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ABSTRACT

Volunteer observers shadowed 162 randomly selected 8th graders in 161 schools on March 8, 1989. Following simple directions, the volunteers recorded the events and activities of the students. Each observer completed an interview with the shadowed student, a structured interview with an administrator, a school information sheet, and a statement of his or her reactions. After an introductory chapter, chapter 2 provides a portrait of 8th graders. This description of the nature and needs of 8th graders offers a yardstick against which the appropriateness of the educational experiences being provided for emerging adolescents can be measured. Chapter 3 presents basic data on the schools involved in the study. Comparisons with other recent status studies are made. Chapter 4 delineates the kinds of experiences and activities in which 8th graders participate during a school day, revealing both the extremes and the general condition. Chapter 5 presents six representative shadow studies that enable readers to draw their own conclusions. Chapter 6 presents major findings of the study and recommendations for improving 8th grade education. Appendices provide related materials, including directions for observers. (RH)

INSIDE GRADE EIGHT:

FROM APATHY TO EXCITEMENT

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DEDICATION

Five national studies of the middle level grades have been conducted. The first of these was *The Junior High School We Saw: One Day in the Eighth Grade*, published by ASCD in 1964. This was followed by *The Middle School in Profile: A Day in the Seventh Grade*, NMSA, 1980; *How Fares the Ninth Grade: A Day in the Life of a Ninth Grader*, NASSP, 1985; *Life in the Three Sixth Grades*, NASSP, 1988; and this volume, *The Eighth Grade: From Apathy to Excitement*, NASSP, 1990.

The single thread of continuity in this series was the involvement of JOHN H. LOUNSBURY, who was co-editor/researcher of each of the five. It is with admiration, appreciation, and affection that the other members of NASSP's Council on Middle Level Education dedicate this volume to him. (P.S. This is the only page of the five volumes that John did not see prior to publication.)

FOREWORD

As John Lounsbury pointed out in *Middle Level Schools—Once Around the Elephant* (NASSP, 1990) "The elephant is an entity, a big, solid coordinated mass that is seen properly only when viewed as a whole. So, too, is the middle level school." *Inside Grade Eight: From Apathy to Excitement* is a report of what life is like in the eighth grade when viewed as a whole.

During the nine years that I was a middle level principal, we developed interdisciplinary teams, a schoolwide advisement program, and a variety of exploratory options for students. Each year, we evaluated our progress based on student, staff, and parent surveys, student test scores, and other quantifiable data. We had all the pieces of an effective middle school in place, but knew little about the total impact of those programs on students.

In 1984, I was invited by John Lounsbury and NASSP's Middle Level Council to serve as an analyst for the ninth grade shadow study. (*How Fares the Ninth Grade*, NASSP, 1985). Through that experience, I was introduced to the concept of shadowing, an approach that looked not only at the parts of the program, but at how the people and the programs of the middle level school came together to create an experience for students. Shadowing provided an opportunity to look at a day in school from the vantage point of our primary consumer—the student.

A few weeks later, I randomly selected a student's schedule and followed her for a full day. I noticed, for the first time, how caring the teachers were, how well-disciplined most classes were, how bored I was in those classes where students were expected to sit and listen to the teacher talk for 45 minutes, and how exciting it was in Mr. Green's math class when small groups of students tried to "beat the teacher" at problem solving. I became aware of the too-frequent interruptions for announcements over the public address system, and how difficult it is to hear the teacher over the lawn mower outside. I learned how hard it is to live by bells, having to choose whether to go to the bathroom or visit with friends during a five minute passing period. I learned that spending one day shadowing a student provided me with more useful information than I had ever gotten poring over test scores or analyzing student discipline records.

In *Inside Grade Eight: From Apathy to Excitement*, Lounsbury and Clark report the results of shadowing eighth grade students in 162 schools on March 8, 1989. They caution that their study does not "constitute a true random sample of middle level schools." However, there is no question that they have grasped the essence of what life is like in the eighth grade. The study provides a "snapshot" of middle level education and documents its progress since the first shadow

study of the eighth grade was completed in 1962. Most significant, it provides an agenda for middle level education for the 1990s. Eighth grade students are unique. They are distinct from any other age group and they are distinct each from the other. A few are still children, others early adolescents, and still others full-blown adolescents. Therein lies the challenge of middle level education. Our mission is clear—to provide a program that recognizes the unique nature of this age group and is organized to meet their needs.

After reading this study, and considering the recommendations and suggestions therein, I urge you to take a day, shadow a middle level student, and learn firsthand what life is like "inside grade eight," asking the important question posed by Lounsbury and Clark "Does the middle level program experienced by students adequately reflect our increased understanding of the nature of middle level students?"

Laurel Kanthak
Director of Middle Level Education
NASSP

ACKNOWLEDGMENTS

This report is the result of professional collaboration of the highest order. Many, many persons were involved in gathering the data, organizing the materials submitted, analyzing the studies, and finally presenting this study in its published form. First and foremost among those deserving of thanks, of course, are the 162 individuals who gave a full day of their time to conduct a complete shadow study. Second, there are the 16 analysts who spent long hours reading and reviewing groups of studies and preparing their reports. Joel Milgram deserves special recognition for preparing the foundational chapter on the nature of the eight grader. The administrators and teachers in all participating schools were cooperative and should be recognized.

Most of the administrative aspects of the project were completed in the NASSP office. Preparing and sending out materials and letters, recording and duplicating studies, distributing packets, and all the related administrative details were handled by George Melton and Sheila Scanlan Moore. Without their essential services this study could not have been carried out, and they have our sincere thanks.

The basic manuscript was ably prepared by Mary Mitchell of Milledgeville, Georgia. For assisting in the analysis of data, appreciation is expressed to Dr. Sally Clark and Dr. Chris Johnson of Tucson, Arizona. Finally, Tom Koerner and Carol Bruce who edited and produced the publication, are recognized with appreciation.

None of the individuals cited above are responsible for whatever shortcomings may exist in the report. For those the authors accept full responsibility.

John H. Lounsbury
Donald C. Clark

CHAPTER 1

THE STORY OF THE STUDY

The much-heralded report of the Carnegie Corporation's Task Force on the Education of Young Adolescents was entitled *Turning Points* (1989). It is an apt title, for early adolescence is a fork-in-the-road time of life. Young people face and make a number of major decisions during these years about their priorities, their lifestyles, their values, and what they might aspire to be. And the roads chosen largely determine the nature of their future lives. Early adolescence is, indeed, a time of turning points.

No grade is more crucial in this process than the eighth grade. Now most typically it is the terminal grade for middle level schooling. But wherever it may be housed, the eighth grade is usually considered the terminus of early adolescence. There is a sense of finality about it. It is the end of an era. Ninth graders, with limited exceptions, are adolescents, in their own view as well as in that of society. The ninth grade, for better or worse, is the time most American youth begin playing high school hardball, with its emphasis on specialization and the accompanying pressures. Even when the eighth grade is in a 7-9 school, there is a feeling among both students and teachers that the eighth grade is a turning point. Ninth grade units often count toward high school graduation and are viewed differently than seventh and eighth grade classes.

The significance of the eighth grade as a key time would seem to have made it the focus of special attention. However, not since 1962 when the first national shadow study was conducted (Lounsbury and Marani, 1964) has the eighth grade, as an entity, received any attention. At that time, 27 years ago, the middle school idea was brand new and had not yet gained much public attention. The failings of the junior high school, however, had already been the subject of much discussion, and some efforts to reform the junior high school had been initiated. (An extensive longitudinal status study of the eighth grade was initiated in 1988 by the U.S. Department of Education. The data, however, have not yet been released.)

In the nearly three decades since the first eighth grade shadow study project was conducted, a tremendous amount of change has taken place in middle level education. The 6-8 school now significantly exceeds the 7-9 school as the most

frequent middle level organizational arrangement. The National Middle School Association (NMSA), formed in the early 1970s, has expanded its membership and services to become a nationally influential professional organization with affiliates in 37 states. The National Association of Secondary School Principals (NASSP), long one of the nation's largest and most powerful professional associations, committed itself in 1979 to expanding its services to middle level administrators. With the assistance of the Geraldine Dodge Foundation, NASSP sponsored the first national study that focused exclusively on the middle level principalship. During the 1980s, because of the dynamic leadership of George Melton and through publications, conferences, and many other related services, NASSP obtained a remarkable level of success in service to middle level educators. In recent years several other organizations or associations have also been established to serve middle level students and their schools. All in all, the movement to reform middle level education has become our country's most extensive and longest running educational improvement effort. Indeed, the implementation of the middle school concept has become a worldwide movement. (NMSA, 1989)

It is time, then, to scrutinize eighth grade education. Fresh data are needed to give guidance to ongoing reform efforts. How has the spread of the middle school movement affected the eighth grade? Is the program actually being provided the student markedly different from the one provided in the 1960s? Does the curriculum adequately reflect our increased understanding of the nature of eighth graders? Does the school in which the eighth grade is administratively housed affect the kind of program provided? Do schools using interdisciplinary teams appear to be more effective? These are some of the questions we sought to answer through this research project.

THE PLAN OF THE STUDY

Utilizing essentially the same format and procedures as those used in NASSP's studies of the ninth grade (Lounsbury and Johnston, 1985) and the sixth grade (Lounsbury and Johnston, 1988), the plan called for volunteer observers to shadow randomly selected eighth graders on March 8, 1989. Following simple directions and using forms sent to them, the volunteers recorded the events and activities of the individual students being studied. Each of the observers completed an end-of-the-day interview with the shadowed student, a structured interview with an administrator, a school information sheet, and a statement of his or her own reactions. (Copies of the directions and related forms are provided in Appendix A.)

Volunteers included many who had participated in one of the previous studies, as well as others who responded to the invitation in the *NASSP NewsLeader* or were invited by those directing the study. Some 200 individuals were sent forms and directions, and 162 were able to complete a shadow study. The base data for this study were these 162 shadow studies conducted in 161 schools together with the student interview responses, the school information sheets, the structured interviews with administrators, and individual observers' reactions. In toto, the materials comprise a substantial body of data, covering more than one thousand individual classrooms in schools of varying sizes and locations.

Teachers, principals, and teacher educators were enlisted to assist in analyzing fully and fairly these voluminous records. Each analyst received approximately 20 studies to review and analyze. Each study was included in the pack of at least two, usually three, different analysts. Some analysts received random groups of studies, others only studies done in schools utilizing teams, others only studies from schools where departmentalization prevailed, while still others only studies in which the eighth grade was the terminal grade. The nature of the group of studies was indicated to the analyst. An insufficient number of schools utilized the self-contained classroom to permit such schools to be analyzed independently in the same way.

Analysts received specific directions for conducting their review. They were asked to respond to specific topics or aspects of the program, such as the nature of instruction and teaching methods, and to summarize what the observers told us about eighth grade programs as well as to share their own personal judgments. It is important to note that analysts did *not* receive the individual observer's reaction sheet. They, then, had to form their own impressions and conclusions from the raw data rather than relying on the interpretations of the observers. The authors of this report had available to them all 162 shadow studies, student interviews, school information sheets, and both observers' and analysts' reactions.

The 162 schools in which studies were done do not constitute a true random sample of middle level schools. Observers were allowed to select any school available to them that contained an eighth grade. While not technically a random sample, these schools are a representative group and generalizations derived from a study of them are undoubtedly applicable to other schools *as generalizations*. We believe the findings and the composite picture of life in the eighth grade are valid and cannot be and should not be rejected because the schools do not meet some scientific characteristics of a true random sample.

It is necessary to recognize the nature of generalizations. A generalization is derived from dominant characteristics of a group but does not apply to each unit in that group. For instance, while separate instruction in spelling may be characteristic of a group of schools, it is not necessarily true that every school in the group provides such separate instruction. However risky, the drawing of generalizations from data is necessary if one is to derive meaning from the mass.

In fact, one of the major generalizations that grows out of this study is that no one generalization about grade eight is universal. The schools that comprise this study present a full range of conditions from apathetic to exciting, from boring to vibrant —a point that will be elaborated on later in the report.

Chapter 2 provides a portrait of eighth graders. This description of the nature and needs of eighth graders presents a yardstick against which to measure the appropriateness of the educational experiences now being provided for these emerging adolescents. One should read this chapter to renew the image before delving into descriptions of the school days of eighth graders.

Chapter 3 presents basic data on the schools that comprise this report. These data were provided largely on information sheets that observers completed during structured interviews with school officials at the end of the day. Tabulations provide a picture of the nature of these schools, their size, grade

configurations, program characteristics, and the like. Comparisons with other recent status studies are made.

Chapter 4 delineates the kinds of experiences and activities in which America's eighth graders participate during a school day. It makes evident the extremes as well as the generalized condition. Direct quotes from both observers and analysts give vitality as well as validity to the narrative summaries of the conditions that do indeed prevail in our eighth grades. Differences that were apparent in schools using teaming, in schools where the eighth grade was the terminal grade, etc., are also included.

Chapter 5 is composed of six representative shadow studies, quoted in full, supplemented by a number of perceptive observer reactions and analysts' summarizing excerpts. Readers here can grasp something of the drama and value of this technique. It will also provide a sufficient sample for readers to review and draw their own conclusions.

Chapter 6 presents the major findings of the project, together with the writer's recommendations for improving eighth grade education.

Appendices include forms used and directions given observers, a list of the observers who conducted the studies, a list of the schools in which shadow studies were carried out, and a list of the analysts who participated in interpreting the data.

CHAPTER 2

THE EIGHTH GRADER: A PROFILE*

Before we examine a typical day in the life of the eighth grader in our schools, we should first discuss what eighth graders are all about. They clearly are different from what they were two years before and they certainly will be different two years from now. They are not all the same, yet they possess enough common characteristics to justify a discussion of them under the heading "the eighth grader."

It is no coincidence that the word "calmer" was used frequently by teachers across the country when I asked them what the major difference is between the characteristics of eighth graders and those of children in the grades before and after eighth. Why would eighth graders be, or at least appear to be, calmer than seventh and ninth graders? Certainly the eighth grader is more mature than the seventh, but then why isn't the ninth grader regarded as the calmest of them all? Could the reason be related to something physical or biological? I think not. Rather I believe it has more to do with the grade configuration of the schools.

More eighth graders are found placed in K-8 or 6-8 or 7-8 arrangements than in a 7-9 arrangement. In other words, more eighth graders are "seniors" in their buildings than not. They are, then, the more experienced students of their schools; they are the more routinized members of the school community. Routine may have a negative connotation for adolescent education, yet it is this same routine of school procedures that brings a calming effect to the chaotic lives of the 14-year-old. Eighth graders appear to be calmer than seventh graders because they are more experienced—and of course older. They appear calmer than many ninth graders because most ninth graders find themselves in new buildings with different rules, different teachers, and in many cases, different neighborhoods.

Let us not leave the impression that 14-year-olds are a calm segment of the population. No adolescent is very calm, as their teachers and parents know very well. Eighth graders in particular are in a unique stage of transition, not only within

* This chapter was prepared by Joel Milgram. University of Cincinnati.

their own life cycles but in comparison to their opposite-sex peers. Much is going on in their lives: physical, social, and cognitive changes are occurring, and for some of them these changes are occurring at an awesome rate.

SOME ASPECTS OF PHYSICAL DEVELOPMENT

Eighth graders are very concerned about how they look. For the boys, much of how they look is out of their control. It is the eighth grade boy who finds himself in the middle of his growth spurt. The peak height velocity (when an adolescent grows the most rapidly) occurs at this time, resulting in an average spurt of around 4.1 inches per year. Imagine starting the eighth grade at 5'8" and by June being over 6 feet tall! Fortunately, in our culture, great height for males is generally considered to be a desirable trait. Even the very short young man finds himself growing at this stage, so in general this aspect of change for males is, though not within their control, a pleasing event.

It is also pleasing for the girls but for very different reasons. They are not growing—or at least not going through any growth spurt; that happened one or two years ago. And whether or not they are pleased with their own height, they are thrilled that so many of the boys are finally taller than they. Too many of the girls have bad memories of the sixth and even seventh grades, when most of them were inches above their male peers. Now at least their school dances will give the appearance of normalcy.

But even if both boys and girls are happy about the resulting height of the male growth spurt, there are aspects of this fast-paced growth that will not please many of the males. It is known as asynchronicity in growth—where the parts of the body do not grow at the same rate or the same time. This accounts for the frequent appearance of awkwardness among the males, a lack of aesthetic balance no doubt affecting the adolescent's sense of normalcy.

Awkward or not, the boys of the eighth grade rejoice that they are stronger than the girls. That wasn't necessarily true in the previous grades. But at 14 boys have greater strength of grip and strength of arm pull, as well as a greater capacity for exercise due to greater heart and lung development.

As far as physical development is concerned, the girls have settled in and perhaps accepted that they have gone through puberty and have pretty much achieved their adult height. The eighth grade boys, however, are going great guns and still adjusting to themselves. It is no wonder that so many of the girls look beyond their male age-mates to the "older and more mature men" of the ninth and tenth grades.

THE IMPORTANCE OF FRIENDSHIPS

Clearly eighth graders want to socialize. What is important for teachers and parents to understand is that they also *need* to socialize. It is a developmental need that is necessary for healthy emotional growth. Socialization in the schools is often

restricted or curtailed for fear it will get in the way of learning. In reality, learning occurs through socialization, not in spite of it.

