University of Northern Iowa

UNI ScholarWorks

Graduate Research Papers

Student Work

1992

A preferred vision for administering elementary schools : a reflective essay

Leann R. Burkholder
University of Northern Iowa

Let us know how access to this document benefits you

Recommended Citation

A preferred vision for administering elementary schools : a reflective essay

Abstract

Education in today's society has transformed almost completely and has changed dramatically. The techniques and curricula have shifted as students have change. The family unit is different now because of socio-economic problems, divorce, and single parent homes. Many values and beliefs taught in the past at home are now taught and learned in the schools. With both parents working in many families, quality time with children diminishes and is sometimes nonexistent. This quality time is where children learn morals, manners, and social interactions. Currently, children come to school without these appropriate social skills and it is up to the school to carry the burden of teaching these skills. Teachers are considered to be positive role models and by their demonstration of these skills in the classroom, children can learn to model these behaviors. According to Barth (1990), research suggests that students who experience pressure to obey will develop character and skills necessary to succeed throughout life. As society has changed, so has the student population. Schools have a difficult time keeping up with all the changes and pressures occurring in society. Students have changed dramatically as social entities have been the driving force of young people. These social vices are numerous. Drugs, alcohol, gang related crimes, sexual relations, and fatal sexually transmitted diseases have been 2 catalysts as to why children have matured very quickly. Recreational media like television and movies have made these children more informed about such social issues. Another driving force in a child's life is peer pressure. Belonging to a peer group is vitally important for shaping identity and values. Children also seem to learn an abundant amount of knowledge, both helpful and detrimental, about society and life in general from their peer group. These social vices are just one of the modifiers that have changed education as a career and made it a great challenge. Since students are more of a challenge the school system needs to modify its' processes so it can better serve the needs of all types of students. The standard paradigms of schools have remained constant in an inconsistent society. Barth (1990) indicates that if schools are to transform and improve, then educators need to be risk-takers, and input new and unusual ideas into the school system. By taking creative risks, the paradigms of schools will be able to shift so that our educational system can better educate the children of today.

A PREFERRED VISION FOR ADMINISTERING ELEMENTARY SCHOOLS:

A REFLECTIVE ESSAY

A Research Paper

Presented to

The Department of Educational Administration

and Counseling

University of Northern Iowa

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

by

Leann R. Burkholder

August 1992

This research paper by: Leann R. Burkholder

Entitled: A PREFERRED VISION FOR ADMINISTERING ELEMENTARY
SCHOOLS:

A REFLECTIVE ESSAY

has been approved as meeting the research paper requirements
for the Degree of Master of Arts in Education.

Norman McCumsey

7-2-92

Date Approved

Adviser/Director of Research Paper

Robert H. Decker

7-9-92

Date Approved

Second Reader of Research Paper

Dale R. Jackson

7/9/72

Date Approved

Head, Department of Educational
Administration and Counseling

Education in today's society has transformed almost completely and has changed dramatically. The techniques and curricula have shifted as students have change. The family unit is different now because of socio-economic problems, divorce, and single parent homes. Many values and beliefs taught in the past at home are now taught and learned in the schools. With both parents working in many families, quality time with children diminishes and is sometimes nonexistent. This quality time is where children learn morals, manners, and social interactions. Currently, children come to school without these appropriate social skills and it is up to the school to carry the burden of teaching these skills. Teachers are considered to be positive role models and by their demonstration of these skills in the classroom, children can learn to model these behaviors. According to Barth (1990), research suggests that students who experience pressure to obey will develop character and skills necessary to succeed throughout life. As society has changed, so has the student population. Schools have a difficult time keeping up with all the changes and pressures occurring in society. Students have changed dramatically as social entities have been the driving force of young people. These social vices are numerous. Drugs, alcohol, gang related crimes, sexual relations, and fatal sexually transmitted diseases have been

