New Vision for Tennessee High Schools." Nashville, TN, 1993.

<b>TENNESSEE STATE BOARD OF EDUCATION</b>	
<b>MIDDLE GRADES POLICY</b>	<b>2.102</b>

Tennessee State Board of Education “High School Policy: A New Vision for Tennessee High Schools.” Nashville, TN, (Revised Draft)1998.

Wade, Rahima C. Community Service-Learning: A Guide to Including Service in the Public School Curriculum. State University of New York Press, 1997.

Williamson, Ronald D. and Johnston, J. Howard. “Through the Looking Glass: The Future of Middle Level Education.” National Association of Secondary School Principals, Reston, VA, 1996. ([www.nassp.org](http://www.nassp.org)).