The importance of the development of friendships cannot be overemphasized. Much of what eighth graders think about and want to talk about and ask about is related to topics they are uncomfortable sharing with adults. Parents and teachers are bypassed in order to share concerns with the very individuals who are experiencing similar concerns—their peers. So strong is the need to relate to peers that it has been suggested that adolescents do not really choose friendships but rather are driven into them.

As in physical development, there are major differences among the eighth graders in peer relationships between the sexes. Girls in the earlier grades based their friendships on shared activities such as games or hobbies. Now, however, their increased interest in boys causes them to redefine what a true friend is. The result of the redefinition is an emphasis on loyalty and emotional support from other girls. For, together with the increased interest in boys, comes the need to share with other girls the emotions and feelings and intimate secrets that emerge during this stage of life.

Eighth grade boys are not interested in sharing intimacies with each other —not real ones, anyway. While they are prone to share made up or greatly exaggerated feelings, they avoid the intimacy with their same sex friends that girls seek out with theirs. What boys do want is fellowship for the purposes of mutual games and sports, as well as the assertion of independence from the adult world. Girls say to their girl friends, "Keep my secrets." Boys demand of their male friends, "Back me up."

Related to friendship patterns and of particular interest to teachers is the heightened peer conformity. Most studies show that susceptibility to peer pressure reaches its peak around 14 or 15 years of age and then begins to decline. While many teachers regard this as a barrier to cooperation and good instruction, others have utilized the power of peer influence to their advantage.

THINKING SKILLS

Eighth grade thought processes represent a continuation of the increased sophistication of thinking skills that have been developing throughout adolescence. There are numerous and often conflicting theories about adolescent cognition, but it is clear that adolescents can think in ways that they could not while they were in the middle grades. A number of general characteristics were summarized by one researcher after an extensive review of the available literature. We may assume from this review that most eighth graders can:

- Think about possibilities: they have the ability to think through alternative solutions to problems.
- Think through hypotheses: they can mentally test out a situation or problem even if the existing reality is to the contrary.
- Think ahead: they can plan and comprehend consequences of choices.
- Think about thinking: they can engage in second order thinking and understand the existence of two contradictory rules systems; they can consider other people's points of view.

Though these thinking skills might distinguish the eighth grader from a sixth grader, it is not necessarily true that these skills are well-honed and demonstrated with a great deal of mental finesse. On the contrary, new thinking skills need time in settle in—to know when to be applied and when to be curtailed. Often bright eighth graders sound like confused eighth graders because they are in the process of accommodating themselves to their relatively new and more powerful cognitive skills. Increased intellectual ability often directs the adolescent to seek out more complicated solutions than are necessary. While many eighth graders are ready for higher order questions from their teachers, it takes a patient and sympathetic instructor to create the environment that will allow the student to exercise these new powers of thought without fear of failure or humiliation.

MEANWHILE IN THE HOME . .

The eighth grader remains an eighth grader after the school day. What happens in the home has a direct bearing on what will happen in school the next day. And what is happening in the home, according to most parents to whom I have spoken, is that their 14 and 15-year-olds are becoming more belligerent, rude, angry, and defiant. The eighth graders tell me their parents are too restrictive, old-fashioned, too demanding, and simply don't understand. Both parties are probably partially correct in their accusations. There are better descriptors, however. What parents are going through is their children's growth and that's always a little painful for all concerned. Do eighth graders argue more or is it that, because of the cognitive changes, they are simply *better* arguers? Do they wish to defy or do they seek more autonomy? The young adolescent probably changes faster than the parents change their rules and adjust to the child's growth. Between physical size, increased mental agility, and peer importance and support, the eighth graders are viewing themselves as high school bound, while their parents are just beginning to accept the fact that they are no longer in elementary school!

And both outside the home and the school more and more eighth graders are holding jobs, earning money, and becoming involved with the community at large. Many now buy their own clothes, have savings accounts, and sign up for driver's education.

WHAT DOES IT ALL MEAN?

As we examine the data that lead us to a picture of the typical school day of an eighth grader, we must look for a relationship between what an eighth grader is and what the school day is like. How close is the fit? Do the schools demonstrate an understanding of the physical development of these youngsters and assist them through this stage? Do the teaching practices take advantage of the strong socialization needs and convert that drive into constructive channels? Is the instruction geared to the newly acquired mental capacities of the eighth graders? Are the lives of the children taken into account as we counsel and guide them? Perhaps, then, the important question is: What is the relationship between what they are and how we treat them?

CHAPTER 3

THE SCHOOLS FOR EIGHTH GRADERS

Eighth graders attend schools that are organized in a variety of grade level configurations. In some cases they remain in an elementary school (K-8) situation. In other cases students have moved to a middle level school, typically grades 5-8, 6-8, or 7-8. Still other eighth graders attend schools where the eighth grade is an internal grade in the school. The most typical example is the 7-9 school.

One of the major purposes of this study was to determine if the experiences and programs varied for eighth grade students who were enrolled in the three different types of schools (elementary K-8, middle level schools with grade eight as the terminal grade, and middle level schools with grade eight in the beginning or middle of the grade level organization).

This chapter describes programs found in the 161 schools that participated in the study. Using data from the structured interviews with administrators that were conducted by the observers at the end of the day, this chapter reports data on scheduling (teaming programs), teacher advisory programs, grouping practices, student activities, and student recognition programs.

School Characteristics

SHADOW STUDY OBSERVERS

During the first week in March, 1989, 162 observers shadowed eighth graders in 161 schools (two students were shadowed in the same school). Observers were primarily administrators and teachers. University professors, parents, retired educators, college students, counselors, and central office personnel also were included among the observers. Table 1 shows the 162 observers by category, number, and percent.

Table I

Observers Participating in Shadow Study

Category	Number	Percent
Principals	60	37
Teachers	36	22
College/University Professors	17	10
Central Office Personnel	15	9
Counselors	9	6
College/University Students	7	5
Parents	6	4
Retired Teachers/Administrators	5	3
Other	7	4

LOCATIONS OF PARTICIPATING SCHOOLS

The 161 schools participating in the study were located in 42 states and Canada. Florida and New York, with 12 schools each, had the most schools participating. These states were followed by Illinois (9 schools) and Pennsylvania and Wisconsin (each with 8 schools). States with 5 to 7 schools in the study included Minnesota, Texas, Kansas, Arizona, Massachusetts, Oklahoma, and Virginia.

GRADE LEVEL ORGANIZATIONS OF PARTICIPATING SCHOOLS

The most frequently reported grade level organizations were 6-8 schools (85), 7-8 schools (33), and 7-9 schools (19). Table 2 shows the number and percentage of schools in the study representing each grade level configuration. (Also see Figure 1.)

For the purposes of this study the data were grouped in the following categories:

Group 1 Schools - K–8 Organization	2
Group 2 Schools - Grade eight as the ending grade	128
Group 3 Schools - Grade eight as an integral or beginning grade	31

In discussing these three groups of school in the remainder of the report, group 1 schools (K-8) will be referred to as K-8 schools, group 2 schools (schools with grade eight as the ending grade) will be called ending grade eight, and group 3 schools (schools with grade eight as either the beginning or middle grade) will be referred to as internal grade eight

Table 2

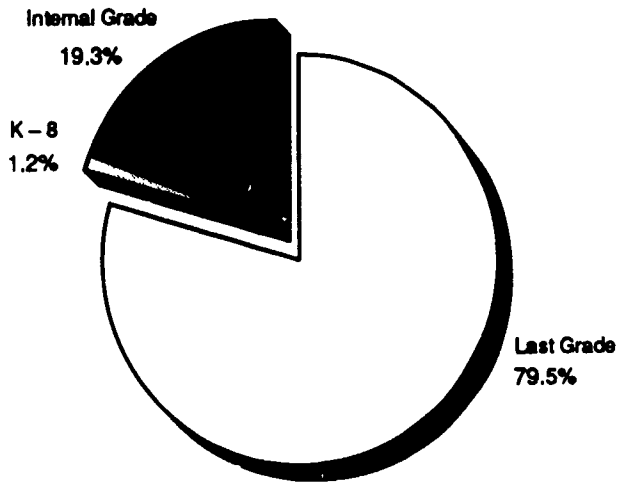
Number/Percent of Schools Representing Each Grade Level Configuration

Grade Configuration	Number	Percent
K – 8	2	1.2
4 – 8	2	1.2
5 – 8	7	4.4
6 – 8	86	53.4
7 – 8	33	20.5
K – 12	2	1.2
4 – 12	1	.6
6 – 12	1	.6
7 – 12	3	2.0
7 – 9	19	11.9
8 only	2	1.2
8 – 9	2	1.2
8 – 12	1	.6

FIGURE 1

GRADE LEVEL CONFIGURATIONS

(Percentages)



Because there were only two group 1 (K-8) schools, valid conclusions will be difficult to make. We will, however, report the data from these two schools as examples of programs and practices found in K-8 schools. It should be emphasized that the schools in this study agreed to host observers and, as a result, formal random selection procedures were not used. Data in this chapter are reported to show the characteristics of the schools in which 162 eighth graders were shadowed.

Since random selection procedures were not used, we make no claim that the sample is technically a random sample of the nation's middle level schools. However, in an effort to examine this sample in terms of other national and regional studies of middle level education, we will be comparing the characteristics of the schools in this sample with those found in schools in studies conducted by the Association of Supervision and Curriculum Development (ASCD) (Cawelti, 1988); Alexander and McEwin (1989); Johns Hopkins' Center for Research in Elementary and Middle Schools (CREMS) (Mac Iver, Braddock, and McPartland, 1990); and the Arizona Middle Level School Survey (Clark and Clark, 1990).

SCHOOL ENROLLMENT

The enrollment in the participating schools ranged from a low of 24 pupils to a high of 1,600. More than 50 percent of the schools (53.4%) had enrollments that fell into the 400 – 799 range. Figure 2 shows the enrollments of group 1 (K-8), group 2 (ending grade 8), and group 3 (internal grade 8) schools.

FIGURE 2

SCHOOL SIZE

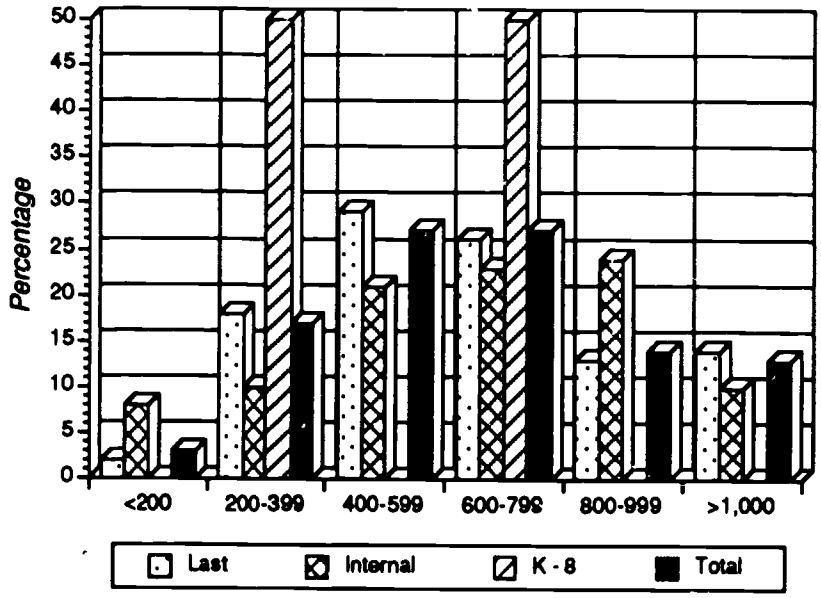


FIGURE 4

NUMBER OF TEACHERS ON TEAMS

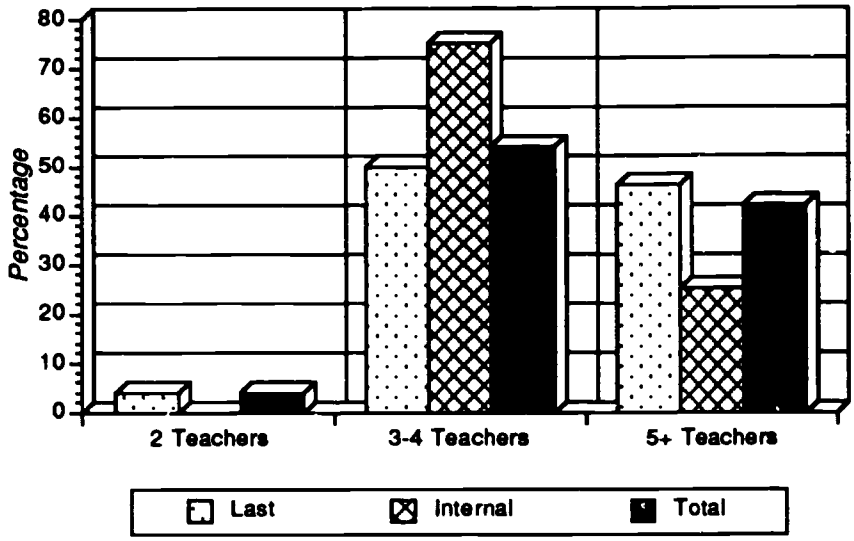
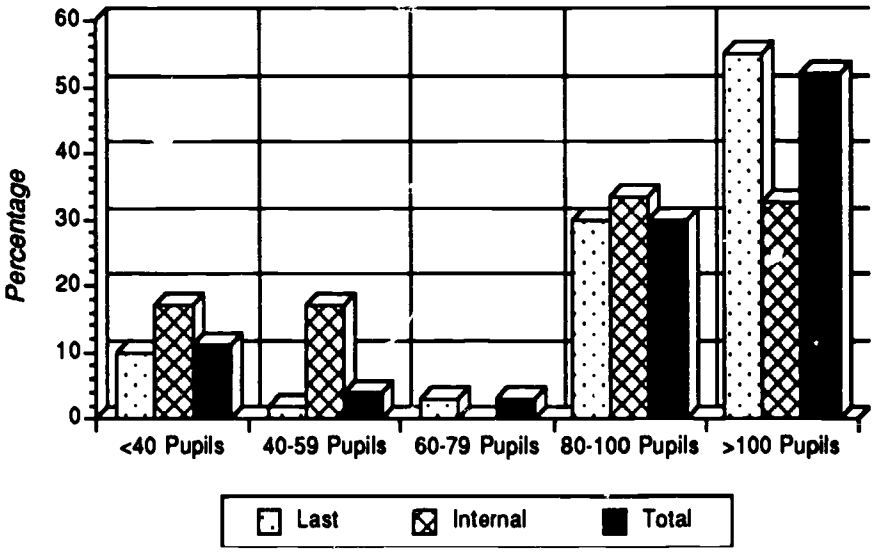


FIGURE 5

NUMBER OF PUPILS ON TEAMS



Number of Students Scheduled on Teams

Figure 5 shows that more than half (53%) the schools had more than 100 students scheduled into teams. Thirty percent indicated team size in the range of 80 to 100 students, and 11 percent reported teams with fewer than 40 students. There appeared to be little differences in team size (number of students) between ending grade eight and internal grade eight schools.

Subjects Typically Included in Interdisciplinary Teams

The data show that almost all schools organize their interdisciplinary teams around the core subject areas of math, science, social studies, and language arts. Social studies and language arts showed the highest percentages, followed closely by math and science.

The ASCD study (Cawelti, 1988) reported that when interdisciplinary teaming was indicated, approximately two-thirds of the schools included English and social studies, one-half included science and mathematics, and about one-fourth included health and physical education. In the Arizona study (Clark and Clark, 1990) more than half the administrators reported reading as a separate subject in eighth grade teams. Reading was specifically identified by several interviewees, but because of the infrequency of its identification, it was placed in the category of "other." It should not be concluded, however, that reading is not taught to eighth graders, since many teams probably include reading instruction as part of the language arts program.

Common Planning Period for Team Members

A crucial factor in ensuring successful interdisciplinary teaming programs is the provision of common planning periods for members of each team. Administrators in the participating schools appear to be in agreement with the importance of a common planning period, as 94 percent indicated that common planning existed in their schools.

When asked the frequency of team planning meetings, 38 percent reported daily team planning, 25 percent reported planning once a week, and 20 percent reported planning two to three times weekly (see Figure 6).

The data show that team teachers in ending grade eight schools are more likely to have common team planning meetings daily or two to three times a week than are teachers in internal grade eight schools. Only one-fourth of such teachers have daily planning periods and one-half of them meet only once a week.

TEACHER ADVISORY/HOMEBASE PROGRAMS

In describing the attributes of successful middle level schools, Joan Lipsitz (1984) discusses the importance of every early adolescent having one adult advocate in the school. James Garvin (1987) reports that parents want at least one teacher to whom their child can go with problems. The teacher advisory or homebase program facilitates student advocacy and offers the opportunity for teachers to become

Twenty schools reported enrollments of more than 1,000 students; 17 (85%) of those schools were ending grade eight schools and 3 (15%) were internal grade eight schools. The K-8 schools reported enrollments of 702 and 325. Two schools reported enrollments of fewer than 200 pupils; a 4-12 school (internal grade 8) indicated an enrollment of 150 and a 7-8 school (ending grade 8) reported only 24 students.