catalysts as to why children have matured very quickly.
Recreational media like television and movies have made
these children more informed about such social issues.
Another driving force in a child's life is peer pressure.
Belonging to a peer group is vitally important for shaping
identity and values. Children also seem to learn an
abundant amount of knowledge, both helpful and detrimental,
about society and life in general from their peer group.
These social vices are just one of the modifiers that have
changed education as a career and made it a great challenge.
Since students are more of a challenge the school system
needs to modify its' processes so it can better serve the
needs of all types of students. The standard paradigms of
schools have remained constant in an inconsistent society.
Barth (1990) indicates that if schools are to transform and
improve, then educators need to be risk-takers, and input
new and unusual ideas into the school system. By taking
creative risks, the paradigms of schools will be able to
shift so that our educational system can better educate the
children of today.

Personal Goals

Deciding on a career in education was not easy. I knew
the problems that existed with students and all the
struggles they had with insufficient family life. However,
I am one to always accept challenges. I also felt that I

could make a difference in the lives of others and I wanted that opportunity. I had come from two generations of educators therefore teaching had been a part of my life for as long as I could remember. I have enjoyed teaching both elementary and middle school students and that is why I wanted to pursue my degree in administration. Then, I could make more of a difference in the lives of students by taking on a leadership role. I felt my assertiveness and personality would greatly benefit various types of people. Administrators need to show compassion, but at the same time demand respect. I felt that I was exactly that type of person. In both of my practicum experiences, both elementary and middle school, I have dealt with many different people in various situations.

Characteristics of Effective Leaders

There is so much of a principal's job that deals directly with immediate crises. Being able to think quickly on your feet and to possess leadership qualities have become vital assets to a building administrator. Effective leaders learn to lead by example and display characteristics of positive role models. A good leader also needs to possess skills that can get others to follow and change opinions. However, a leader needs to understand people's feelings and approach others in a way that will allow change to take place in the system. A paradigm that exists today is that

the principal is the leader and will delegate all decisions
from the top or the pinnacle of the power ladder. However,
change will take place more quickly if the laymen at the
bottom of the power ladder have some ownership or opinion
about changes that should occur. This change process can
definitely be approached from the bottom. According to
Barth (1990), the principal should really be engaged as a
head learner, displaying and modeling behaviors that
teachers and students can adopt. A leader can influence
thoughts of his or her staff by modeling behaviors and by
having a person feel that he or she has made a significant
difference. A principal that is open to suggestions will be
able to change certain things more quickly and be an
effective leader. To be an effective leader at the helm of
an effective school system there are several areas of
administration that I feel are crucial to focus on during
the principalship. Initially, when a new principal enters a
building, they must concentrate on determining a vision for
that particular school. Once the vision has been agreed
upon by the entire staff, then building management can be
focused on so that a school can run smoothly. Within the
realm of building management includes student discipline,
curriculum development, and positive school climate. All
these ingredients are vital to the final recipe of an
effective school.

Major Points

Vision

An effective school works hard to achieve common goals and visions. Every school should agree with and employ a useable mission statement. A mission statement should contain a brief synopsis about the values of the district and the people that are employed by the school district. A principal needs to foresee what will eventually happen in the future that may concern their district, and then go about incorporating the necessary changes to benefit the district. According to Breault and Strand (1990), if a school has a clear sense of purpose and a process through which the mission can be achieved, success or failure of a particular strategy for improvement can be predicted. Trying a new improvement strategy demonstrates a good school where teaching and learning occur simultaneously with everyone contributing information for others to learn. Behavior and ideas should be communicated so that all parties involved can grasp the benefits of a learning environment. To get the desired vision incorporated into the school, a principal needs to work with the members of the staff who are not afraid of change. Barth (1990) also notes that the ideal school is one in which teachers and principals talk with one another about practices, observe one another in daily activities, share their knowledge of

the craft, and help one another become more skillful.
Finding these communication avenues may be difficult, but
the principal needs to develop relationships with staff
members so that he or she can understand different
personalities. Some experienced teachers fear change and
have become stagnant in their teaching methodologies.
Locating the staff that relate and share the same views will
help to infuse the vision and reach the goals established as
an entire faculty. This involvement of the staff will show
them that their suggestions are important, thus making them
feel more comfortable about changes that will probably be
inevitable. This bottom up approach of building management
will increase productivity and allow the school system to
better serve students and meet quality education standards.

