

Bibliography

Middle Level School Restructuring

Anfara, V.A., Andrews, G. & Mertens, S.B. (2005). *The Encyclopedia of Middle Grades Education*. Greenwich, CT: Information Age Publishing.

This publication provides an authoritative set of definitions and descriptions of all the elements, features, and characteristics that comprise the middle level concept. Several major essays are included by recognized middle level leader, researchers, and practitioners.

Benjamin, A. (2002). *Differentiated Instruction: A Guide for Middle and High School Teachers*. Larchmont, NY: Eye on Education.

This book demonstrates how to make your classroom more responsive to the needs of individual students with a wide variety of learning styles, interests, goals, cultural backgrounds, and prior knowledge. Focusing on grades 6 through 12, this book showcases classroom-tested activities and strategies.

Blank, M., Mealaville, A., & Shah, B. (2003). *Making the Difference: Research and Practice in Community Schools*. Washington, DC: Coalition for Community Schools, Institute for Educational Leadership.

Synthesizes research from the fields of health, mental health, youth development, family and community engagement and community building and demonstrates the connection to student learning. Based on the research, *Making the Difference* presents five conditions for learning that need to be in place for children to succeed at high levels. The report features evaluation data from 20 different community school initiatives and a synthesis of their combined results. By integrating existing community resources with the assets of the school, 15 community schools highlighted in the report produced remarkable improvements in efficiency and results. A lengthy bibliography, resource list, and community school networks contact information is included.

Bottoms, G. & Webb, D.L. (1998). *Connecting the Curriculum to "Real Life."* Reston, VA: NASSP.

Encourages project-based learning which is only one of many strategies educators can use to connect the curriculum to real life, to make learning come alive. Planning and implementing effective projects is hard work, but with the principal's encouragement, teachers are energized to experiment with this instructional strategy.

The rewards are many, but the best reward is the growth students experience in achievement and true understanding of important academic, technical, intellectual, and personal skills that are the key to their future success.

Blum, Robert W. (2005, April). A Case for School Connectedness. *Educational Leadership*, 62(7), 16-19.

Feeling connected to school increases the likelihood that adolescents will achieve academic success.

Burris, C.C. & Welner, K.G. (2005, April). Closing the Achievement Gap by Detracking. *Phi Delta Kappan*, 86(8), 594-598

Achievement follows from opportunities, Mr. Burris and Mr. Welner assert, and the persistent practice of tracking denies a range of opportunities to large numbers of students. That a disproportionate number of these students are minorities is one of the underlying reasons that the achievement gap has remained so persistent. The authors describe how a diverse suburban district in New York narrowed the gap by offering its high-track curriculum to all students.

Bartholomew, S.K., Melendez-Delaney, G., Orta, A., & White, S. (2005, May). Untapped Resources: Assistant Principals as Instructional Leaders. *Principal Leadership*, 5(9), 22-26.

The Math Collaborative Project helped assistant principals develop their skills as math instructional leaders. Assistant principals participated in mathematics instruction, reflected on their roles, shared concerns about their work, and supervised lessons. The participants took what they learned back to their schools to improve mathematics instruction for their students.

Camblin, S.J. (2003-04). *The Middle Grades: Putting all Students on Track for College*. Honolulu, HI: Pacific Resources for Education and Learning (PREL)

This paper argues that middle grades educators should be concerned about preparing students for postsecondary opportunities. The author provides (1) reasons why the middle grades are so critical to postsecondary preparation, (2) background on the opportunity gap that exists for underserved students, (3) examples of effective policies and what works and (4) recommendations for building school capacity to increase student performance for college access. Among the recommendations to increase capacity are focusing on P-16 alignment and program coherence, providing collaborative structures and supporting professional development.

Cole, R. (2001). *More Strategies for Educating Everybody's Children*. Alexandria, VA: ASCD.

This companion book to “Educating Everybody’s Children: Diverse Teaching Strategies for Diverse Learners” offers more proven strategies for teaching today’s students including techniques for teaching science, geography, civics, and history at every grade level and for all types of learners; ways to meet the needs of minority, homeless, and

immigrant students; and research-based approaches to help students reach their highest potential.

Constantino, S.M. (2002). *Making Your School Family Friendly*. Reston, VA: NASSP.

When families are involved in the educational lives of their children, their children do better in school. This booklet encourages principals to put family involvement on their list of priorities and walks principals through various steps to making their schools more family friendly.