Program Characteristics

Middle level educators across the nation, in their efforts to develop more responsive schools, have incorporated a variety of programs into their schools. These attempts to revise school programs indicate widespread recognition of the need to organize schools differently in order to respond to the unique needs of the early adolescent. To determine the degree to which schools in this study had implemented some of the more widely advocated middle level programs, a structured interview was developed. It included questions regarding scheduling practices, interdisciplinary teaming structures, teacher advisory programs, grouping practices, criteria for participation in "at risk" programs, opportunities for student activities, and student recognition programs.

SCHEDULING

Middle level school schedules run the gamut from self-contained schedules to totally single-subject (departmentalized) schedules. Many middle level schools seek a middle ground that features interdisciplinary teaming and some elements of the single subject schedule. In the schools of this study, 55 percent of the eighth graders were in single-subject schedules, 35 percent were assigned to interdisciplinary teams, and 1 percent were in self-contained classrooms (see Figure 3). Nine percent of the schools reported other types of scheduling (i.e., combinations of interdisciplinary teaming, single-subject, and self-contained).

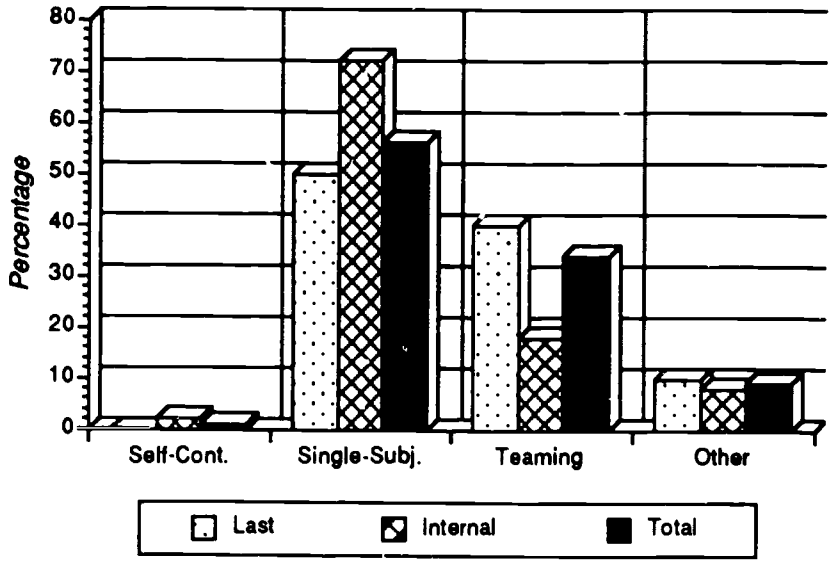
The data show that interdisciplinary teaming, as one might expect, is most likely to be found in ending grade eight schools (40%), less likely in internal grade eight schools (16%), and nonexistent in the two K-8 schools (both surprisingly reported single-subject schedules for eighth graders).

Forty-five percent of the schools organized around the 6-8 grade level configuration reported interdisciplinary teaming. Teaming was also found in 57 percent of the 5-8 schools (ending grade 8) and 42 percent of the 7-8 schools. Only 21 percent of the 7-9 schools indicated the use of interdisciplinary teaming.

In its national study of middle level schools, ASCD (Cawelti, 1988) reported that only 16 percent of the schools had teaming programs. Alexander and McEwen (1989) indicated that approximately 33 percent of the schools in their sample reported the use of teaming. The Center for Research in Elementary and Middle Schools (Mac Iver, 1990) reported teaming in 37 percent of the schools in their national study. Findings of a study of middle level schools in Arizona (Clark and Clark, 1990) indicated 39 percent of Arizona schools had interdisciplinary teaming.

FIGURE 3

TYPES OF SCHEDULING



A commonality in all these studies was the fact that interdisciplinary teaming was more likely to be found in 6-8 schools than in 7-9 schools.

INTERDISCIPLINARY TEAMING

Administrators who indicated the presence of interdisciplinary teaming in their schools were asked specific questions about the nature of their teaming programs. Questions focused on number of teachers on teams, number of students assigned to teams, subjects taught within the team structure, common planning time, and frequency of team planning meetings.

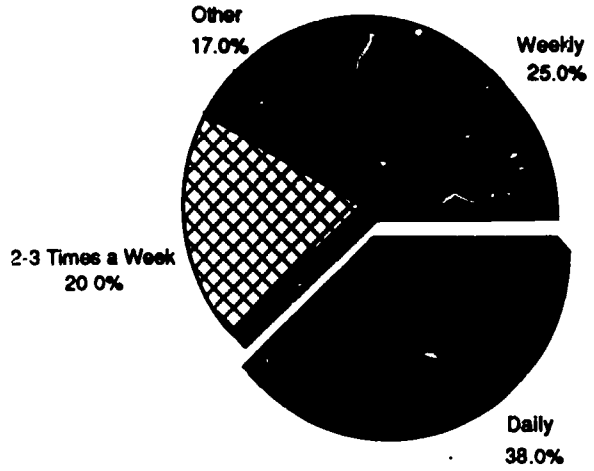
Number of Teachers on Teams

Fifty-four percent of the schools with teaming reported that their teams had either three or four teachers (see Figure 4). Another 43 percent of the schools indicated that their interdisciplinary teams had five or more teachers, while only 2 percent indicated teams with two teachers. In ending grade 8 schools, 51 percent had teams with three or four members and 46 percent had five or more teachers on teams. The most frequently mentioned number of teachers on teams in internal grade eight schools was three to four (75%). The survey of Arizona middle level schools (Clark and Clark, 1990) also showed teams of three to four teachers as the most frequently used number.

FIGURE 6

FREQUENCY OF TEAM PLANNING

(Percentages)



actively involved in important guidance activities. In the last decade teacher advisory and/or homebase programs have become widely recognized as essential elements of developmentally responsive middle level schools.

Schools with Teacher Advisory/Homebase Programs

Forty-five percent of the schools involved in the study indicated that eighth graders participated in teacher advisory programs. Teacher advisory programs were more likely to be found in ending grade eight schools, with 49 percent of them reporting the existence of programs in their schools (see Figure 7). Twenty-eight percent of the internal grade eight schools reported teacher advisory programs; neither of the K-8 schools indicated the presence of homebase.

Nationally, Alexander and McEwin (1989) found teacher advisory programs in 39 percent of the schools in their study, and 66 percent of the schools in the CREMS study (Mac Iver, 1990) indicated the use of teacher advisory programs. The ASCD study (Cawelti, 1988) reported 29 percent of middle level schools in their sample had teacher advisory programs. They also reported that 6-8 schools, 38 percent of whom indicated the existence of teacher advisory programs, were twice as likely to have programs as were 7-9 schools. CREMS (Mac Iver, 1990) also found that grade span predicts a school's use of teacher advisories. Schools with grades 7-9 and 7-12 are less likely to have advisory programs than are 6-8 and 7-8 schools. A similar trend is found in this study. Our data also show that a higher percentage of ending grade eight schools (49%) had teacher advisories than did internal grade eight schools (29%).

FIGURE 7

SCHOOLS WITH ADVISORY PROGRAMS

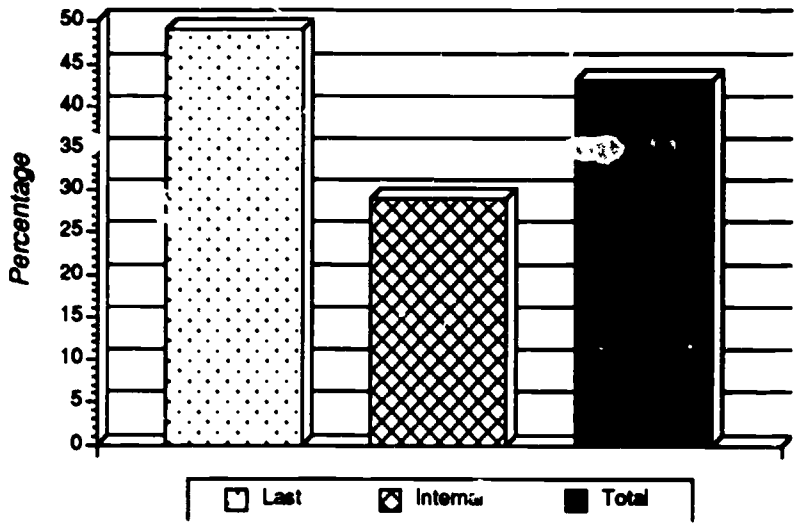
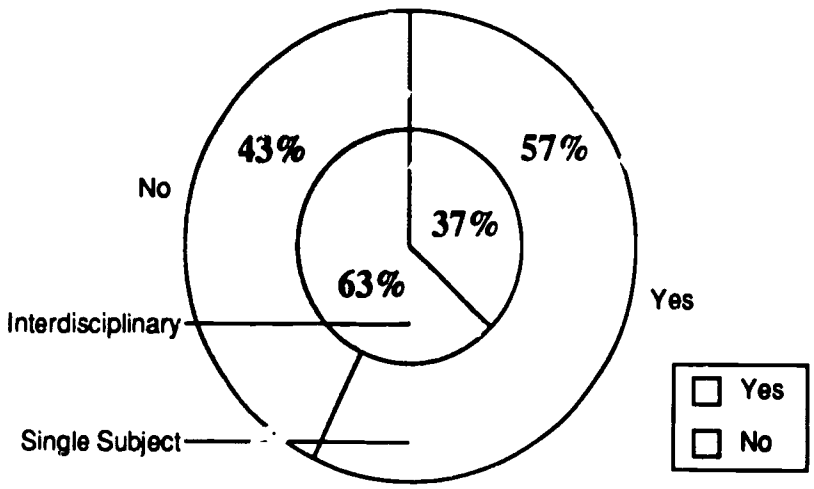


FIGURE 8

SCHOOLS WITH ADVISORY PROGRAMS

(Percentages)



When the data were examined to determine a relationship between scheduling practices and the existence of teacher advisory programs, it was found that teacher advisories were much more likely to be found in schools using interdisciplinary teaming (see Figure 8). The data show that 57 percent of schools with teaming and 47 percent of the schools with combination schedules (including teaming) have teacher advisory programs. Schools using single-subject schedules reported teacher advisories in 37 percent of their schools.

In schools where teacher advisory programs existed, interviewees were asked to indicate the number of advisory periods per week, length of advisory meetings, time of day advisory meetings were scheduled, number of students assigned to advisory teachers, and advisory meeting program emphasis.

Number of Teacher Advisory Meetings Per Week

Just over half (51%) of the schools in the study reported daily meetings of their teacher advisory groups (see Figure 9). Twenty-three percent of the schools indicated that their advisory groups met two to three times weekly, 9 percent indicated meetings once a week, and 17 percent indicated other frequencies (e.g., every other week, once a month, frequency of homebase determined by each team, etc.). When ending grade eight and internal grade eight schools were compared, 55 percent of ending grade eight schools reported that advisory meetings were held five times a week, while only 22 percent of the internal grade 8 schools reported daily meetings.

FIGURE 9

ADVISORY PROGRAMS

(Number of Meetings Per Week)

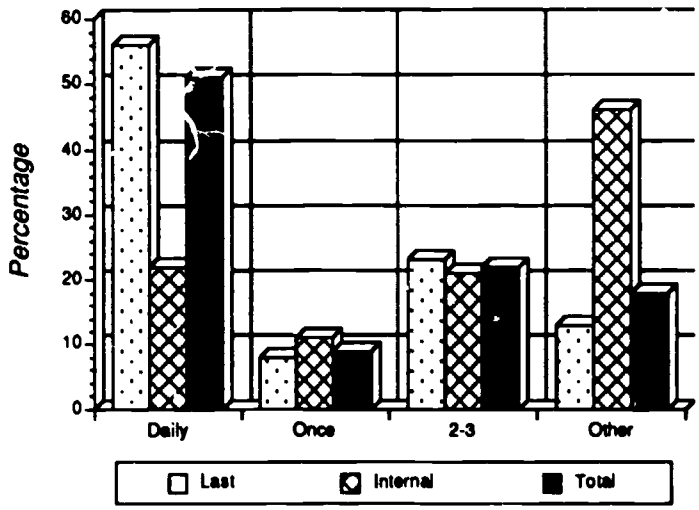


FIGURE 10

ADVISORY PROGRAMS

(Length of Advisory Meetings)

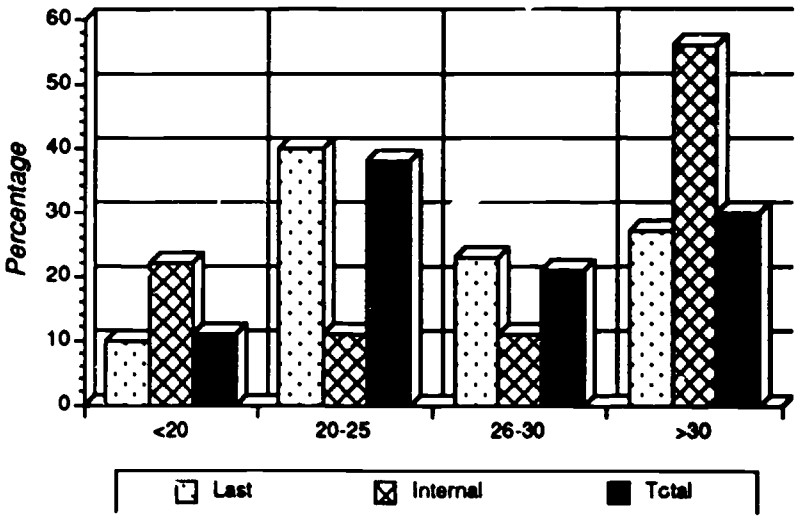
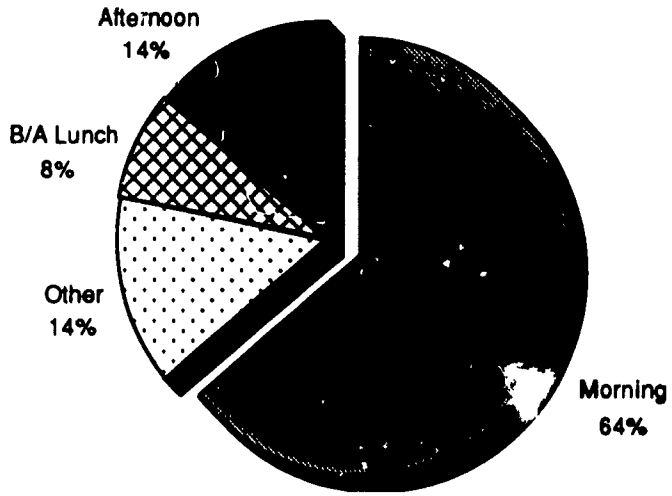


FIGURE 11

ADVISORY PROGRAMS

(Time Of Day Advisories Scheduled)



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The type of scheduling (e.g., single-subject, interdisciplinary teaming) did not appear to influence the frequency of advisory meetings per week.

Length of Teacher Advisory Meetings

Figure 10 shows that the most frequently reported length of time scheduled for teacher advisory groups was 20-25 minutes (37%). While 40 percent of the ending grade eight schools reported advisory periods of 20-25 minutes, this length of time was found in only 11 percent of the internal grade eight schools, a majority (56%) of whom reported advisory periods of more than 30 minutes in length. Twenty-six percent of the ending grade eight schools also reported advisory periods of more than 30 minutes.

When examining the effect of teaming on advisory period length, there is a clear indication that advisory periods are longer in schools that use interdisciplinary teaming. Sixty-eight percent of the teaming schools have advisory periods of 26 minutes or longer. Single subject scheduled schools tend to have shorter advisories, with 67 percent reporting a period length of 25 minutes or less.

Time of Day Teacher Advisories Scheduled

Morning was the time of day most frequently mentioned (64%) for scheduling the teacher advisory programs (see Figure 11). Eight percent of the schools scheduled advisories before or after lunch, 14 percent in the afternoon, and 14 percent other (e.g., variable, floats during the day, can be anytime, etc.). The data show no influence of school grade span or scheduling structure on the time of day advisory periods are scheduled.

Number of Students Assigned to Teacher Advisory Groups

Almost one-third (32%) of the schools reported fewer than 15 students assigned to each teacher adviser (see Figure 12). Twenty-three percent indicated advisory groups of 15-20 students, 30 percent indicated groups of 21-25 students, and 13 percent of the schools reported groups of 26-30 students. It is interesting to note that 55 percent of the teacher advisory groups in this study had 20 or fewer students. Groups of that size certainly offer teachers increased opportunities to deal more effectively with the individual problems of their students.