Discipline Theories

After the mission statement has been put into action in
the building, the administrator can now turn attention
towards the first part of building management, discipline.
Currently there exist many theories of discipline that can
be utilized in public education. Although many of these
theories are effective, there is no "perfect" solution to a
school's discipline problems. One major crux for discipline
in most theories is that of student conduct and behavior.
In my opinion, student discipline is one of the most
important issues in the leadership of schools. According to

Zern and Jones (1991), student conduct should be of the utmost concern of educators. Students need to learn how to behave appropriately and retain good manners and social skills. Presently, many parents are apathetic about their children and do not teach them the necessary social skills. Therefore the school is placed under a lot of pressure to fulfill both parenting and schooling needs. As a principal, I would try to incorporate a class just so pupils could learn appropriate social skills. From my practicum experience at the middle school level, I have noticed that most students lack the necessary skills to adapt successfully to life. Zern and Jones (1991) believe that in order to achieve these social skills, students must attain the proper knowledge, attitude, and exercise the capacity to behave. To gain a positive attitude, teachers need to improve students' self esteem. I feel it necessary to use a positive approach with students to motivate them to learn proper behaviors. With the many problems they face, children need to have a positive and caring learning environment. Administrators can help incorporate many positive tools to discipline by establishing consistent rules and reasonable consequences to be followed. Research completed by Zern and Jones (1991) discovered that students learn more socially acceptable behavior when they learn to follow simple requests and accept their consequence when

that request is disobeyed. Inconsistency was a primary problem during my practicum experience. If a student broke a rule and this student had a difficult parent, the office would tend to slide and be lenient just because they did not want to receive any harassment from parents. I feel that parents need and have a right to know of their child's progress, whether it be positive or negative. The burden of parenting needs to be thrust back to the parents and away from the school. Then, educators could go on teaching and students could continue learning.

Another area in discipline that has received much attention is that of dealing with special needs students. As society keeps changing, there appears to be many more of these types of students filtering into the schools. State mandated laws have been legislated to assist school districts in providing guidelines and special programs for these particular students. Children of these labels are sometimes hard to handle in the school environment. They usually have a higher percentage of discipline referrals and suspensions. According to Zern and Jones (1991), if these students are given rules to follow consistently, they will develop character and skills necessary to succeed throughout life. We as educators need to establish diverse activities in the classroom to help motivate these at risk students. Then, these students may be able to adjust to social norms

and become good citizens. I have a very strong opinion
about programs for at risk students. I think education
spends too much valuable time creating new methods and
brainstorming more theories for helping at risk students.
The middle or average learner and the high achiever who have
no learning or social disability are being cheated. Most
likely, the latter will be involved in a professional career
and may be leading our country in years to come. These
students will have a higher percentage motivated enough to
graduate and go on to post secondary education. Granted, I
think we should be helping all levels of students, but by
helping one level the other levels go by the wayside. I,
for one, think this system is unfair. A recent article by
Flansburg (1992) stated that schools should have a "holding
tank" to house students who do not want to act appropriately
and do not want an education. If these students disrupt and
detract others from learning, then they need to be removed
from the regular classroom environment. If education is to
provide for all then one disruptive student should not deter
others from getting the best education. The defiant student
should be removed from the others in the classroom. One way
to remove students is to designate self-contained classrooms
where these students spend the entire day learning all
academic subjects and interacting with similar types of
students. Toepfer (1992) suggests that these self-contained

classrooms are more effective than the mainstreamed

departmentalized classrooms. One reason for the

effectiveness is that these low achievers take away from the

class by being disruptive, so if these students are removed,

then the other students can learn. These inappropriate

behaviors detract from others learning and that is what

education is trying to rid itself. Flansburg (1992) agrees

that these incorrigible students are social misfits who view

school as a form of punishment, therefore choosing to

misbehave and not learn. After all, public education is

free -- the tax payers spend a great deal of money on

education. So, is it not time to rid the classrooms of

these social deviates so that students who wish to receive

an education can do so?