DiMartino, J. & Miles, S. (2004, December). Equity in the Classroom. *Principal Leadership*, 5(4), 44-48.

Educational equity creates a culture of fairness for all students regarding opportunity, access, and respect for diverse learning styles. Detracking, differentiating instruction, and using integrated assessments are required to meet the goal of educating all students to high standards.

Dryfoos, J. & Maquire, S. (2002). *Inside Full-Service Community Schools*. Thousand Oaks, CA: Corwin Press.

Provides a step-by-step practitioner's guide to integrating health, family support, youth development and other community services to support student learning. Nationally recognized researcher-advocate Joy Dryfoos, who has tracked the development of full-service community school models across the country, joins with school principal Sue Maguire, who has created a model full-service community school at the Molly Stark School in Vermont to create this highly practical guide to successful transformation. This book is an extraordinary contribution to the community schools movement.

Dryfoos, J.G., Quinn, J., & Barkin, C. (2005). *Community Schools in Action: Lessons from a Decade of Practice*. New York, NY: Oxford University Press.

The book closely examines every aspect of public community schools in chapters written by the Children's Aid experts and leaders who have created this model and helped it grow.

Eaker, R., DuFour, R., & DuFour, R. (2002). *Getting Started: Reculturing Schools to Become Professional Learning Communities*. Bloomington, IN: National Educational Service.

This book answers the question most often asked by schools that are seeking to transform themselves into professional learning communities: "Where do we begin?" The authors focus on the cultural shifts that must take place as schools move from more traditional ways of doing things to functioning as professional learning communities. They offer suggestions for finishing the time for transformation, a case study on how one school

made the transition in one year with dramatic results, and a special question-and-answer section.

Faas, L.A., Lindsay, D., & Webb, L.D. (1997). *Personal Plans for Progress for Secondary School Students*. Reston, VA: NASSP.

Recognizing the need for personalization, personal plans for student progress are intended to ensure that high school take individual needs into consideration. These plans serve as a mechanism to measure student progress toward meeting the learning standards established by the high school.

Gainey, D.D. & Webb, L.D. (1998). *The Education Leader's Role in Change: How to Proceed*. Reston, VA: NASSP.

This monograph presents one strategy that has been proven successful in implementing change in a number of schools. The approach consists of 10 steps and a series of questions related to each step. The questions are designed for reflection and may serve to generate additional questions that will help focus on implementation plans for a particular school.

Hirsh, S. & Valentine, J.W. (1998). *Building Effective Middle Level Teams*. Reston, VA: NASSP.

A growing body of research about the characteristics of the most effective schools indicate that schools in which students learn at high levels usually have a collegial staging structure and a strong sense of common purpose shared by teachers and administrators.

Hoffman, Dan; Levak, Barbara A. (2003, September). Personalizing Schools. *Educational Leadership*; 61(1), 30-43.

A model process helps schools judge whether their rites and rituals honor all students.

Jackson, A. & Davies, G. (2000). *Turning Points 2000: Educating Adolescents in the 21st Century*. New York, NY: Teachers College Press.

Carnegie Corporation's landmark 1989 report, "Turning Points: Preparing American Youth for the 21st Century," focused national attention on the long-neglected needs of adolescent youth. In the following decade, hundreds of middle grades schools implemented "Turning Points" principles, and many others adopted similar and complementary measures. Based on these experiences, "Turning Points 2000" refines the ideas contained in the original report by blending the wisdom of both the latest research and the best practice. This volume, written by the principal author of the original report along with one of the main leaders in implementing its principles, synthesizes critical lessons learned from educators attempting to improve middle grades education across the

country over the past decade, and bridges the gap between education researchers and practitioners by translating a wealth of recent research into practical guidance for front-line educators. The volume emphasizes that in addition to structural changes in the classroom and schools, educators must also make substantial, far-reaching changes in curriculum, student assessment, and instruction to improve student learning. The chapters are: (1) "'Turning Points': A Decade Later"; (2) "'Turning Points 2000': A Design for Improving Middle Grades Education"; (3) "Curriculum and Assessment To Improve Teaching and Learning"; (4) "Designing Instruction To Improve Teaching and Learning"; (5) "Expert Teachers for Middle Grades Schools: Pre-Service Preparation and Professional Development"; (6) "Organizing Relationships for Learning"; (7) "Democratic Governance To Improve Student Learning"; (8) "A Safe and Healthy School Environment"; (9) "Involving Parents and Communities"; and (10) "Taking Action: Challenges and Opportunities."