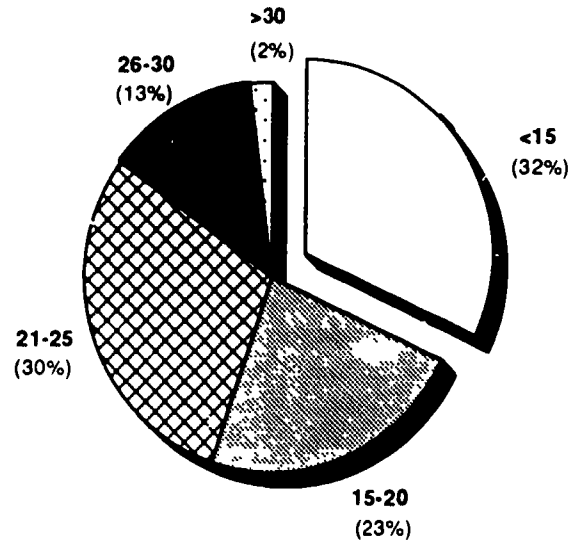
Emphases of Teacher Advisory Programs

The most important factor of successful teacher advisory programs is the emphasis. Mac Iver (1990) reports that while 66 percent of the schools in the CREMS study reported teacher advisory programs, only 28 percent indicated that social/academic support activities occurred at least once monthly. They found that teacher advisory activities typically consisted of taking attendance, distributing notices, making announcements, and orienting students to school rules—practices common to the traditional homeroom.

FIGURE 12

ADVISORY PROGRAMS

(Number of Students Assigned to Adviser)



In this study, when interviewees were asked to indicate the emphasis of teacher advisories in their schools, the following items were indicated (in order of frequency mentioned):

Table 3

Social/Communication/Interpersonal Relations	69%
Academic Monitoring/Assistance	43%
Study Skills Instruction	25%
Self-Esteem Activities	21%
Decision Making/Coping Skills	18%
Career Education/Guidance	18%
Intramural Activities	14%
School Issues and Concern	11%
Community Service Project	10%
Substance Abuse	7%

Other areas of emphasis mentioned included citizenship, goal setting, responsibility, basic skills, games, and transition to high school.

The degree to which eighth graders in the schools in this study are experiencing these areas of emphasis will be discussed in the next chapter.

GROUPING PRACTICES

Middle level schools use a variety of grouping practices. These vary from totally heterogeneously scheduled schools to schools that group their students for the entire day using criteria such as tests, academic performance (grades), or ability. More common arrangements include grouping students for each subject area, or grouping students in some subject areas (usually reading and/or mathematics) and scheduling them heterogeneously for the remainder of the day.

Braddock (1990) states:

> Specific advantages and disadvantages have been cited for homogeneous as opposed to heterogeneous grouping of students. On the one hand, homogeneous grouping is assumed to permit instruction that is better targeted to the actual needs of students and thus can motivate them more effectively. On the other hand, homogeneous grouping practices may not reduce heterogeneity enough to provide better instruction, may incorrectly assign many students (if based on a single criterion), may result in racially or ethnically identifiable classes or tracks in desegregated schools, may stigmatize students and teachers in low groups, or may lead to the creation of academic elites. A heterogeneous mix of students, however, may offer important opportunities to all individuals in the class. (p. 446)

In examining the research on middle level grouping, Braddock (1990) reports that the likelihood of students experiencing some form of homogeneous grouping increases from about 70 percent of the fifth graders to 85 percent of eighth and ninth graders. He also reports that the "proportion of students who are in fully 'tracked' programs, in which all classes are grouped by ability, increases from 12 percent of fifth graders to about 25 percent of sixth through ninth graders." (p. 447)

Types of Grouping Practices

To determine grouping procedures most commonly found in the schools in our sample, interviewees were asked: "How are eighth graders grouped in your school?" In answering this question, 11 percent indicated the use of heterogeneous grouping and 10 percent reported homogeneous grouping (see Figure 13). The remainder of the respondents (79%) indicated the use of a combination of grouping practices. These combinations typically included homogeneous grouping in the core subjects, particularly mathematics and reading, and heterogeneous grouping in the rest of the courses; scheduling gifted students together for two or three periods a day; partially mainstreaming special education students into the regular schedule;

FIGURE 13

GROUPING PRACTICES

(Percentage of Schools with Grouping)

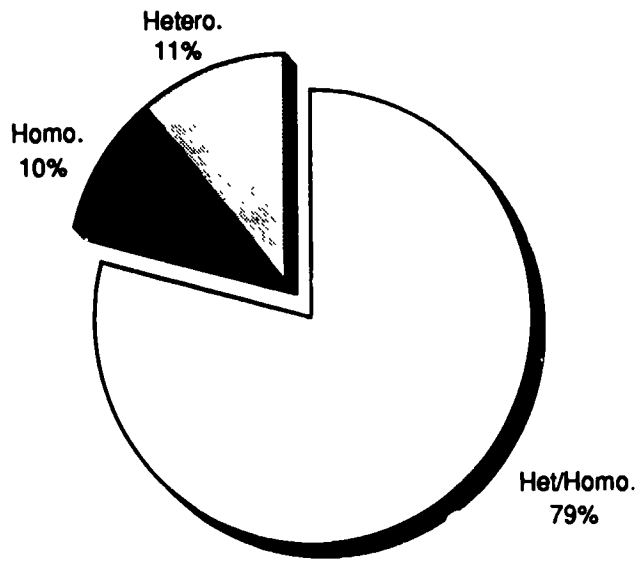
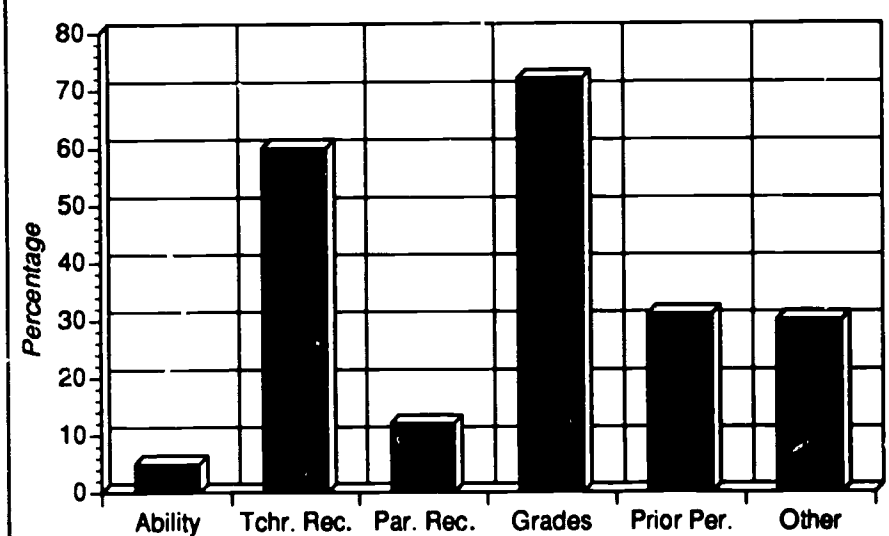


FIGURE 14

GROUPING PRACTICES

(Criteria for Grouping)



and providing specialized part-day programs for "at risk" students and other students eligible for participation in specially funded state and federal programs. Several interviewees indicated that students were heterogeneously grouped into teams and that team teachers then grouped students to provide for relevant instruction.

Criteria For Homogeneous Grouping

In the 89 percent of schools using some form of homogeneous grouping, interviewees were asked to identify the criteria used for student placement. Figure 14 shows that the most frequently used criteria were grades (73%), teacher recommendation (60%), and prior performance (31%). It is interesting to note how closely related these three criteria are; that is, all three rely heavily on teacher opinions. Thirty percent of the respondents indicated "other" kinds of criteria used for grouping. These included student interest, I.Q. scores, remediation, special program guidelines (e.g., Chapter I, special education), learning styles, counselor recommendation, and child study team recommendations.

"AT RISK" STUDENTS

Many early adolescents are underachieving and not obtaining the levels of success expected. Many more deal constantly with failure at school and also at home. In *Turning Points: Preparing American Youth for the 21st Century*, the Carnegie Council on Adolescent Development states:

> . . .by age 15 substantial numbers of American youth are at risk of reaching adulthood unable to meet adequately the requirements of the workplace, the commitments of relationships in families and with friends and the responsibilities of participation in a democratic society. These youth are among the estimated 7 million young people—one in four adolescents—who are extremely vulnerable to multiple high risk behaviors and school failure. (1989, p. 8)

The extent of and the nature of programs for "at risk" students was the focus of three of the structured interview questions. Interviewees were asked if they had "at risk" programs, the criteria for identification of "at risk" students, and the nature of the programs offered.

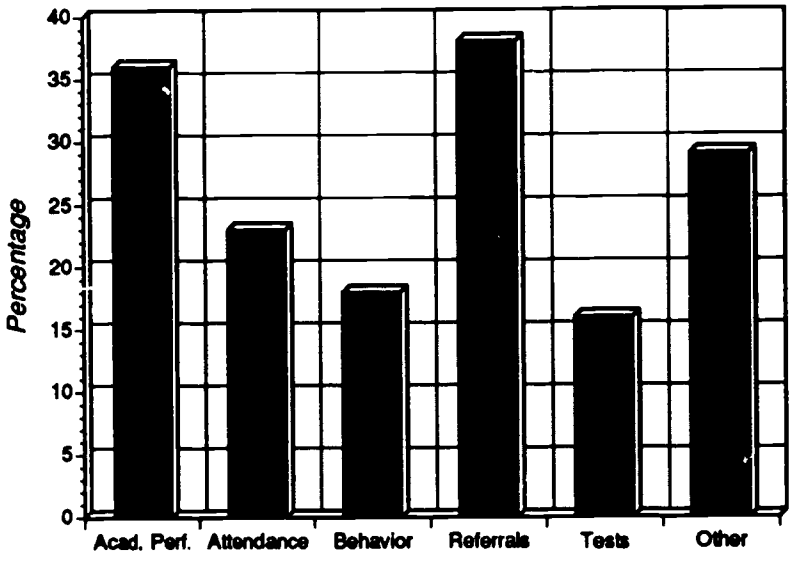
Schools with "At Risk" Programs

Interviewees in all 161 schools in the study indicated the presence of programs for "at risk" students. While much has been written in the past several years about "at risk" students and their needs, it was surprising to find that all schools claimed to be working to address the particular needs of this group of young people. The fact that all schools have programs may be partially attributable to the attention currently being given to reduction in dropout rates and the shift in the use of Chapter I money

FIGURE 15

"AT RISK" PROGRAMS

(Qualifying Criteria)



to address this problem. Several interviewees mentioned specially funded state programs that had been developed to reduce dropout rates and provide successful s ool experiences for "at risk" early adolescents.

Criteria for Identifying "At Risk" Students

The criteria most frequently mentioned to identify "at risk" students are indicated in Figure 15. Leading the list of criteria were referrals and recommendations (37%), low academic performance (35%), poor attendance (21%), and student behavior (17%). Tests scores and socioeconomic status were also mentioned by the respondents. In the category of "other," interviewees indicated the following criteria for identifying "at risk" students: drop in self-esteem, deteriorating peer relationships, drug use/abuse, and crisis intervention and/or child study teams.

In addition to identifying the criteria for participating in "at risk" programs, interviewees were asked to describe their programs. The question appeared to be misunderstood by a substantial majority of the respondents, who described the entire school program rather than any special program for "at risk" students. As a result, the data for this question were considered to be unusable.

STUDENT ACTIVITY PROGRAMS

Student activity programs, often called extracurricular or cocurricular activities, are an important part of the middle level program. These activities offer early adolescents opportunities for involvement, decision making, and socialization. To determine the nature of the student activity programs in the schools in this study, interviewees were asked to identify the activities available to eighth graders, the time of day activities were most likely to be offered, eligibility requirements for participation, and percentage of students in each school participating in activities.

Types of Activities Available for Eighth Graders

When asked "What types of activities are available for student participation?" respondents identified student government (70%) and clubs (70%) most often (see Figure 16). Other frequently identified activities included performance groups (67%), intramurals (60%), sports (57%), and community projects (46%). In addition, activities such as academic competitions, publications, honor society, and day/overnight trips were mentioned by more than 10 percent of the interviewees. The category of "other," which represented 18 percent of the responses, included activities such as peer assistance/mediation, cultural activities, family nights, foreign exchange programs, and career education activities.

FIGURE 16

STUDENT ACTIVITY PROGRAMS

(Types of Activities Offered)

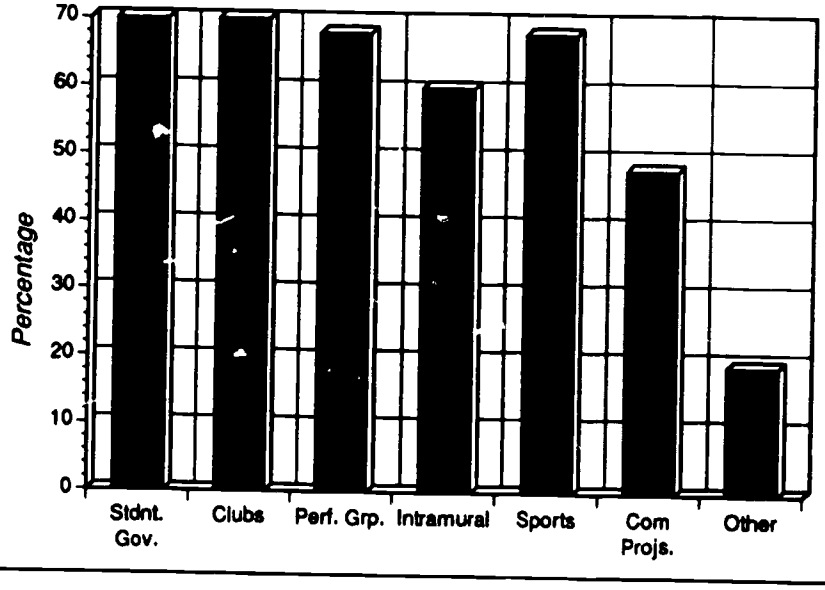
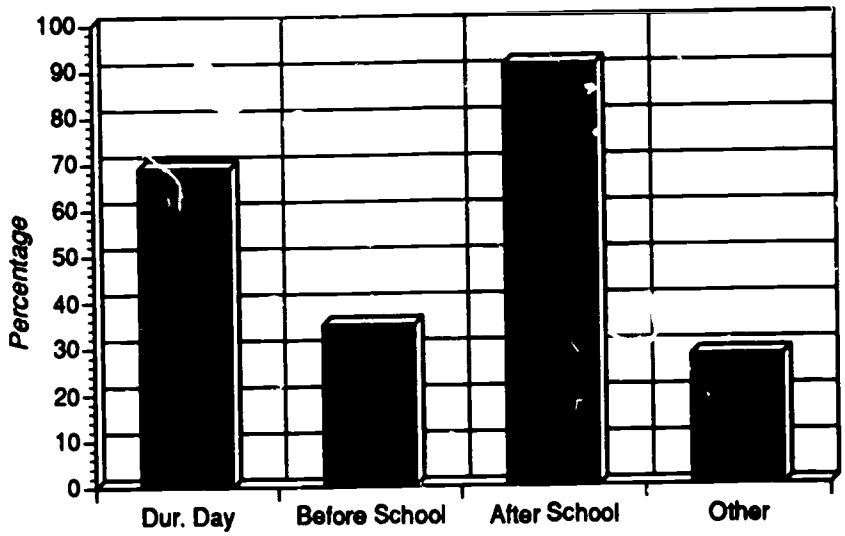


FIGURE 17

STUDENT ACTIVITY PROGRAMS

(When Scheduled)



Student Activities - Time of Day Offered

Because of the importance of providing opportunities for widespread student involvement in activities, many middle level educators believe they should be scheduled during the regular school day. When respondents were asked to indicate when activities were scheduled in their schools, more than two-thirds (68%) indicated that they did offer some activities during the school day (see Figure 17). Ninety-two percent indicated activities scheduled after school, 35 percent before school, and 26 percent mentioned other scheduling arrangements (multiple answers were allowed for this question). The "other" category included activities scheduled periodically for the entire day, on weekends, in the evenings, and during lunchtime.

It is a most positive factor to note that 68 percent of the eighth graders in this study do have the opportunity to participate in activities during the regular school day. It is also positive to note that almost all the schools (92%) offer after school programs, giving many latchkey students the opportunity to participate in supervised activities rather than going home to an unsupervised environment.

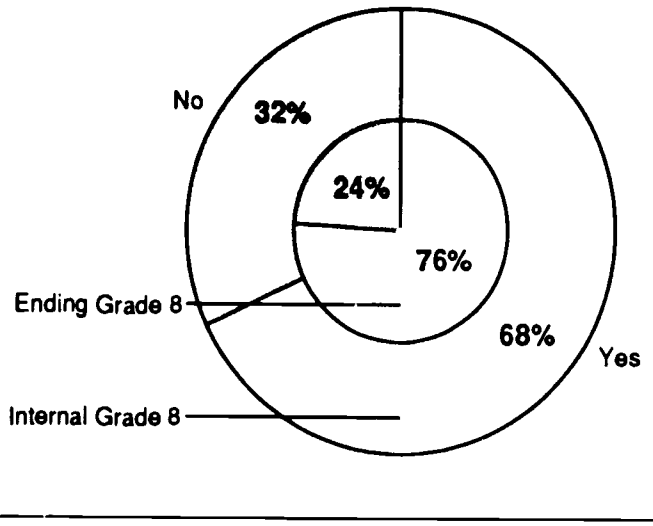
Eligibility Requirements for Participation in Student Activities

Unfortunately, in the view of the authors, most middle level schools (75%) in this study have eligibility requirements for participation in student activities. No question

FIGURE 18

STUDENT ACTIVITY PROGRAMS

(Eligibility Requirements)



was asked to determine the source of or rationale for these eligibility requirements at middle level schools. It is assumed, however, that most of these requirements have come about as a result of "no pass, no play" regulations for high schools that have been passed by many school boards, state legislatures, and state departments of education and have, in many cases, also included middle level schools. Whatever the reason, eligibility requirements for participation in student activities often restrict the opportunities for success to the very students who need them the most—low achievers, minority students, low income students, and "at risk" students.