Discipline Policies and Procedures

Discipline procedures vary from school district to

school district. Each educational institution has their own

policies on discipline and student misconduct. Every

disciplinary action must follow due process rights and be

within legal rights of the students. There exist two types

of due process: procedural and substantive. Alexander and

Alexander (1985) define these legal processes by stating

that students must be given, according to law, due process

every time consequences like suspension, detention, and

expulsions are deemed necessary. They must be granted a

fair verbal hearing and must receive proper notification.
During my practicum experiences, I processed many discipline
referrals. These referrals contained six duplicate copies,
a place for student rebuttal, and a demographic section
where the district can account for minority and non-minority
student ratios. In case of suspension or expulsion, the
parents or guardians must be notified. Also, detention
assignments must be given a 24 hour notice so the student
and parent can arrange transportation home. I tend to
disagree with this procedure as it takes away from the
immediacy of the infraction, therefore the student may
forget the reason for the consequence. According to Klein
and Freitag (1992), students who receive a consequence
within a relatively immediate time frame will begin to
exhibit more self control, thus regulating personal action
in given situations.

If I were a principal currently, I would handle
discipline differently than what I have observed. Every
student needs to be handled positively and in a different
manner as personalities vary. However, Zern and Jones
(1991) believe that students must understand who is in
charge, even when the adult takes a positive approach.
Students learn respect for authority if they understand who
is boss, but also when the administrator treats them
respectfully. When a rule is broken, each student should be

dealt with according to their individual personality, but receive the same consequence as another student who has broken the same regulation. I believe consistency is a large part of a successful discipline strategy in a school. I feel a principal should elicit the help of counselors for troubled students who may have serious psychological problems. Administrators are just not able to deal alone with certain problems that require professional interference. No matter what the method of discipline procedure is, each student must understand and accept the responsibility for his or her own actions. For students to begin taking responsibility for their behaviors, Klein and Freitag (1992), believe that this motivation for behaving can be transferred from teachers to students. I think teachers as well as administrators should find ways to positively reinforce appropriate behaviors. Vacha (1990), feels strongly that appropriate behaviors, both academically and behaviorally should be reinforced. Some examples of positive reinforcers are notes sent home to parents for one month of no discipline referrals, perfect attendance, and academic grade improvement. Even just a smile or a kind word may make a big difference in a child's behavior and academic performance. There are no consummate methods of discipline, but a principal needs to decide what procedures to use and be sure they are consistent for everyone.

An effective school with strong leadership has fair, consistent discipline. As educators, we try and find alternative plans for those students who chronically misbehave. An example of these plans may be a parent meeting with the student, counselor, and administrator. Another method is by allowing the parent to attend classes with their child. This escorting method sometimes has a great effect on behavior improvement. A new method being tried in a Dallas, Texas school system is the use of videotaping. This particular school system was encountering a great deal of problems with students as they traveled to and from school on the bus. The school district recruited businesses and corporations to donate video equipment to the school district. A camera was then installed in each bus so that student behavior could be monitored. All due process rights of students were explored before installing the cameras. The students had no idea that these cameras were on the buses. These tapes were shown to parents so that they could have an awareness of the existing behavior problems. The goal of these tapes was to encourage parents to get involved with their child and communicate with them on how to behave. After this initial viewing, behavior seemed to improve as the students conceived the purpose of the videotaping. The once existing horrid behavior ceased

because the students knew they were being held accountable for their own actions.