Joftus, s. (2002). *Every Child a Graduate: A Framework for Excellent Education for All Middle and High School Students*. Washington, DC: Alliance for Excellent Education.

This publication argues that America sorely needs a cohesive, coherent national policy to help the six million middle and high school students now at serious risk of failure. These are students who have been left behind in the educational reforms of the last decade, reforms that have primarily focused on the youngest children.

Katzenback, J.R. & Smith D.K. (2003). *The Wisdom of Teams: Creating the High-Performance Organization*. New York, NY: HarperCollins Publishers.

Teams are fast becoming a flexible and efficient way to enhance organizational performance. Yet today's business leaders consistently overlook opportunities to exploit their potential, confusing teams with teamwork or sharing. In this book, two senior McKinsey & Co. partners argue that we cannot meet the challenges ahead, from total quality to customer service to innovation, without teams. The authors talked with hundreds of people in more than fifty different teams in thirty companies to discover what differentiates various levels of team performance, where and how teams work best, and how to enhance their effectiveness. Among their findings: formal hierarchy is actually good for teams; successful team leaders fit no ideal profile; commitment to performance goals is more important than commitment to team-building goals; top management teams are often smaller and more difficult to sustain; and team endings can be as important to manage as team beginnings. The wisdom of teams lies in recognizing their unique potential to deliver results and in understanding their many benefits.

Kinney, P. (2005, October). Letting Students Take the Lead. *Principal Leadership*, 6(2), 33-36.

Student-led conferences have been conducted for more than 10 years at Talent Middle School, now the principal shares the secrets of the practice's success.

Knight, J. (2005, May). A Primer on Instructional Coaches. *Principal Leadership*, 5(9), 16-21.

Instructional coaches collaborate with teachers to help them use proven practices. Coaches model teaching in classrooms and help teachers identify when to implement interventions. Principals work with instructional coaches to strengthen their own knowledge and identify teachers who will receive the greatest benefit from coaching.

Marzano, R., Pickering, J., Pollock, D., (2001). *Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement*. Alexandria: ASCD.

Here's real proof of which teaching strategies raise student achievement and by how much. Distilling decades of information into a clear plan of action, the authors identify nine categories of instructional strategies that maximize student learning.

Marzano, R. (2003). *What Works in Schools: Translating Research into Action*. Alexandria: ASCD.

Implementing a research-based approach to school improvement is much easier using this book's clear guidelines and practical steps. Marzano illuminates the factors that influence student academic achievement. Using the book's research-based survey tool and action plans, you can identify your school's strengths and weaknesses, prioritize your options, and implement a clear blueprint for improvement.

National Association of Secondary School Principals. (1985). *An Agenda for Excellence at the Middle Level*. Reston, VA: Author.

To help young adolescents reach their potential, middle schools must provide high quality intellectual climates that foster the development of adaptive skills which students can use throughout their lives. Accordingly, practical advice is presented for 12 interrelated dimensions of schooling at the middle level that merit the highest priority attention: (1) core values, (2) culture and climate, (3) student development, (4) curriculum, (5) learning and instruction, (6) school organization, (7) technology, (8) teachers, (9) transition (from elementary to high school), (10) principals, (11) connections (to the community), and (12) client centeredness. Each of these dimensions is taken up in a separate section, and each section begins with a brief statement of what is necessary for excellence in the particular area discussed, followed by a list of suggestions for achieving these goals.

National Association of Secondary School Principals. (1987). *Developing a Mission Statement for the Middle Level School*. Reston, VA: Author.

A mission statement, properly constructed, empowers everyone in a school to assume responsibility for the school's ultimate direction. This document is accordingly designed to help middle level schools begin to develop such a mission statement. Parts 1 and 2

define a mission statement and discuss the confusion that is likely to occur in its absence. Part 3 identifies common elements of a mission statement: a statement of purpose, an indication of uniqueness, an explicit statement of commitment, and a clear value position. Part 4 lists general principles to guide the development of a mission statement, followed by a 10-step process for developing it: (1) solicit commitment, (2) assemble a working group, (3) gather data, (4) analyze preliminary data, (5) create an instrument to seek consensus, (6) draft the mission statement, (7) solicit agreement, (8) prepare a final draft, (9) disseminate the final draft, and (10) assess its effects and review the statement. Parts 5, 6, and 7 discuss uses of a mission statement: to review programs, policies, and practices; to make daily decisions; to set goals and priorities; to reward and reinforce people in the school; and to provide a set of criteria by which to judge a school's effectiveness. A brief sample mission statement is included.