Grade level organization appeared to have a slight influence on whether or not students had eligibility requirements. We were surprised to find that ending grade 8 schools—those schools most likely to be using "middle level concepts"—were also more likely to have eligibility requirements (76%) (see Figure 18). Internal grade eight schools, which in this sample incorporate 7-9 schools, are less likely to have eligibility requirements for their students.

In most cases (87%) student grades were the criterion used to determine eligibility to participate in activities (see Figure 19). This varied from having no failing grades to maintaining a "C" average. Twenty percent of the schools used behavior as an eligibility factor for determining participation and 13 percent of the schools used other criteria (e.g., physical exams, teacher recommendations, specific talent, etc.).

FIGURE 19

STUDENT ACTIVITY PROGRAMS

(Criteria for Participation)

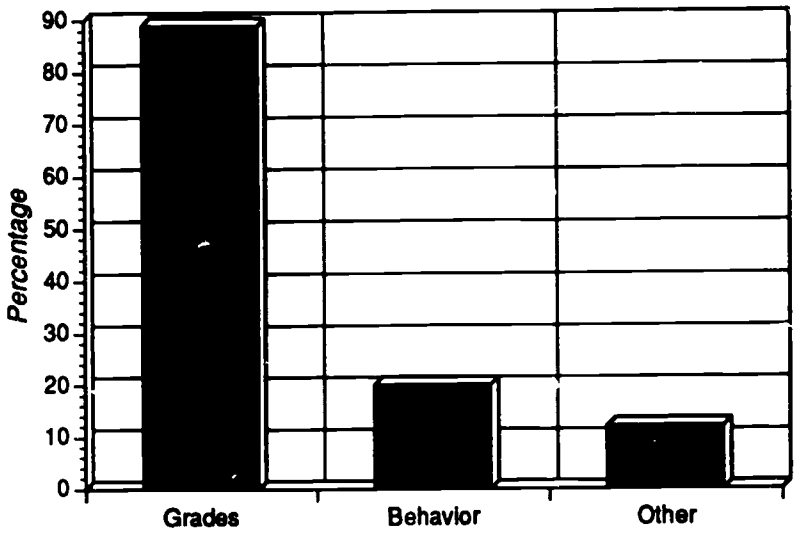
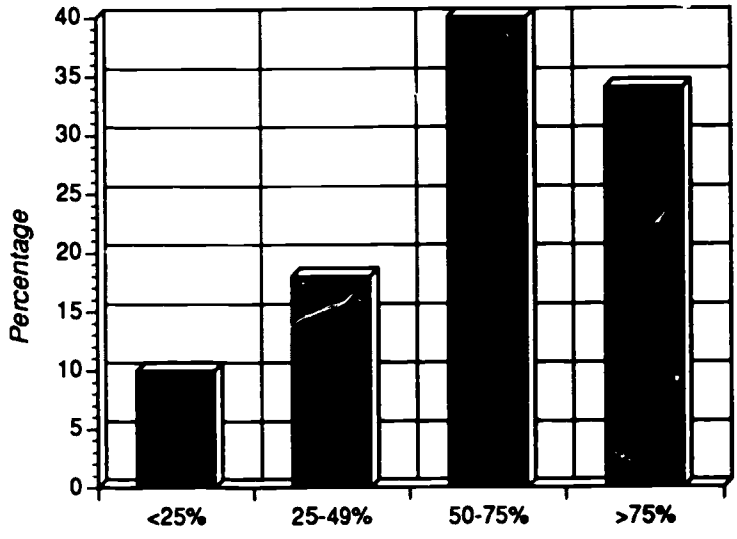


FIGURE 20

STUDENT ACTIVITY PROGRAMS

(Student Participation/School Activities)



Student Participation in School Activities

Even though 75 percent of the schools in this study have eligibility requirements for participation in activities, these requirements do not appear to have a significant effect on the number of students participating. As shown in Figure 20, 72 percent of the respondents report that at least 75 percent of the students in their schools are participating in activities. Of those schools, 32 percent report that more than 75 percent of their students are involved in activities. Only 10 percent of the schools report fewer than 25 percent of their students involved in activities.

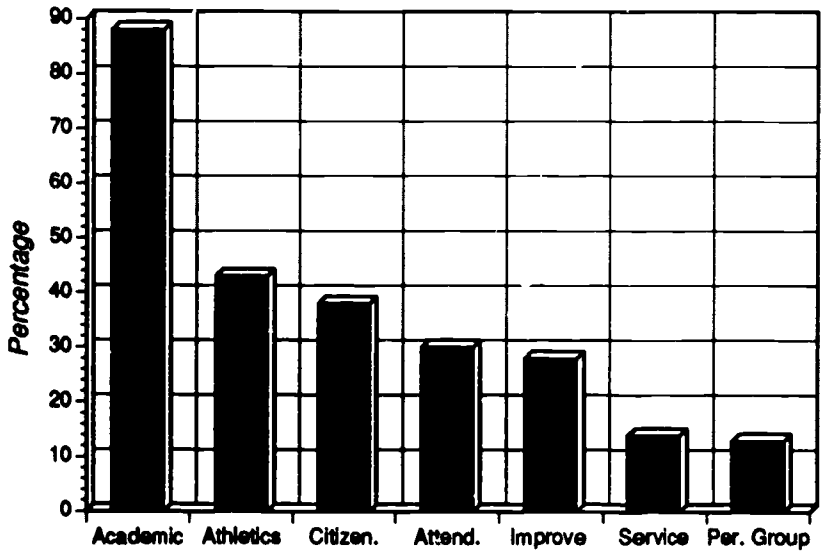
STUDENT RECOGNITION PROGRAMS

Middle level educators have long recognized the importance of acknowledging student accomplishment. In recent years recognition has expanded to a variety of areas, including academics, student activities, sports, intramurals, behavior, attendance, and participation. To determine the extent and type of recognition programs for eighth graders in this study, interviewees were asked if they had recognition programs in their schools and, if they did, to describe the areas recognized and how recognition was given.

FIGURE 21

STUDENT RECOGNITION PROGRAMS

(Areas of Accomplishment Recognized)



Schools with Recognition Programs

All but 2 of the 161 schools in this sample had student recognition programs of some type. Both the schools that indicated no recognition programs were ending grade eight schools with interdisciplinary teaming. The wide acceptance of student recognition programs in this sample is a good indication of teach and administrator acknowledgment of the importance of recognizing and ding early adolescent success.

Areas of School Accomplishment Recognized

Respondents were asked to list the areas in which students in their schools received recognition. The areas most frequently mentioned included academics (86%), athletics (43%), citizenship (37%), attendance (30%), improvement (27%), and performance groups (13%) (see Figure 21). Other frequently mentioned areas of recognition were community service; unselfish – nice kid award; student of the day, week, month, or year award; academic competition; club participation; birthdays; talent; and "caught doing something right" award. Several respondents mentioned that their schools recognized all areas of accomplishment.

Ways In Which Recognition Is Given

Certificates (73%) and assemblies (71%) were the most frequently mentioned types of recognition given to students. Also mentioned were plaques and trophies (50%), parties (47%) prizes/discount coupons (mostly donated by local businesses) (39%), and meals (breakfasts, luncheons, and awards banquets) (35%). Other forms of recognition given by the schools included student photos on the bulletin board; "letters," buttons, and pins; letters from the principal and/or teachers sent to students and parents; school newspapers; announcements; press releases to local media (newspaper/TV); honor roll; activity days; and bumper stickers.

Summary and Conclusions

To determine the characteristics of the 161 schools in this study, a structured interview with a site administrator was conducted at the end of the day. Questions on the interview focused on school characteristics that have been recognized by middle level educators as being developmentally responsive to the needs of early adolescents, including interdisciplinary teaming, teacher advisory programs, grouping practices, programs for "at risk" students, student activity programs, and recognition programs.

Summary

One hundred sixty-one middle level schools from 42 states and one Canadian province participated in this study. The size of the schools ranged from an enrollment of 24 students to 1,600 students. The vast majority of the schools (75.5%) were schools in which the eighth grade was the last grade. Schools with grade eight as the middle or beginning grade made up 19.3 percent of the schools in the study, and 1.2 percent of the schools were K-8 schools.

Interdisciplinary teaming was found in 35 percent of the schools, and 45 percent of the schools reported teacher advisory programs. Some form of homogeneous arrangement that grouped students for either part or all of the school day was in use in 89 percent of the schools, and all schools offered programs for their "at risk" students. Seventy-five percent of the schools reported eligibility requirements for participation in student activities, and 72 percent of the schools indicated that more than half the students in their schools participated in activity programs. All but two schools had recognition programs, with academic achievement the most frequently rewarded accomplishment.

Conclusions

This chapter focused on the characteristics of the 161 schools that participated in the Eighth Grade Shadow Study the second week in March, 1989. The characteristics reported tell us about the programs that exist in each of the schools, and to that extent our study is similar to other recent studies of middle level education. Although random selection procedures were not used in our study because schools were selected by volunteer observers, many of the characteristics we found paralleled those of other studies conducted within the last two years.

In particular, it is interesting to note our finding that developmentally responsive programs, such as interdisciplinary teaming and teacher advisories, are more likely to be found in ending grade eight schools. This finding is consistent with most other recent studies of middle level schools. (Mac Iver, 1990; Cawelti, 1988; Alexander and McEwin, 1989)

What is even more important than knowing the program characteristics of schools is knowing how these characteristics affect the lives of students on a daily basis, and that is how this study goes beyond other national studies. Is the life of an eighth grader different in schools using interdisciplinary teaming? Is the school day different for those students in schools reporting teacher advisory periods? What is life really like in the eighth grade? These and other important questions will be the focus of the remaining chapters.

CHAPTER 4

LIFE IN THE EIGHTH GRADE

When we looked inside grade eight, what did we see? What is life in the eighth grade really like? By focusing the observations on individual students, it is possible to derive an intimate, more realistic picture of life in the eighth grade than is possible by focusing, as is usually the case in observations, on the public performance of the teachers. The fidgeting, note passing, and small snippets of pupil-pupil communication become evident, as do the academic-oriented efforts of pupils. Putting together this myriad of snapshots creates a rich and full collage of life in the eighth grade. There is a sense of realism here, something that is often missing in more formal experimental studies of the educational process.

The data provide many examples of a wide range of practices covering, in quality, from 1 to 10. Few things seem universal about eighth grade education. There appear to be, rather, two clusters along the continuum, a large one to the low side of 5 and a smaller one to the high side of 5. A bimodal curve, rather than a bell curve, might well symbolize eighth grade education.

The traditional trappings of American education, its routine and rituals, were very much in evidence in March of 1989 in the eighth grade classrooms of our country. Bells rang, animated students rushed to class, lockers banged, teachers stood at their doors, roll was taken, quiet was asked for, books were opened, hands were raised, notebooks were filled, and students whispered to their neighbors. It was the same in Connecticut and California, in Texas and Tennessee, in Ohio and Oregon.

The scenes are all familiar, whether one is 13, or 30, or, in fact, already on social security. Although American education is relatively young from a historical perspective, it developed early some patterns and procedures that have become deeply ingrained in our culture. The very word *school* conjures up these old images. Norman Rockwell's art and much popular literature has imbued many of these traditional practices with a sense of nostalgia. Their familiarity then provides a needed connection and a common experience between generations. But these traditions also become barriers to change. As

society moves ahead, all too rapidly in many respects, technologically produced new toys, tools, and techniques are thrust upon us. Americans, it seems, draw some comfort and security from the largely unchanged continuation of school and its way of life. Perhaps no institution in our society has been less altered in fundamental ways than the school.

Descriptions of the general status of eighth grade education, as revealed in the shadow studies, are set forth in the following sections. For each topic, supporting statements from analysts and observers are included. Readers are reminded that drawing generalizations from so diverse a data base is difficult, even risky. Some evidence can be found for almost any position on a continuum. The first part of the chapter nevertheless seeks to paint a composite picture, to describe the median condition while also noting extremes. There are, we believe, a number of generalizations that almost any reader of the raw data would arrive at, regardless of his or her personal philosophy of education.

SOCIAL ENCOUNTERS

That eighth graders are social beings is universally recognized—and reconfirmed convincingly in the shadow studies. Practically every observer and analyst commented on this reality.

> The need to socialize appears to be all-encompassing. (observer)

> Social encounters were ever-present and of every sort—casual, coincidental, convenient, conflicting, comfortable—indeed, characteristic! . .the secret note, the quick exchange of words ac oss an aisle, the more daring conversation in competition with instruction, assorted pokes and jibs, and occasionally loud remarks. (analyst)

> One thing that stuck out in particular was the importance to this age level of their sociability during the day. I observed her sneakily writing a note during a study period in her first hour class, after which she passed that note to a boyfriend in the hall on the way to third hour. At the end of the day he had written her a note in his sixth hour class, and gave it to her at the end of the school day. (observer)

> Many of the social encounters revolved around horseplay with friends, including feigned boxing, pencil dueling, slapping a partner, playful pushing matches, fake head banging. (analyst)

One analyst concluded that students "take what they need" in social encounters, accomplishing their social agendas whenever and wherever. An observer expressed it this way: "Communications between kids was frequent and continuous. No amount of teacher effort could curtail it."

The vast majority of social encounters were between students of the same sex. There were, of course, exceptions, but perhaps not as many as one might have

expected. The many little conversations among girls (who talked the most), it seems certain, were often about boys: who's going with whom, etc. In one school, however, the topic of the day among both sexes was having girls on the wrestling team.

Although social encounters were ever-present, even during classes, the highlight of the day socially is lunch. Here students gather with friends, bolt down a lunch, and let loose a bit. This period is as necessary for conversation as calories. One observer, who had noted the tight, hectic schedule declared:

> Their frenetic schedule mandates a stress-free lunch period, where their 40 minutes must be protected for relaxation, informal conversations, and unfocused interaction. Eighth graders need this time-out to slow down, reflect, and catch their cerebral breaths.

Another noted a fairly typical situation:

> He used only eight minutes to go through the line and eat The rest of the 30 minutes he spent playing basketball with his friends.

Many observers expressed the view that the students needed more time to socialize legitimately. Passing time, often only three minutes, and lunch are not enough given the nature of early adolescents, they concluded.

STUDENT-TEACHER INTERACTION

There was, of course, considerable student-teacher interaction. The nature of it, however, was rather disappointing as it was almost always brief, businesslike, and academic in nature. One analyst described it as "perfunctory." Another surmised that "communications were cordial but antiseptic."

This is not to say, however, that there was hostility, or even curtness, even in the many instances of discipline-centered interaction, which one analyst noted were not contentious. In fact, the generally positive, even if sometimes neutral, climate referred to elsewhere certainly prevailed in the student-teacher interactions. Students who did not seek interaction with a teacher, however, would likely get none. Teachers were readily available during seatwork. Teachers and a few students often engaged in conversations between classes, but the nature of them was not discernible in the shadow study reports.

The analysts and the observers, generally, expressed concern over the limited amount of what might be called genuine interaction, in which ideas and opinions were shared and reflected on. Knowing the desire for such interaction on the part of early adolescents, observers expressed concern over its limited occurrence. One wonders if the limited personal interaction with students might correlate with the limited identification of teachers when students were asked to whom would they turn for help with a personal problem.

CURRICULUM CONTENT

For the vast majority of eighth graders, the academic fare is relatively standard. The big four, whether under teaming or departmentalization, physical education, and an elective comprised the day, with perhaps another elective such as foreign language or a study hall. Somewhat surprising was the number of schools that still included a study hall. In two cases, the student shadowed had *two* study halls on that day in March, and in one of these they were back to back at the beginning of the day!

Analyst comments regarding the curriculum content follow:

Basic, standard subjects presented as separate subjects throughout the day.

With few exceptions, curriculum content in these schools is locked into preparation for life 25 years ago. Observers' comments on course content evidenced no attempt to deal with emerging demands upon this nation and our planet in terms of shifting realities and problems already facing humanity.

Still too much concentration on a prescribed content.

Content is flat. It comes from books and is returned through worksheets, tests, or videotapes. Students find it hard and distant.

Conventional subject matter appeared to dominate.

Exploratory classes appear to be the most student centered and current in content.

INSTRUCTION AND TEACHING METHODS

Class time in the eighth grade is spent in a great variety of ways, yet it is clear that the predominant use of class time is still in listening and seatwork. The number of passive activities simply exceeds active ones. The exceptions to this condition are largely, though certainly not wholly, in the exploratory classes. Testing and teacher-directed discussions are, of course, also common. One analyst tallied the types of activities noted in his group of shadow studies. Four activities comprised a most-frequently-noted category. These activities were, in order, (1) recitation (responding to teacher-posed questions focusing on recall); (2) listening to explanations/announcements; (3) working on individual seatwork; and (4) taking tests or quizzes. Listening to lectures and copying from the board or overhead comprised the next most frequently cited activities, while working in cooperative groups or pairs was in the least frequently cited category.