Hypothetically speaking, if all rights of the students were protected, then I think this videotaping procedure should be carried one step further. If possible, install a camera in each classroom and hook it up to a switch very similar to the intercom to the office. The students would know of the camera's existence and teachers could turn it on whenever they felt it necessary. These videotapes would be a great audiovisual for parent/teacher conferences. Many parents feel that their child is being picked on and singled out from the masses. These tapes would help teachers justify the reasons for issuing consequences because the parents would witness firsthand their child in action. Another advantage for this process is that schools are always trying to find ways to get parents involved with their children. According to Scales (1991), parents that have a warm relationship with their child and give that child a feeling of self esteem will behave appropriately. Maybe this videotaping procedure would help parents learn to talk to their child and begin forming this warm relationship so vital for a student to succeed in school. This strong bond may alleviate teachers from parenting and allow them to return to their most important job -- teaching.

Curriculum Integration

Another administrative concern is the area of
curriculum development and integration. Curriculum quarrels
have been ongoing since the industrialization of the United
States. The industrialization gave way to the professional
or corporate class. Molnar (1985) concludes that this
professional class, including school professors and school
managers, helped to pave the way for school boards to have
control and set policies. Curriculum has moved from that of
basic academic skills to a higher level of thinking that
included non-academic skills. According to Toepfer (1992),
math and science teach basic information, but "hands on"
activites in other non-academic subject areas often develop
a higher level of student thinking and conception. Not only
have subjects changed, but the integration of curriculum
among grade levels and subjects has transformed as well. It
is important to integrate subject matter between grade
levels so that educators can plan ahead and students can
progress further instead of repeating content previously
learned. The process of interdisciplinary teaching helps
integrate curriculum, according to Toepfer (1992). This
type of teaching allows one small group of teachers to focus
on one larger group of students, therefore integrating
subject matter among that same group of teachers. For
example, a science teacher may be planning a unit on
diseases. The language arts teacher could then plan into

their schedule a written assignment using those same science topics. As a principal, I think it is vital that teachers have planning time not only at grade level, but with other grades in their subject department. This teaming would give teachers a chance to discuss a scope and sequence chart so that educators could make better use of their educational time. This planning time would also assist teachers in creating new methods and activities to better educate young people.

Another curriculum integration problem schools have is the transition from elementary school to middle school and finally to secondary education. Much of the curricula does not mesh between these three levels of education. One area lacking in integrated curriculum is the middle school. Students are dealing with many identity development crises at this age. Toepfer (1992) feels that what is taught in middle schools is often less important than how it is presented. Many social skills and values are being formed at this transitional stage between elementary and secondary school. Therefore, the middle school curriculum should articulate well with both elementary and high school curriculum. In the middle school where I completed my practicum assignment, a good variance of subjects and use of the whole language instructional method existed. Whole language integrates different subjects and overlaps concepts

among all academic disciplines. Jones (1992) believes that
whole language is best at the middle school level because
drop out agreements are decided at this time, values are
formed and other social decisions are finalized. Jones'
other advantage of the whole language approach is that it
produces independent workers, who seek out appropriate
self-expectations, decision-making skills, and study
strategies. Jones also thinks these assets will be
extremely helpful later in life. Another valid point of
middle school education is that students need to feel
comfortable about learning and be encompassed in an
environment conducive to thinking, conceptualizing, and
using higher order thinking skills. According to Klein and
Freitag (1992), learning will occur more readily when
students have feelings of confidence and when students can
understand a usefulness of the curriculum. Toepfer (1992)
also feels that middle school educators need to dwell more
on what the learners can do and not so much on what they can
not do, therefore instilling that confidence in curriculum,
and being able to identify its' usefulness in life.