National Association of Secondary School Principals. (1988). *Assessing Excellence: A Guide for Studying the Middle Level School*. Reston, VA: Author.

This volume is the third in a projected six-volume series called "Agenda for Excellence at the Mid-Level." It describes a process that school administrators can use to conceptualize, plan, execute, and utilize the results of a school assessment, allowing them to take a snapshot of their school. It outlines a set of alternative procedures to be used to assess the middle-level school so that judgments can be made about the way the school is operating and whether it is achieving desired outcomes. The text proposes a process not only for conducting the assessment, but for making judgments about the findings and turning those judgments into action plans. The process itself is designed to make use of existing, internal resources and does not require, or even recommend, the use of external systems or consultants. It outlines the purposes of evaluation and describes an evaluation model, providing an example of that model. It looks at prepared evaluation systems and provides insights on data analysis and interpretation. It shows how to make use of questions and analytical frameworks and how to deal with unanticipated findings. It also discusses recommendations to make following the evaluation, notes on disseminating the results, and pitfalls to avoid.

National Association of Secondary School Principals.(1993). *Achieving Excellence through the Middle Level Curriculum*. Reston, VA: Author.

High expectations and appropriate standards for learning and achievement are important to any curriculum plan. The need for curriculum to meet developmental needs is particularly important for middle-level students. Middle-level students are unlike any other age group and are internally varied. Not all middle-level students need the same things at the same time to the same extent. Also, learning success cannot be realistically measured with a single performance assessment. Current middle-level curriculum does not meet the needs of students. And moves toward a national curriculum and testing program threaten to further damage the education of impoverished and minority youth. Systematic, comprehensive curriculum planning that allows individual progress toward desired goals is needed to meet the special needs of middle-level students. Educators

must determine how the purposes of elementary, middle level, and high schools differ. Also, should the developmental differences between these students determine curriculum differences? A locally produced mission statement is an important step in middle-level education. Curricula must address increasing cultural, ethnic and racial diversity. Integration of learning is also important. Other concerns in middle-level curriculum development include organization, instructional leadership, adolescent identity needs, and administrator leadership role.

National Association of Secondary School Principals. (2006). *Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform*. Reston, VA: Author.

The book is designed as a middle level counterpart to *Breaking Ranks II: Strategies for Leading High School Reform*. It offers nine strategies and 30 recommendations grounded in middle school philosophy. The book's 30 recommendations are divided into three core areas including collaborative leadership, professional learning communities, and the strategic use of data; personalizing the school environment, and curriculum, instruction, and assessment.

National Middle School Association (2003). *This We Believe Successful Schools for Young Adolescents*. Columbus, OH: author.

This new, expanded edition of our association's position paper MUST be read thoughtfully by every middle level educator, policymaker, parent, and anyone interested in the best thinking about Successful Schools for Young Adolescents, the very apt subtitle. Presenting a vision of a developmentally responsive middle school, this resource opens with a section on the importance of middle level education from the point of view of young adolescents and our changing society. This is followed by the heart of the document, an elaboration of the 14 characteristics of successful middle schools. A Call to Action then provides specific suggestions for using this document as a tool to improve middle level schools. An important concluding feature of This We Believe is a completely rewritten section of the characteristics of young adolescents, prepared by noted scholar, Dr. Peter Scales of the Search Institute. This new This We Believe is truly a significant document that will be read and studied widely and should be used in every middle school.

NASSP. (2003). *Bridge Builders: Establishing Effective School-Community Relationships*. Reston, VA: Author.

This report provides case studies about five principals (three high school and two middle level) who demonstrated exceptional achievement in school-community partnerships. Find out how these "bridge builders" implemented their initiatives, what barriers they encountered and how they overcame them, what conditions enabled their success, how they found the resources to sustain their initiatives and more.

NASSP. (2005). *Creating a Culture of Literacy: A Guide for Middle and High School Principals*. Reston, VA.

Designed to help school leaders use research on best literacy practices to create a well-defined intervention plan that not only will improve the literacy of all students but also the long-range academic success of students by enhancing their chances for postsecondary education and future employability.