A sample of analysts' comments on this topic follow:

Much of the classroom time recorded by observers indicated that lecturing, notetaking, copying, writing, silent reading, completing worksheets, and test-taking consumed large amounts of time for eighth graders.

. . . in working on assignments or worksheets, writing assignments, review, lecture, discussion.

Classroom time was spent on testing and the events that surround it ...Exploratory classes offered the only real change from this system (which may be why students like them so much).

There was a balance between reading/worksheets, quizzes, discussion, and down time.

Reading the shadow studies confirms that the generally recognized, rather traditional methods and procedures of schooling still predominate in the eighth grade. This is, of course, by no means all bad. Examples of effective teaching abound in the shadow studies even when using age-old techniques. Yet, the utilization of more recently developed and research-proven procedures, particularly ones that reflect the nature of early adolescents, was notably limited. Such activities were so infrequent that, when found, they elicited specific comment from the observers.

A number of individual observer comments relative to instruction are cited below. Although analysts did not see the observers' reaction sheets, it is clear they "read" the data in the same way. These observer excerpts testify to that fact.

All of the teaching was auditory with the exception of a few math problems ...The eighth graders were talked to for five hours ...My student did not have one demand placed on her all day to participate in class, or one opportunity to share a new thought.

His day was made up of very little direct instruction, nearly void of any learning, and certainly barren of any meaningful interaction with either students or staff members. The eighth grade experience appears to be nothing more than a ritual of time for many students.

During the 240 minutes of class time, I observed about 40 minutes of *teaching*—the rest was giving directions, correcting homework, doing assignments, or reading.

It is hard to believe that a student can go through an entire day with so little in the way of overt exchanges with a teacher.

More than 80% of the time was characterized by teacher talk.

There was very little variety in the types of lessons presented. Most of the classes were discussions with the students listening to the teacher and answering questions occasionally. The students were very passive.

I was surprised to see how little thinking the student was responsible for during the day. Classes were well organized and carefully planned as far as content but not with the student in mind. The material was "covered" but the student was not engaged.

In drawing their conclusions regarding the methodology employed by teachers, analysts reaffirmed the continued use of such routines as checking homework, explaining new assignments, related seatwork, questions and answers, and reliance on the textbook — all of which promote rather passive learning. Most instruction was, as it has been for many decades, teacher dominated and conventional. Teaching was largely telling; interaction was limited.

There were, of course, many individual examples to the contrary. Many observers spoke positively about the varied teaching methods and activities.

I found a lot of non-traditional learning taking place. In math class percentages were dealt with by surveying students on different topics of their interest and then developing problems from their data. Tomorrow they are going to shoot wadded paper at the waste basket and determine percentages of shots made and missed. Students in English class worked on writing resumés and preparing for actual job interviews with local business people.

I was expecting a long, tedious day, but I found myself following an eighth grader who had a varied and exciting schedule...the topics ranged from slavery in social studies to 'Singing Challenges' in chorus, to a discussion of *Pigman* in English.

The varied instructional techniques and groupings of students made the day fly by. Many opportunities were provided for physical activity, and not just in gym class ...There was movement in all but two classes as she changed from independent work to small group or partner work.

FRAGMENTED INSTRUCTION

As known proponents of integrating instruction in any way possible, readers may assume that comments in this section are simply reflections of the authors' biases. But no overreading of the evidence was needed to identify this glaring weakness in eighth grade education. Observers and analysts commented again and again about the "separateness" of lessons. The shadow studies reveal how, inevitably, the typical school is structurally fragmented. These observer comments are representative:

No evidence of teaming or joint planning. Each subject was distinct and an entity unto itself.

Each class was a separate parcel of information. Neither teachers nor students appeared to integrate concepts or make interdepartmental connections.

One thing I didn't care for was the feeling of isolation in each classroom from the school. Each class seemed like an island unto itself with only the students' movement between them serving to connect them.

One observer, however, noted the opposite:

It was exciting to observe the tie-in th ugh the interdisciplinary projects and I think it motivated students as I observed them talking about the other class in which they were doing a tie-in project (i.e., the immigration unit that was happening in social studies and language arts).

Though not privy to these or related observer judgments, analysts, when reading the shadow studies themselves, expressed similar concerns as follows:

Departmentalized teaching dominated, even in the schools with interdisciplinary teams.

Students may be on teams, but each class seemed to be a separate entity.

Comments confirm that 'turn,' rather than 'team' teaching was being used under the guise of interdisciplinary teaming.

In the 22 studies reviewed here, all 22 were assigned interdisciplinary teams for instruction. Yet there was little evidence of the use of the block schedule...I do not recall any mention of thematic units being taught and only a couple of references to subject matter being reinforced from one class to another.

Almost no integration of curriculum across disciplines or even any real integration within one class. A series of random lessons.

SCHOOL CLIMATE

School climate has received considerable attention in educational literature during recent decades. Few would argue that it is irrelevant; many believe it is fundamental. Eighth grades, according to our observers and analysts, cover the climate continuum from oppressive to supportive. Examples of both conditions were present, but in the considerable majority of eighth grades, the climate was unquestionably quite warm and caring. Indeed, while it is a judgment call, the authors believe that it is on this front that the greatest progress has been made during the last three decades. Reading of the shadow studies will lead, we believe, to a good feeling about the attitude and intent of the schools and the teachers. That the curriculum itself, what is studied and how it is learned, has not kept pace is a different, and less positive, story.

But, back to school climate. What impressions did the analysts reach on this subtle but key factor? Again, keep in mind that the analysts did not read the

individual observer's final reactions and reflections; they received only the studies and the interview sheets. A sample of the analysts' summaries on this point reflect both the range and the predominant view.

A fundamental warmth and an easygoing style came through in the shadow reports. However, there was little excitement or dynamic energy. I felt a sense of caring from the adults, and a sense from students that they believe people did care about them.

Overall, there was a positive school climate. Students were described as relaxed and happy yet aware that school is a learning place.

In most cases, I came away with a sense that the climate was certainly not oppressive. There was much evidence that schools were trying to be nice places for the students...kids seemed happy and liked their school. What seemed to be missing was any sense of intellectual electricity with a few exceptions. I did not detect many reports of excitement emanating from learning situations.

The predominant school climate appeared to be one of efficiency, i.e., let's get through the day with the least possible distraction and greatest adult control promoting students' conformity.

School climate was pleasant.

The view of school climate that predominated in the studies I read was bright, cheerful, talkative, and friendly. There was little obvious regimentation during the day in most of the schools.

Students accepted their circumstances. A place of 'friendly truce' comes to mind.

Ranged from positive, relaxed, students relaxed and enjoying themselves to several schools which seemed to radiate a negative atmosphere for the entire day.

The interdisciplinary team arrangement often appeared to produce student reaction that was much more interesting and enthusiastic about a range of experiences.

Overall, observers felt better about the climates of those schools with teaming than those that were not teamed.

The following statements are typical of the individual observer assessments of school climate on which the above analysts' judgments were based.

Joanna's scholastic exp nce is laden with warm supportive adults and peers. Each teacher is approachable and each values a spirit of cooperation as a learning tool...the spirit is further evidenced by the amount of praise teachers gave students.

I heard thank-you's and please's from teachers to students as well as the reverse.

The most encouraging observation was the warm and caring atmosphere I observed in the classes throughout the day.

There was a certain degree of warmth and caring that was apparent in the interchange between students and teachers.

I was very impressed with the manner in which students treated each other. They showed a mutual respect for one another and for the adults which came into contact with them.

Jo's teachers are warm, caring people who seem to understand the social, physical, and emotional needs of their students.

There were a very few opposite comments regarding the climate as well. These represent that small minority:

On this day they (teachers) dealt the students a short deck. There was no attempt to stimulate any learning. Classes and teachers warehoused!

The kids gave me the impression of being robots in class and human beings in the hallways.

Kids have to fight to concentrate. Teachers are intrusive. They give an assignment and then talk through it.

STUDENTS' ASSESSMENT OF SCHOOL

At the end of the day, each student shadowed was interviewed using a series of common questions. Again the interviews sustained completely the general findings of previous middle level shadow studies.

Some of the more important generalizations that appear from reading the student interviews are these:

- When students were asked to identify three good things about their schools, teachers and friends were the most common answers. Principals were also often mentioned. School activities were frequently included, but only occasionally was a particular course named, and then because of the teacher.

  — "The teachers are nice to you. We have great dances."
  — "Lots of nice people. Lots of sports."

- When asked what they would like to change in school if they could, eighth graders gave very limited answers, most of which were related to personal concerns and comforts.

— "longer lunch"
— "less homework"
— "air conditioning"
— "be able to go to locker more"
— "The dress code should let us wear shorts more often."

It was clear that this was a question they really hadn't thought much about.

• Even more revealing, and discouraging we believe, were their answers to the question, "Do you have opportunities to help make decisions about what goes on in class?" This question seemed to throw them; it often had to be repeated and was still not really grasped. Regrettably, it was evident that students had so long been cast in a passive accepting mode relative to schoolwork that they couldn't conceive that they might have or should have a role in deciding what they might do or study in class.

— "We have the objectives the county says we have to learn, so I don't guess we really have a big choice."

Comparisons of "Life in the Eighth Grade" by Grade Level Organization and Scheduling Practices

In this section, we report the data and make comparisons about life in ending grade eight schools (usually 6-8) and internal grade eight schools (usually 7-8). Also reported and compared is the impact of scheduling practices on the educational experiences of eighth graders.

GRADE LEVEL ORGANIZATION

There has been much discussion during the last two decades regarding appropriate grade level organizations for middle level schools. Many have advocated that the most appropriate organization for middle level schools are grades 5-8 or 6-8. Other middle level educators believe that the 7-9 grouping is still viable. What most middle level educators do agree on, however, is that developmental responsiveness rather than grade level organization is the crucial factor in program success.

Recent research on middle level education reports that developmentally appropriate programs such as interdisciplinary teaming and teacher advisories were much more likely to be found in middle level schools with eighth grade as the ending grade (Mac Iver, 1990; Clark and Clark, 1990; Alexander and McEwin, 1989; Cawelti, 1988). Our data from the structured interviews show similar results. The important issue, however, is not that these programs exist more frequently in ending grade eight schools, but how these programs function to improve the quality of life for early adolescents. It is reasonable to assume

that if ending grade eight schools are more likely to have these programs than internal grade eight schools, there would be qualitative differences that would be apparent to the observers who participated in this study.

Are ending grade eight schools and internal grade eight schools different in the ways in which they deal with eighth graders? For the most part the schools were similar in how they interacted with eighth graders, provided instruction, related content to student interest, and used classroom time.

Teacher interaction with students was almost always initiated by the teacher, formal in nature, and in a classroom setting. One analyst reported:

> ...teacher interaction with students primarily occurred during instruction related activities. The number of instances when students were talked to by teachers outside of classroom interaction was discouraging.

This comment was typical of observations found in almost all the analysts' reports regardless of grade level organization.

Direct instruction was found in all classes, with the most frequently mentioned subject being mathematics. English-language arts, social studies, and science were also frequently mentioned as having a high degree of direct instruction.

Ending grade eight schools and internal grade eight schools appeared to do little to relate content to student interests. An analyst reviewing internal grade eight schools wrote that there was evidence of content that was "not age and time appropriate." Another analyst reviewing studies from ending grade eight schools reported "the dominant focus upon content oriented and subject center concerns largely overlooked student interest and the here-and-now in their lives." Curriculum content in both ending grade eight and internal grade eight schools was characterized by analysts as "being the same as I studied in eighth grade in the '60s" and as being "locked into preparation for life 25 years ago in American industrial society."

Classroom time appeared to be mostly focused on "teacher gives directions, teacher gives work time or test." One analyst wrote, "Most time in directed study, then teacher talk, and practice." Another analyst reported:

> Observer comments indicated the majority of time was spent in passive activity. Seatwork and listening occupied much class time for the majority of students, more so in academic than in exploratory classes.

Despite the emphases in the past decade on "developmentally responsive" middle level schools, observers reported numerous activities that were inappropriate. Several analysts described the schools they analyzed as having the characteristics of "miniature high schools." One analyst stated, "Having the eighth grade as a beginning or middle grade in the structure seems to imply a miniature high school model if one reads only these studies." Unfortunately, in most cases the "miniature high school" implication also applies to schools with grade eight as the ending grade.

While many similarities were found in schools regardless of grade level organization, small but important differences were found in the areas of physical surroundings, student-student interaction, advising and counseling, and school climate.

The internal grade eight schools were characterized by one analyst as being focused on control. This factor of control appeared to permeate many aspects of the school operation. Schools and classrooms appear to be rather traditional in nature. The halls and walls had few examples of students' work and for the most part classrooms consisted of students sitting in rows. Observers reported that internal grade eight schools afforded students little opportunity to interact. Advising and counseling activities were not evident. One analyst reported that in her group of internal grade eight schools, "no schools had an advisory program and none of the shadowed students relied on their teachers for advising and/or counseling." School climate in many of the internal grade eight schools was one of control —"control from the teachers to the students with the teachers making all of the decisions about the students and the content." An analyst of internal grade eight schools wrote:

> There was no sense of excitement about learning; no unity in the schools, no sense of purpose to what anyone was doing. Students and teachers alike seemed to lack a frame of reference of what is possible in teaching and learning at this age.

Those who analyzed ending grade eight schools reported much of the same kinds of information about their schools, but there was a qualitative difference. An environment of concern and understanding for the needs of young adolescents appeared to be more prevalent. Physical surroundings and classroom arrangements, while frequently traditional, were more likely to display a variety of configurations. One analyst reported "considerable range of practice—much more use of tables, flexible seat arrangements, and smaller groups than in the 1960s." Another analyst stated, "Six observers made comments on the pleasantness of surroundings, use of posters, bulletin boards, and the like."

Descriptions of ending grade eight school physical environment varied. One analyst stated that in describing schools and classrooms, observers noted "attractive and flexible, more often than inflexible, crowded, and unattractive." Another analyst suggested that "the environments in these schools seemed for the most part, to be traditional modifications of high schools."

Contrasted to the "little opportunity" for student-to-student interaction reported in internal grade eight schools, analysts of ending grade eight schools reported considerable amounts of student interaction. Interactions were characterized by one analyst as "...small group affiliations...8th graders seemed to enjoy each other —they apparently chose well the times when talking, arguing and playing were O.K."

In describing advisory programs in ending grade eight schools, one analyst

reported that they consisted of daily periods of 20 minutes or more with a variety of activities and "most were seemingly appropriate." Another ending grade eight analyst indicated the advisory activities noted tended to be teacher question/student answer types of experiences rather than true student interaction.

More positive student climate was indicated by ending grade eight analysts, who reported a "...commitment to learning apparent on the part of a majority of teachers and learners" and "the climate for learning in these schools was cautiously friendly."

It seems evident that while the differences are small, ending grade eight schools, where some emphasis is being placed on creating more positive learning climates, are making a difference in the lives of eighth graders. Although several analysts confirm this trend, it was probably best stated in the words of an analyst of ending grade eight schools, "I definitely detected in my own observation and in those of others the influence of common goals and plans on creating the generally good learning conditions that existed."

SCHEDULING PRACTICES

Interdisciplinary teaming offers teachers the opportunities to meet the needs of early adolescents in a variety of ways not usually found in single subject schedules. The provision of smaller focus groups, flexibility of scheduling, team planning and integration of subject matter are a few of the advantages attributed to teaming practices. If teaming does offer these advantages, is it reasonable to assume that (1) teachers in teams will take advantage of these opportunities, and (2) as a consequence their classrooms will be different from those of teachers in single subject schedules? These two questions will be addressed in this section.

When examining the reports from the analysts who reviewed only schools with teaming programs, the findings were discouraging. One analyst reported:

> These were a group of studies in which participating schools indicated they had teaming. Yet, one could go through all of these and would not know that any teaming was going on (either within the classroom or any team planning).

Other analysts who reviewed studies done in schools with teaming reported similar findings. Typical comments included: "little evidence of the use of block scheduling"; "standard scheduling and separate subjects in discrete periods"; and "None of the schools included any classes which involved interdisciplinary studies."

Teaching methods in both interdisciplinary teaming and single subject schools were quite similar in nature. One analyst of schools with single subject schedules stated:

> ...the tools of teaching and learning are traditional. It all seems very removed from the urgencies of our daily lives. Neither highs nor lows came through. There was little adventure in learning reported, and no one seemed to expect it.

An analyst reviewing schools with teaming described classroom practices as:

> Teacher going over assignments, seatwork/explanations, silent and oral reading, question and answer, discussion, lecture with students spending a lot of time working on assignments.

Further confirmation of the sameness of instruction was reported by another analyst, whose packet contained a mix of interdisciplinary and single subject schools. He characterized all the schools as using models "that we have learned to work least well for this age group—still too much drill and teacher talking with students waiting for answers."

The data show that, based upon the reports of those analysts who reviewed only reports of single subject or teamed schools, there appears to be very little difference in classroom instruction. However, the analysts who reviewed packets that included both teamed and single subject schools gave a slightly different picture. These analysts reported the following:

> Unfortunately, too many of the classes were reported as dull with teachers talking to students while they sat passively and waited for information. The exception occurred with some of the interdisciplinary teams that had cooperative active assignments in place.