As previously stated, the middle school curriculum area
is not well defined. Adolescents at this age are developing
identities and not clear in what they should expect from
society. It is very important that curricula help students
conceptualize certain values and morals that will assist

them in gaining this identity development. Toepfer (1992)
has designed a three step process in developing curriculum
for middle schools. First, the local community must
identify needs of the adolescent population. Second, the
school must develop a rationale for this curriculum. Third,
the school should design a K-12 curriculum and organize and
implement an administrative vehicle for incorporating this
process. To continue on to secondary school, a child must
develop and mature both academically and socially. At the
middle school level, I think that each student should be
enrolled in a social skills class instead of a study hall.
So many youth of today are not taught any manners at home
let alone any study skills. They usually have a very short
attention span and do not have concentration or listening
skills. I think a class that teaches skills like listening,
how to ask questions tactfully, how to study effectively,
how to take criticism, and most importantly social manners
and behaviors is very age appropriate and beneficial for
adolescents. By teaching basics of good manners, pupils can
become good citizens in American society, according to Ayers
and Wynne (1992). There are many ways to educate middle
school children, granted they are moving forward towards
secondary and post-secondary education. According to Scales
(1991), and Breault and Strand (1990), students get excited
about curricula if they possess a positive attitude about

achievement. Breault and Strand also reflect that teachers somehow temper the enthusiasm and skill of students when they become stagnant and teach by the same method. This routine will make curriculum seem less motivating to the student. Teachers need to continue their curriculum development by incorporating various activities and modifying their teaching methods.

School Climate

Another area of concern for administrators is that of positive school climate. The environment of a school can be crucial in its' capacity to help children learn as much as they can and to be successful. Both the physical and mental aspects of a school environment are vital for students to have a successful educational experience. The physical environment of a school should possess a bright, open atmosphere. Paint on the walls should be of a light color. Hallways should be decorated colorfully so that students get a good feeling right as they walk through the door. Classrooms work best if they have properly working equipment and furniture. Updates and maintenance checks should be done annually. According to the National Association of Elementary School Principals (1990), the physical plant and school grounds should be clean, aesthetically pleasing, safe, and well maintained. Many of these positive physical entities were not prevalent in the school where I did my

practicum experience. Physical environment of a school
facility can make a significant difference in the academic
and social attitudes of students.

The mental aspect of school environment is also crucial
to developing a child's psyche and allowing them to have as
much success as possible. A smile and a warm greeting as
they enter the building may have a big difference in what
kind of a day that student will have. This student may have
numerous family problems and may have gotten into an
argument at home before he or she left for school. This
argument may carry over to school and leave the student in a
foul mood for the rest of the day. When a student completes
an assignment correctly or has had great improvements on his
or her work, a positive note sent home or written on top of
an assignment will help this child feel positive and good
about themselves. Educators need to foster a positive
learning environment where questions are welcomed and
participation in discussions is open and friendly. Teachers
can help students carry on an intelligent conversation in
the classroom just by positively reinforcing appropriate
behaviors and making students feel confident. The same
methods can be used in the principal's office. Usually when
a student is sent to the office, he or she realizes they are
wrong and in trouble. Begin a student conference with a
warm greeting and not some degrading sarcastic comment. The

student will be more open and listen more effectively if
they know the principal is not out to get them. Positive
strokes can have a lot of power without seeming powerful.
A positive school environment will foster a love of
learning, a respect for authority, and instill a confidence
factor for students, therefore letting them learn and reach
their potentials.

Administrators have a difficult role in setting a
conducive culture for learning. According to Vacha (1990),
cultures of successful schools incorporate the following:
an emphasis on academics, a shared belief that all children
can achieve, a clearly defined set of shared school goals,
high expectations for all students, a sense of community,
order, and discipline. The first step in developing a
positive climate for learning takes place with the teachers.
Each teacher, according to Breault and Strand (1990), must
have a personal reflection of their profession. The teacher
must be willing to accept new techniques and must help
create curricula and school environment rather than be
reshaped by it. Although every instructor will have
different ideas as to how they should teach in their
classroom, Breault and Strand give some very good
suggestions as to how a principal can help to change certain
aspects of a school to better develop a positive school
climate. These researchers say that effective

administrators will change the physical setting of
classrooms, adjust the time between classes, move teachers
so that one class will not bother others in close proximity,
and finally to keep an open line of communication with staff
to insist on a conducive climate for learning. Suggestions
like the previous ones will assist in the school's role of
developing a positive relationship between faculty and
principal.