Osofsky, Sinner & Wolk (2003). *Changing Systems to Personalize Learning: Discover The Power of Advisories*. Providence, RI: The Education Alliance/LAB at Brown University.

It stresses that relationships and the personalization of learning are fundamentals to the learning process both in and out of school. It suggests that advisory groups, even in large schools, create the conditions for improving student achievement and behavior and enrich the lives of students and teachers through personalization of the learning experience. Research demonstrates that personalization of the learning environment--enabling students to know well, and be known well by, at least one adult in their school--leads to improved student outcomes in school.

Painter, B. & Valentine, J. (1999). *Engaging Teachers in the School Improvement Process*. Reston, VA: NASSP.

This publication is the second in a series of monographs developed as a resource for middle-level leaders. It presents case studies at three fictional schools to show variations in improvement efforts and to examine faculty members' participation in the process. The teachers at one school were informed about change initiatives but were never meaningfully engaged in the decision-making process. At another school, some teachers were included in their improvement process, but the involvement was superficial and intermittent. In the last case, change efforts were systemic and all teachers were meaningfully engaged in all aspects of the improvement process. The monograph claims that the degree and manner in which teachers are involved in the change process makes a crucial difference in the successful implementation of a program. It highlights the need to engage faculty members in continuous change, encouraging them to buy into the values and beliefs of the school's mission statement, and outlines the basic components of school improvement. It emphasizes the need to clarify values and beliefs, vision and goals, and action plans. The text cautions that not everyone wants change and that there will be dissension and it advises leaders to envision change as a slow, steady journey.

Painter, B., Lucas, S., Wooderson, M. & Valentine, J. (2000). *The Use of Teams in School Improvement Processes*. Reston, VA: NASSP.

Schools are pressured to change by many different segments of society. Educators, as professionals, have both the privilege and the responsibility to participate in and lead such change efforts. The systemic improvement process properly understood and

facilitated by school-based improvement teams composed of teachers and administrators is an effective model for initiating and sustaining change.

Pope, N., Metha, A., & Webb, L.D. (1997). *The Personal Adult Advocate Program*. Reston, VA: Reston, VA: NASSP.

A number of schools have instituted what are variously referred to as personal adult advocate programs, adviser/advisee programs, or teacher adviser programs to fill the social and emotional needs of students as well as their cognitive needs.

Sergiovanni, T.J. (2004, September). Collaborative Cultures and Communities of Practice. *Principal Leadership*, 5(1), 49-52.

When a school achieves a balance between individual autonomy and collaborative work, it can harness all of its intelligence, creativity, and leadership to solve problems and be successful.

Stiggins, R.J., Webb, L.D., Lange, J., McGregor, S. & Cotton, S. (1997). *Multiple Assessment of Student Progress*. Reston, VA: NASSP.

A multiple assessment implementation plan including five set of activities is presented. The activities include establishing achievement expectations, serving all assessment users, creating an assessment-literate school culture (professional development), reviewing district policies, and establishing an assessment management information system.

Thompson, S.C. (2004). *Developing Teacher Leaders: The Principal's Role*. Westerville, OH: National Middle School Association.

The principal's role in school improvement is crucial. Acting independently, even a strong administrator cannot have the same impact as a united team. This resource will help you to (1) recognize the importance of teacher leaders in developing high-performing schools (2) appreciate the importance of reculturing a school, a time-consuming task that has to involve every faculty member (3) identify and create opportunities for teachers to assume leadership roles (4) establish professional growth programs that will involve faculty members as leaders (5) identify barriers in the development of teacher leaders and ways to remove them and (6) create a climate that will encourage the development of teacher leaders.

Tomlinson, C.A. (1995). *How to Differentiate Instruction in Mixed-Ability Classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development

Provides examples and field tested strategies on how to succeed in today's increasingly diverse classrooms. Learn proven ideas for how to match instructional approaches to the readiness, interest, and talents of all students.

Tomlinson, C.A. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association of Supervision and Curriculum Development.

Matching your instructional approach to the needs and interest of every student is an overwhelming challenge unless you follow the comprehensive approach of this book. The leading authority on differentiation explains common-sense, classroom proven approaches that work for teachers in any grade level. Vivid classroom examples of real teachers ensure you always know what to differentiate, how to differentiate it, and why.