> ...variations such as pair learning, grouping problem solving sessions, and lab experiences occurred more often in schools organized around interdisciplinary teams.

> It is exciting to observe the (subjects) tied in through interdisciplinary projects and I think it motivated students...I observed them talking about the other class in which they were doing a tie-in project—the immigration unit that was happening in social studies and language arts.

In contrast to tnese positive findings, other analysts of both teamed and single-subject schools found few differences. One stated, "There were some references to teamed organizations, but I cannot recall a single instance of teachers working on them." Another analyst reported:

> Even the five schools that were organized in interdisciplinary teams showed no evidence of interdisciplinary units, much less student-problem-centered approaches advocated for years for this level of education.

Although there appeared to be different perceptions among various analysts, it does appear that, except for a few cases, teachers in interdisciplinary teaming classrooms are not functioning much differently than teachers in single subject classrooms. In spite of this there was a perception on the part of several analysts that good things were happening in teaming classrooms that are not readily observable. One analyst suggested:

It may be my bias, but I felt that schools that were more into the "stuff" of middle schools tended to have more high quality activity and energy in the building.

Another analyst stated, "I see some signs of hope but a long way to go before middle schools do the job needed by this age group."

Perhaps the findings regarding the functioning of interdisciplinary teams is best expressed by one of the analysts, who stated:

> What we know and what we do are not always in concert with each other. In the name of efficiency, or in response to all the real-world limitations such as money, regulations, and bureaucracies which move ever so slowly, we maintain systems, perpetuate programs and allow methods which are inappropriate in light of what we know about human behavior, needs, and learning style.

CHAPTER 5

THE DAY'S RECORD:
SIX SAMPLES OF REALITY

Life in America on March 8, 1989, proceeded in the usual manner. It was not a day marked by any major national event. It was, however, the day on which the school day of some five million eighth graders in our land was sampled and recorded.

In most cases, it was a typical mid-week day in school, not particularly discernible from all the other weekdays that are punctuated by bells and characterized by a good deal of boredom. In some cases, statewide testing programs dominated and altered the regular routine. But for the most part, school went on in its regular and relatively routine fashion. Animated students, often with books in backpacks rather than in arms, spilled out of buses and burst into the empty halls of their special places – their schools – where, although directed by adults, their peer groups prevailed and predominated.

This chapter presents 6 of the 162 shadow studies. While identifying data have been removed, the studies are presented exactly as they were submitted. The studies selected for inclusion in this chapter are ones that, naturally, were well done and perceptive. They are not a random sample, but we believe they are representative of the realities revealed in the mass. Two are from 7-9 junior high schools, two from 6-8 schools, one from a K-8 school, and one from a 7-12 school. The schools vary in size and geographical location.

The six studies, quoted in full, are followed by a sampling of analyst and observer reactions. These excerpts will give the reader still more of a "feel" for the studies and the impressions of both those who conducted the studies and those who analyzed groups of them.

SHADOW STUDY NUMBER 1

A K-8 small school located in the South. Ability grouping used in math and science. Departmentalized. No teacher advisory program. Activities provided before, after, and during the day.

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
8:10	Students not in classrooms, still coming into building, getting books in the lockers, etc.	Homeroom location — floor to ceiling mural (Paul Bunyan, Johnny Appleseed, Daniel Boone — characters from literature and history). Looks to be student-done. World wall maps, "5 Basic Steps to Good Writing." School green carpet, wall storage unit along one wall. Plants along window.	Today is one of the coldest days of the year — ice, freezing rain, temperatures in the low 30s. This is the third day of standardized testing. Students will spend two classes taking a reading and a math battery. The subjects that my student will miss are health and mathematics. Regular classes will pick up with 3rd period English.
8:20	Marvin in his seat – talking with students around him about the weather. Talk then switches to computer talk, copying disks. Cleans desk of books in preparation for the testing. Sitting back, thumping a pencil softly on the desk.	Bell signaling the start of homeroom. Teacher turns heat on. 23 students in this homeroom.	Normal settling in – pencils being sharpened, student-student talk.
8:25	Marvin is listening to his teacher give basic instructions prior to the onset of testing. Marvin sits silently in his desk.	"Let's everybody get quiet." Lunch menu announced and lunch count taken.	Student brought lunch from home.
8:30	Marvin waits silently for test booklets to be passed out Has already received answer sheet.	Testing – the quality of quiet in the room gives an almost surreal sense. Students internally focused, looking off into space or at their desks.	Waiting, waiting, waiting!

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
8:35	Marvin is reading from the test booklet and is gridding responses on his answer sheet. Marvin has a runny nose and is sniffling. Intent look on his face as he works on the reading questions.	The first section of testing (reading) has begun. Will last from 8:34 to 9:19.	Assistant principal enters room to talk with classroom teacher.
8:40	Student continues to read from test booklet and grid responses. Little or no exhibited anxiety or nervousness as Marvin performs on the test.	Room has taken on an almost hospital waiting room atmosphere.	
8:45	Turning to a new page in his test booklet, Marvin changes his physical position for the first time. He uncrossed his long legs and now sits with both feet on the floor, hunched over his desk. Marvin continues to work at a normal pace.	Only two sounds in the room – the heating system and the students sniffling.	
8:50	Marvin continues to read and grid, as yet, he has not changed/erased an answer.	Teacher moving about the room, quietly checking on the class and individual students.	The degree of concentration called for here is unbelievable – it reminds me of Philip Jackson's *Life in Classrooms* – the ability to block out your immediate surroundings and the presence of others and concentrate on a task.
8:55	Marvin is gridding the last of the test, still hunched over the desk.	First student (female) has finished the test. She pulls out her reading book.	New and additional instructions on the board from the teacher. "As you finish, darken any light circles. Also, erase stray marks and smears."
9.00	Marvin is finished with the test. He puts his answer sheet inside his test booklet and sits back in his chair and stares into space.	Other students are finishing. Girls first for the most part and then boys. Girls are reading in books while boys are staring into space and putting their heads down on the desk.	Marvin has finished 19 minutes before the end of the test. Now the long wait begins.

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
9:05	Marvin is still sitting silently in his seat. He scans the room, watching, in turn, the teacher, the clock, and his classmates.	Still test-quality quiet with some small paper shuffling noise.	Vast majority of students have finished. Yawns abound throughout the room. Homework and textbooks appear, letters are being written, and cat-naps taken.
9:10	Marvin puts his coat back on and checks over his answer sheet. Still sitting, he stretches left and right and then sits quietly, waiting to go on to the second testing site.	Teacher has ended the test time. Directs class to check over their answer sheets.	This is a super-cooperative group of students. They are still almost totally silent as the teacher collects the test booklets.
9:15	Marvin is eating a candy bar – large adolescent bites, he dispenses with it in short order.	Teacher gives class permission to "eat their snacks." The majority of the class is consuming chocolate.	Interesting situation: standardized testing and the consumption of sugar in large quantities, especially before a math standardized test.
(SHIFT TO NEW CLASS SETTING)			
9:20	Marvin is settled into the same seat as in his homeroom class – last seat of the first row. This is not an alphabetical grouping of students. He is talking with student in front of him as materials are passed out.	Math room– in basement, but looking out over the playing fields at window level. Room painted a dull yellow with a dull tan carpet.	Trying to keep the testing situation going, give students a break and a chance to go to the bathroom, move students from one location to another, *and* maintain quiet is a tough task. 22 students in this testing situation. 5 girls enter the classroom late from the bathroom. In a stern voice and demeanor the teacher admonishes them.
9 25	Marvin listens to the directions for the math practice test. He follows along as the teacher reads the instructions.	Teacher focuses the class – "Settle down and get your mind right."	This is the second woman teacher of the day. Also, as with the homeroom teacher, an older white woman.

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
9:30	Marvin is working the practice math test. He looks at the student beside him and then goes back and erases an answer on the grid sheet.	Only sound in the room is from the overhead radiators and student noses.	
9:35	Marvin has finished the practice test. He sits with his test booklet on the answer/grid sheet and stares off into space.	Most students have finished the practice test.	Room is taking on the same atmosphere as in the homeroom test site.
9:40	Marvin is waiting for the math test to begin. He is sitting in his seat, alertly erect, and watching his teacher.	The air conditioner hums, the students sniffle, the teacher "tours" the room. Sounds from the outside (playground) penetrate the room – squeals and yells from young children.	Freezing temperatures outside and the heating system is just pouring out the heat. Teacher has to moderate the temperature in the room through the use of the window air conditioner.
9:45	Marvin is working on the math test, the testing period having just begun. There is more noticeable anxiety on his face than during the reading test.		Actual test is 45 minutes in length.
9:50	Marvin continues to work on the math test. He is working problem solutions on scrap paper then gridding the answers on the grid sheet.		What does a teacher do during a standardized test – tour the room, hand out sharpened pencils and tissues, count test booklets. What a waste of teacher time and talent!
9:55	Marvin continues to answer questions on the math test. Sometimes he works problems out on paper but more often than not he sits and reads and then grids the answer sheet. Overall, Marvin devotes a relatively brief time to each question. The original look of anxiety that was present has been replaced by intense concentration.	The playground sounds have gone, to be replaced by the tomb-like silence of the testing period	

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
10:00	Marvin continues to work on the math test. He is very intently on-task and has been that way all morning.	Teacher "touring" again.	
10:05	Marvin is working on a problem solution on a scrap piece of paper. Gets the answer, finds the appropriate grid circle, grids it and goes on to the next question. He has maintained this purposefulness since the test began.		As a student I always wanted to know *why* we had to take these things (standardized tests). I wonder if Marvin wonders the same thing too.
10:10	Testing continues. Marvin is watching the student next to him in an almost absent-minded manner. Then he goes back to his test and finishes. He puts the answer sheet inside the test booklet and sits back in the desk.		The long wait begins!
10:15	Marvin sits, head on hands, "Thinker-style," and stares into space.	Teacher goes to door to confer with another adult. Other adult comes into the room and becomes the proctor.	1/3 to 1/2 of the class is finished with the test. More paper shuffling going on – test books being folded around answer sheets.
10.20	Marvin sits and waits. He rolls his pencil back and forth between his fingers and stretches this way and that. Then he resumes his "thinker" posture and stares off into space.	Teacher returns and the proctor leaves. Teacher has paper in her hand which she is reading and which she then places on her desk.	Wonder what Marvin is thinking? On both portions of the test when he finished the test he didn't go back over and review the questions. And he did not skip any of the questions to come back to later. He just methodically took each question in order and answered it.

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
10:25	Marvin continues to sit and stare into space. He is beginning to squirm more, stretching his long legs.	Teacher on tour again, checking on who is finished and who isn't.	I'm beginning to feel cramped – need to get off this hard plastic chair. How patient and pliable these children are!
10:30	Marvin pulls out an audio-cassette from his jacket pocket and begins to tighten the reel with his little finger.	Test ends. Teacher and students begin to collect papers and test booklets.	Student in front of me shows me a picture of a pot of gold, a rainbow and leprechaun. Good artist here. Interesting – the teacher collects the picture along with the rest of the scrap paper – wonder where this will end up. Think I know already.
(SHIFT TO NEW CLASS SETTING)			
10 37	Marvin gets two packets of papers back. He flips through them in a cursory manner and then folds them in half and puts them away. In response to a question from another student as to what he got on a test Marvin answers "93."	Teacher admonishes the students not to share grades as they have been doing and as they continue to do.	
10 42	Marvin stretches, gets his grade on the last unit from the teacher who is showing grades to all students individually at their desks, and shows no visible reaction whatsoever to the grade. He leans back and props his feet up on the desk in front of him.	Teacher is moving about the room showing grades from best to worst.	Eye contact with Marvin, both of us smile. Overheard student say, "Must not have done very well, it's taking her a long time to get to me."
10 47	Marvin has his English book out. Turns to the correct page as he is instructed to by the teacher and opens his notebook to a clean page. Subject is plural nouns.	"Turn to page 148 and we have 14 minutes left."	Teacher has to focus and refocus the class, although they are being as quiet as church mice. Text is Warner's grammar. Wonder what edition it is in now?

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
10:52	Marvin is working on the sentences assigned from the text. Actually, he started the exercise before the assignment was given. He has assumed his work posture – hunched over his desk.	Teacher assigns an exercise dealing with plural nouns. Students quietly begin writing the sentences. More playground sounds invade the classroom, only louder than before.	This is the day for exploratory classes to change – except band, which is a year-long endeavor.
10:57	Marvin continues to work on the English/grammar assignment. He's almost finished at this point. Now he's done. Then everything is quickly folded up and the head goes down, chin on the grammar book.	Everyone begins to "pack up" – some few students are still working on the exercise.	Tremendous on-task behaviors.
(SHIFT TO NEW CLASS SETTING)			
11:03	Marvin is a percussion-player/drummer in the band. He sets up his snare drum, gets out a pair of red plastic drum sticks (you can see them from anywhere in the room!), and then begins to roam back and forth in the percussion section talking with his fellow band mates.	Teacher is directing students to new seating arrangement in the band room. Reviewing music with one flute player.	Band has had to move from the stage, where they have been practicing, to the bandroom. This is to accommodate play practice which has begun.
11:08	Marvin practices his drum rolls on the snare drum and then sits down.	Band is tuning up.	
11 13	Marvin sits and listens to the director talk. Puts his jacket back on.	Student participant band director is talking to students about storing music stands.	Kids are "antsy" to play, instead they are enduring a lecture which for the most part they are not listening to.

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
11:18	Marvin rolls on the snare drum, eyes on the director.	Student participant director leads band through a concert B-flat whole note warm-up exercise.	Variety of instruments – even a violin!
11:23	Marvin sits while "March for a Festive Occasion" is played. He sits quietly but attentively with his jacket on and his arms folded around him.	Bass drum is only percussion being used.	Male college student participant is director. The regular band teacher is a woman, older, like Marvin's other teachers. This is the first of two males he will see in band today and that will end his contact with men as instructors.
11:28	Marvin gets up and takes off his coat. Director wants a snare drum part played that wasn't used on the first run-through of this music. Marvin is intent on reading the part, makes occasional mistakes. This is a very new piece of music.		Most everything that comes out is loud. Director has to refocus the entire band after each stop.
11:33	Marvin plays the snare drum part of this piece as the band goes back over the beginning again. Then he accompanies the woodwind section as the band director focuses on their melody parts. The mistakes on Marvin's part have diminished considerably as he continues to read and play.	"Nice job snare drum" from the student participant director.	
11:38	Marvin continues to play the snare drum part. He is focused on the music and the director.	Director compliments band for their attention.	
11:43	Marvin continues to play snare drum. Intent focus on the music.	"William Tell Overture" is being played.	Second male college student participant band director. Lots of admonishments to the band from this director.

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
11:48	(Another run-through of William Tell) Marvin continues on snare. Quick side-glances to his companion on his left, also on snare drum. Someone cracks a joke as the piece ends, Marvin laughs heartily.	Another student participant director in the percussion section helping keep the rhythm.	Crowded conditions in this room – book bags, instruments, instrument cases, chairs, music stands, video cameras and equipment, audio equipment, files of sheet music, tables and chairs for student participants. This place is packed, with considerable spillover in the hall with additional book bags and instrument cases.
(SHIFT TO NEW CLASS SETTING)			
11:57	Marvin is now in science and he still is sitting in the same location – last seat, first row! Marvin exercises his option to take a scheduled test which is being postponed because of the standardized testing. Marvin stands by the teacher's 3-tier cart waiting to get the test. Finally gets it and sits in the 2nd seat of the first row and starts in on the test.	Teacher calls roll, gives student the option to postpone the scheduled test. While the students who elected to take the test are taking it, the scheduled lesson, with videotape, proceeds.	Two room science area – 1 lab, 1 classroom with storage area separating them. Other student who exercises her option to take the test is female – sits in the front seat ahead of Marvin.
12:03	Marvin continues with the test as the lesson on plate tectonics continues. He seems oblivious to the other activities. He reads, selects an answer, stops, goes back and changes an answer and then goes on.	Teacher directs the class to read a portion of a chapter and answer the questions that follow it.	Science classroom is full – but it has a cluttered feel. Lots of things are just "here," without any real or continuing purpose. The dust and the state of disrepair suggest this.
12.08	Marvin and the girl student are talking to each other about the test while the teacher is moving around the room. The girl keeps initiating the contact with Marvin.	Teacher is "touring" and trying, with varying degrees of success, to get the class members to begin work. Class size is 14.	Most teacher-student dialog has to do with directions on what to do and how to do it. There is no discourse at all on plate tectonics or any other science topic or issue.