Another quality of a positive climate in schools is
that of trust. According to the National Association of
Elementary School Principals (1990), allowing teachers to
make classroom decisions will foster a trustworthy
relationship between principals and teachers which is vital
to obtaining a high level of respect and positive school
climate. The second piece to help build a positive school
climate is that of student climate. Not only do adults in
the building need to cooperate, but students also must share
in a culture. Vacha (1990), believes that staff culture is
essential, but educational success also depends on the
culture of the "product" -- the students. Students need to
feel that they belong in a particular peer group and are
able to fit in with others their age. Students often
develop cultures to further develop their beliefs and
values. According to Vacha (1990), these cultures can
sometimes encourage appropriate behavior and have a direct

impact on academics. However, the opposite can also be
true. These cultures can also detract from behavior
depending on who the students feel is their leader and how
they undermine the goals of the school. As in any group,
the members select or look up to one person that they feel
is of high status. This person will have a definite impact
on what cultural values they bring to the school and Vacha
(1990) believes that any new ideas introduced into the
culture by the "leader" will have a greater impact and will
be accepted more readily. Both adults and students must
share in helping to define a positive school climate and it
is up to the administrator to foster this type of climate so
that the building can serve students in the best possible
way.

<div align="center">Conclusion</div>

As I look to the future in my administrative career, I
hope to incorporate many if not all of the ideas discussed
in this reflective paper. I chose three areas of thought
that I felt were important. Administrators will not have
an easy job in the future. According to Evangeline
McConnell McJameson, assistant professor at Louisiana State
University (1992), American student clientele is
transforming drastically. The family unit, crime rate,
sexuality, drugs, alcohol, and numerous other societal vices
will try to unglue the educational process as it is today.

These dramatic changes will leave more and more students struggling to be served by our educational system. In conclusion, many aspects of schools will need to adapt to this ever changing student population so that our children of the future can receive the best education possible.

References

Alexander, Kern & Alexander, M.David (1985). American Public School Law, 2nd ed. West Publishing Co: Minnesota.

Ayers, W., & Wynne, E. (1992). Debates in education, resolved. Curriculum Review, 31(5), 3-10.

Barth, R. (1990). A personal vision of a good school. Phi Delta Kappan, 23(3), 512-516.

Breault, R. A., & Strand, B. (1990). Bridging the gap between theory and practice. Kappa Delta Pi Record, 27, (1), 9-11.

Flansburg, J. (1992, March) [Letter to the Editor] Des Moines Register, p. 8.

Jones, J. (1992). Whole language across the curriculum: Every child's success story. Middle School Journal, 23, (3), 44-48.

Klein, J. D., & Freitag, E. T., (1992). Training students to utilize self-motivational strategies. Educational Technology, 32(3), 44-48.

McJameson, E. M. (1992). Leadership, equity, and school
    effectiveness. Educational Administration Quarterly,
    28(1), 131-136.

Molnar, A. (1985). Current thought on curriculum. 1985
    ASCD Yearbook. Association for Supervision and
    Curriculum.

National Association of Elementary School Principals.
    (1990). Standards for Quality Elementary and Middle
    Schools. (1990). National Association of Elementary
    School Principals. Virginia: Author.

Scales, P. C. (1992). From risks to resources:
    Disadvantaged learners and middle grades teaching.
    Middle School Journal, 23(5), 3-9.

Toepfer, C. F. (1992). Curriculum for Identity: A middle
    school level educational obligation. Middle School
    Journal, 23(3), 3-40.

Vacha, E. F. (1990). School culture and student culture:
    The contribution of students to the development of
    effective schools. Kappa Delta Pi Record, 27(1), 5-13.

Zern, D., & Jones, V. (1991). Debates in education:
    Resolved. Curriculum Review, 31(3), 6-12.