Usdan, M., McCloud, B. & Podomostko, M. (2000). *Leadership for Student Learning: Reinventing the Principalship*. Washington, DC: institute for Educational Leadership.

The core mission of the principalship must be redefined as leadership for student learning. To "reinvent the principalship" for 21st century schools, communities must fill the pipeline with effective school leaders, support the profession, and guarantee quality and results. Guidelines and suggested questions are included for those who wish to start conversations on reinventing the principalship in their communities.

Usdan, M., McCloud, B., & Podomostko, M. (2001). *Leadership for Student Learning: Redefining the Teacher as Leader*. Washington, DC: Institute for Educational Leadership.

The report spotlights the "clashing images" of today's teachers, cites some of the changes and promising practices that are serving to help redefine the teacher's role in public education, and provides questions communities can use to help examine their own teacher leadership issues and plan specific actions.

Valentine, J., Clark, D., Hackmann, D., & Petzko, V. (2002). *A National Study of Middle Level Leaders and School Programs: A National Study of Leadership in Middle Level Schools Volume I* Reston, VA: NASSP.

This study provides important insights about the progress of middle level education in the last decade and, to a lesser degree, in the last three and a half decades of the past century. It also provides a foundation for studies of middle level education that will be conducted in the future.

Valentine, J., Clark, D., Hackmann, D., & Petzko, V. (2004). *Leadership for Highly Successful Middle Level Schools: A National Study of Leadership in Middle Level Schools Volume II*. Reston, VA: NASSP.

This is the second volume of NASSP's once-a-decade study of leadership in middle level schools draws on the lesson of 98 middle level schools from across the country that have successfully integrated the middle level concept into their schools. It focuses on the profiles of six schools that have been identified as particularly high performing.

Wagner, T. (2003). *Making the Grade: Reinventing America's Schools*. New York, NY: Routledge, Taylor & Francis Group.

This book provides a guide for a long-overdue public dialogue about why and how we need to reinvent our nation's schools. How has the world changed for our children; what do all students need to know in light of these changes; how do we hold students and schools accountable for results; what do good schools look like; and what must leaders do to create more of these schools? These are some of the questions that drive this book. The answers emerging to these questions may surprise many. The most successful public schools of the 21st century look a lot more like our 19th century village schools than our current factory model of schooling. This book describes these "new village schools" that have been created in the last decade and suggests that they are a prototype for the schools of the future

Wagner, T, Kegan, R., Lahey, L, Lemons, R.W., Garnier, J., Helsing, D., Howell, A. & Rasmussen, H.T. (2006). *Change Leadership: A Practical Guide to Transforming Schools*. San Francisco, CA: John Wiley & Sons.

This book offers educational leaders the concepts and tools they need to bring about much-needed system-wide change in schools. Modeled after the Harvard Change Leadership Group's nationally acclaimed "learning gyms," this vial resource pulls together the best of the information available on organizational and individual transformation and provides a personal training regime for change leaders.

Webb, L.D. & Berkbuegler, R. (1998). *Personal Learning Plans for Educators*. Reston, VA: NASSP.

The monograph presents the importance of professional development to school improvement and outlines adult developmental stages necessary for creating a personal learning plan.

Westerberg, T. & Webb, L.D. (1997). *Providing Focus and Direction through Essential Learnings*. Reston, VA: NASSP.

This monograph provides an example of how a community might move from time-based education to standards-based education through the development of essential learnings.

Whitaker, T. & Fiore, D.J. (2001). *Dealing with Difficult Parents (And with Parents in Difficult Situations)*. Larchmont, NY: Eye on Education.

This book helps teachers, principals, superintendents, and all educators develop a repertoire of tools and skills for comfortable and effective interaction with parents. It shows you how to deal with the parent who is bossy, volatile, argumentative, aggressive, or maybe the worst - apathetic. It provides specific phrases to use with parents to help you avoid using "trigger" words which unintentionally make matters worse. It will show

you how to deliver bad news to good parents, how to build positive credibility to all types of parents, and how to foster the kind of parent involvement which leads to student success.

Williamson, R.D. & Johnston, J.H. (1996). *Through the Looking Glass: The Future of Middle Level Education*. Reston, VA: NASSP.

The authors examine six themes that have emerged as practices widely embraced as characteristics of effective middle level schools. Each theme provides a fresh perspective on the middle school movement and together they chart a new course for middle level education into the future.