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
12:13	Marvin continues with the test. Here he is re-reading and changing/correcting answers as opposed to the standardized tests earlier. Marvin and the girl taking the test talk again. Marvin finishes the test and returns to his regular seat.	Teacher staples test papers together, then works with another student to fast forward the video to the proper starting point.	Now that the two students are finished the test, the class has settled down and is quiet.
12:18	Marvin turns in his science notebook for grading, as the other students did while he took the test. He begins to work quietly on the plate tectonics assignment in his science textbook.		
12:23	Marvin, as he has done all day, is still on task, working on the plate tectonics assignment. He talks with the student that sits next to him about the assignment; the other student is inquiring where he found the answer to a particular question.	Class has settled in to do the questions. Teacher tours the room, is checking the assignment of those who have finished.	Marvin and the others are not reading the assignment. Instead, they are looking for the answers to the questions. I'm getting hungry, my posterior is numb, my right hand is cramped, I want to get up and move. And I want to say something, talk to someone, anyone!
12:28	Marvin continues to work on the assignment, blocking out the other activities that are going on in the classroom. A look of boredom drifts across his face for a moment.	Class, for the most part, is off-task.	Teacher is talking with college instructor. "Flare-ups" begin – students smacking each other with pencils. Talking loudly in small clumps. Lots of laughter.
12:33	Marvin walks up to the front of the room to talk with the teacher. He then leaves the room. He goes into the other room to feed the fish. He then returns directly and takes his seat.	Class has settled back to some degree of normalcy and quiet. Teacher has to move two students apart.	Marvin's need to move – physically and intellectually – probably motivated his request to feed the fish.

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
12:38	Marvin assumes his "thinker" posture and watches videotape on volcanoes.	Videotape deals with volcanoes and tectonic forces. Teacher asks, "Marvin, can you hear this?" since the TV monitor is across the room from him. He does not respond.	This videotape was previously shown up to the point where it begins today.
12:43	Marvin watched the videotape with a bored and detached look on his face.	Teacher grades papers on a 3-tier cart and keeps visual contact with the class.	Students in the class are not watching the videotape and are instead answering the next set of questions in the science textbook.
12:48	Marvin continues to sit and watch.	Video continues – hall noise from students returning to class from lunch.	Exciting part of the video where a scientist descends into the fire pit attracts the students' attention from the text.
(SHIFT TO A NEW SETTING - LUNCH ROOM)			
The following observations are made for the period 12:50 - 1:12.			
12:53	Marvin brought his lunch from home. Seems to have normal age-mates at his table. Doesn't move around. Has very animated discussion at his table. Much laughter. Very involved with his peers and the discussion. Marvin finished eating rapidly and then was engaged even more heavily in socializing with the other males at the table for the rest of the lunch period.	Segregated (by students) into male and female tables. This pattern breaks down somewhat as students finish eating.	OK, this is a normal middle school lunchroom. Most students buy their lunch. Music playing over loudspeakers. This is an eighth grade privilege. Menu - fried chicken rice & gravy greens black eyed peas rolls pineapple upside down cake frozen juice bar milk or, salad bar
(SHIFT TO A NEW CLASS SETTING)			

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
1:17	Marvin engages in light horseplay with the other students at the start of the class. Talking with two other males, throwing small wads of paper at each other.	Lots of student-student interaction prior to teacher beginning the class.	Reading class after lunch, large class with 28 students in it.
1:22	Marvin working in workbook on reading. Writing sentences.	Total quiet throughout the class.	The "social" is over and these kids, many of whom move through the school day as a cohort group, settle into "seats and sheets."
1:27	Marvin sits at his desk and listens to other students answer the workbook questions out loud. He does not volunteer or put up his hand, yet he gets all of the questions right.	Teacher is calling on student voluneers for answers to the questions.	Very quick pace to this part of the class (question and answer). No instruction whatsoever, just find a student with the correct answer and don't even do anything with a wrong answer.
1:37	Marvin, with a bored look on his face that seems to border on resignation, begins to read in his textbook.	Teacher gives class assignment to read and leaves class with a proctor.	Teacher leaves to see granddaughter, a student in the elementary school, perform in a class play. Math teacher comes in to proctor class. Sits at teacher desk in the corner and grades papers.
1:42	Marvin sits and reads, lounged back in his chair. Same seat, same row.	Very quiet class – almost like the standardized test this morning. Maybe this is a *trait* rather than a *state*.	Students both on and off-task – three girls passing notes back and forth; boy and girl making obscene gestures back and forth to each other and silently laughing along with the surrounding students.
1 47	Marvin continues to read in his textbook, an uninvolved look on his face.		
1 52	Marvin is still reading, now in his "thinker" pose.		

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
1:57	Marvin continues to read.	Outside noises – hammering and electric saws humming, dumpster with its whine, squeals from the playground above everything.	The number of auditory distractions is unreal!
2:02	Marvin stretches and continues to read. Into his slumped over posture now.	Teacher returns, proctor leaves.	Dumpster truck is backing up now – electric beep, beep, beep...
(SHIFT TO NEW CLASS SETTING)			
2:07	State history class and look at this, Marvin is in a different seat, across the room in the middle of the class!		Part-time teacher has this class, the last class of the day.
2:12	Marvin sits and listens to question and answer but does not participate.	"Get the textbooks out and turn to page 48."	This is the most verbally active and animated teacher of the day. And it is still another older, white woman.
2:17	Marvin continues to sit and listen in a slouched position.	Students reading from textbook.	Read, clarify, explain, use student answers, make concrete links – this teacher is really cookin'.
2:22	Marvin sits and listens, no response or invoivement to the lesson.	Most of class is involved.	Teacher has a sense of humor.
2:27	Marvin sits and listens, follows the discussion with other students, but does not say anything.	Verbal richness of this lesson – lots of student interaction.	Teacher uses student-generated ideas.
2:32	Marvin sits and listens.	Continued q. and a.	

(INTERVIEW TAKES PLACE NOW – STUDENT DAY OVER AT 2:45)

END-OF-DAY INTERVIEW

1. *Assume that a new kid moved next door and would be your schoolmate What are three good things about this school that you would tell him/her?*

   Teachers are good.
   Two classes per grade level, easy to get to know all the other students.
   People are nice, easy to get to know them.

2. *What are some things about the school that you would change, if you could?*

   The food in the lunchroom (That's it – that's the only thing.)

3. *How do you feel, in general, about your teachers?*

   I like them, all but one I like a lot. Teachers care, they're fun. You can talk to them. They let you do lots of special stuff.

4. *Is there a person in this school that you would readily turn to for help on a personal problem?*

   Yes, several teachers and the guidance counselor.

5. *How do you feel, in general, about your classes? Do they challenge you?*

   Challenged in classes. Feels good about them.

6. *What are you learning in school that is of value to you now?*

   Especially math.

7. *Do you have opportunities to help make decisions about what goes on in class?*

   In some classes – science, health, and band.

OBSERVER'S REACTIONS

I truly don't know whether to laugh or cry, tell myself this is what I should have expected, quit the teaching profession and go do something noble like work with the homeless, or just plain scream! There, I think I feel better having gotten that out in print. My reactions, feelings, judgments...

1. The profession is greying, and not slowly, but it's already there;
2. The dominance of white women in classroom teaching roles;
3. Classroooms as physical environments;

4. The dominance of the bit "T's" – textbooks and tests;
5. Cramped and cluttered rooms with dull and dreary colors, rugs and shades.

Could I truly have forgotten all of this (the above)? All of these things are a reality for Marvin and his age mates. I wish not to be a child again.

All day long I have been ticking off book titles from my shelves. They have been coming in a flood. Joan Lipsitz wouldn't write about Marvin's school but the title of her first ground-breaker is appropriate; *Horace's Compromise* and *The Shopping Mall High School* are also relevant even if they were written about another form of dead education. Marvin is "unspecial" and he probably doesn't even know it, but no one took an interest in this child all day. No teacher called upon him. The student band director was the only one that gave him a verbal compliment. He could be a cipher in the snow. I don't think anyone here knows him and it doesn't look like that's going to change either. But I digress, back to the book titles – Silberman wrote it long ago, and I probably need to pull it off the shelf again, but *Crisis in the Classroom* isn't out of date, the mindlessness still goes on. But the one book that I saw all day was Philip Jackson's classic *Life in Classrooms*. An elementary study, it talks loudly that this is what describ Marvin's day – crowds, delay and denial. I can't begin to improve on Jackson's thesis.

I guess I should have been ready for this after I read the posted sign in Marvin's homeroom –

be on time and in your seat
bring books/materials to class
have completed assignments in class
do no unnecessary talking or playing
respect teachers and peers

Does anybody want to TALK to Marvin, does anyone want to CALL ON Marvin, does anyone want to INSTRUCT Marvin, does anyone want to ASK MARVIN A QUESTION, GIVE HIM A TASK TO DO? Is this asking too much? And the saddest part of all – Marvin likes his school.

SHADOW STUDY NUMBER 2

A 7-9 school located in the Midwest. More than 700 enrolled in this depart– mentalized school that practices tracking. An advisory program meets twice monthly. Activities occur after school.

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
7:50	Visiting with 1 boy and 2 girls before classes begin.	Classroom, hallway, before classes begin.	Ourgoing, verbal, very relaxed, comfortable.
8:00	Listening to teacher read morning bulletin, read menu for the teacher at teacher's request.	Classroon, seated row 1, seat 2.	Very small class, obviously a group of slower learners. Another look at his schedule shows he is in Remedial Reading class later in the day.
8:03	He could not read the word "Applesauce."		
8:04	Students asked to take out study guide on slavery. He did not have his assignment; he and two other students were placed in hall to complete assignment.	Hallway at desk completing assignment.	
8:05	Assistant principal noticed boys in hallway. He visited with boys, laid out expectations for the boys.	Hallway	Students working on assignment, will re-enter class when it is complete. While they are in the hall, the teacher is covering the content she planned to cover today – boys are missing that content.
8:10	Still in hall, seated quietly at desk doing homework.		
8:15	Had just begun to chat with one of the other students in the hall. He's closing his book, he's either finished with the assignment or decided not to complete it.	Hallway	He's a large child for an eighth grader. He's grown quickly.
8:17	Teacher comes to hall, asks students if they are finished. He says yes. Teacher brings him back into class. All 3 boys are brought back to class.	Classroom	Teacher asks them to put away study quide. Gives them a Quiz on Ch. 2.
8:21	Students working on Quiz.	Classroom	
8:25	Taking Quiz – goes to teacher's desk to ask a question.	Classroom	He is attentive.

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
8:27	Teacher asks students to read item and answer, they swapped papers and scored them.	Classroom	
8 29	Props his feet on the top of the desk ahead of him Puts them down when he realized what he had done.	Classroom	He appears uncomfortable in the desks. He continues to be attentive. This teacher has each student with her constantly. Class has 7 students, all are "below average" but this is not a special ed class
8 32	He asks a question of teacher.	Classroom	
8:34	Teacher calls on him. He responds but says he is not sure of correct answer	Classroom	
8 39	Writing "complete sentences" to earn credit to make up for the one item he missed.	Classroom	He got 9 of 10 items. There is no question the students in this class would be lost in a regularly paced class, the teacher gives each student individual attention and "time" to do the task and consider the issues; the students are being successful with what is expected of them
8 43	He turns in his sentences and receives a study guide.	Classroom	
8 44	Teacher begins map study – uses book as guide to discussion – student is not paying attention – teacher notices this and calls on him	Classroom	
8 48	For five minutes he has been staring at the bulletin board He's no longer being attentive	Classroom	Student's attention span has begun to wane. He is yawning, appears tired, he's now stretching, he has now been seated for 30 minutes.
8 50	He's attentive again BELL RANG Student slams book "quietly"		
8 52	At his locker – visiting with another boy for two minutes.	Hallway	

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
8:55	He arrives at class just before bell.	Study Hall	He's seated in the back of the classroom.
9:00	He's reading at a desk in the back of the room.	Study Hall	I went to restroom while he read. I could not use the first one, too dirty and no toilet paper in the stalls that were clean. I had to find another restroom, it was much cleaner and usable. No doors on the restroom. Everytime a person walked by in the hall it sounded as if they were coming right into the restroom. No wonder kids talk about being uncomfortable using the bathrooms at school. Teachers and administrators don't appreciate this because they use the "faculty" restrooms.
9:05	Continues to read.	Study Hall	
9:10	Continues to read.	Study Hall	
9:15	Stopped reading, placed head on desk.	Study Hall	
9:20	Continue to rest head on desk, is quiet, is resting.	Study Hall	
9:25	Continues to rest head on desk.	Study Hall	I believe my impressions from first period were correct. He's tired, sleepy, probably growing rapidly and quickly runs out of energy.
9:28	He removed his jacket, made a pillow of the jacket and placed his head back down on the jacket which was on the desk. He moves every now and again, stretches, then closes his eyes again.	Study Hall	

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
9:35	Continues to rest with head on desk, eyes closed.	Study Hall	We're somehow "missing the boat" with this student. He was in first period class without his homework. He was placed in the hall to do his homework. He then goes to study hall, he reads a library book for 15 minutes, then alternates between resting and sleeping for the remaining 35 minutes. There are 18 students in this study hall. All but 3 appear to be spending most of their time on task, either doing written assignments or reading. Of the 18, the student I am shadowing is 1 of 2 not working, and not trying to look like he is working. He probably lacks self-discipline to do his homework on his own initiative.
9:40	Continues to rest.		
9:45	Continues to rest BELL RINGS	Study Hall	
9:46	Went directly to locker, took 2 minutes to get books. Visited with other students, left locker to head for next class, visited some more, bell rang, continued to head for class. Was a little late for class.	Study Hall	He has study hall second period every day. This third period he has a study hall alternating with P.E. on odd/even days.
9:51	Arrives at study hall, sits quietly, visits quietly, for a minute then sits quietly for several minutes.	Study Hall	He is seated in the front row.
9:58	Takes out library book. Begins to read.	Study Hall	
10:05	Continues to read.	Study Hall	

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
10:08	Closes library book, comes to back of room to get a magazine to read.	Study Hall	Polite – I am in back of room near magazines. I have to slide my chair for him to get by. He says "excuse me."
10:11	Doesn't open magazine. He takes papers from his notebook and begins to read or study his notes.	Study Hall	He appears to be studying from a ditto worksheet.
10:16	Continues to read papers (studying, I think).	Study Hall	
10:21	Continues to read papers (studying).	Study Hall	He studied and read class papers and dittoes for 30 minutes.
10:26	Continues to read papers (studying).	Study Hall	
10:31	Continues to read papers (studying).		
10:32	Turns and looks across room and speaks with a girl at opposite side of room – actually mouths the words rather than speaks. He's chewing gum and continues to mouth words in conversation with the girl.		
10:34	He places black gloves on each hand. He's no longer studying.		
10:39	He continues to look and talk with the girl on the other side of the room.		
10:40	Bell rings, he returns magazines he didn't look at. He sits and visits for a minute until the dismissal bell. He leaves room quickly.		

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
10.41	He left study hall and quickly met with the girl from across the room he had been talking to during study hall. They walked to her class then he went to his locker, then directly to reading class. He was on time for class.	Hallway	He still hasn't gone to the bathroom.
10:45 10:47	As he entered reading class, he spoke briefly with the teacher. He then took a seat in the very back of the classroom. The teacher gave a general assignment to the class. Then she called him to the front of the room to her desk. She gave him a reading assignment which she said he could begin now and continue in study hall tomorrow.	Reading Class	Another small class – 15 students. I am seated within two feet of him at a table in the very back of the room. I spoke briefly to him about both of us sitting here in the back. He responded in a nice friendly manner.
10:48	He returns to his seat next to me at the back of the room. He's doing a worksheet that is different from what most of the class is doing. Probably three or four other students are on the same worksheet.	Reading Class	

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
10:52	He continues on worksheet. Its a "word building" exercise.	Reading Class	I leaned over and whispered to him again. I said, jokingly and smiling, "If you hit some tough words you don't know, I'll help you when the teacher is not looking." He found this humorous and laughed softly and then said "yeah." He understood my attempt at friendliness and responded accordingly. Without knowing him, I'm building some rapport. He appears a very nice, polite and capable student who has not succeeded in school, possibly because of his reading deficiency. I see something happening as this day unfolds that I really like. In both of this student's classes, he has been given assignments that are at his level. He has also been given special assignments. Also, he spent a total o 25 minutes reading a library book (15 minutes in one study hall and 10 in the other). He also spent 30 minutes studying.
10.59	Continues to work on worksheet.	Reading Class	
11:02	Teacher comes back to see how he is doing. He says he's almost finished. She says she will have another for him when he is done.	Reading Class	
11:07	Continues to work on Reading Class worksheet.	Reading Class	
11:12	Teacher comes back to check on his progress. They speak briefly. He continues.	Reading Class	
11:14	He finishes his worksheet and turns it in to the teacher. He asks to go to restroom.	Reading Class	He went to restroom. I didn't follow, it would be too obvious. I'm sure that by now he has concluded I'm following him. No need to confirm this or make him uncomfortable.

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
11:16	Returns from restroom. Is given next assignment. He has a newspaper and an accompanying worksheet that is the assignment most of the class began the class with.	Reading Class	
11:17	He asks teacher for clarification of assignment.	Reading Class	
11:19	He again asks for clarification of assignment – of another item on the assignment.	Reading Class	
11:25	He's really enjoying the worksheet and on task effectively.	Reading Class	I've helped him a couple of times. He's trying hard.
11:30	Continues on assignment.		
11:35	Continues.		
11:35	Bell Rings.		
11:40	Went to locker, then to class – in class on time.	Math Class	Seated from right. 10 students in this class. Given the content and the size of the class, I assume this is a very basic math class – math for children who are "below average."
11:41	Began assignment as directed by the teacher.		
11:46	Continued to work, teacher assisted him and reinforced him, she moved on, he continued to work.		
11:50	Students dismissed to lunch. He went directly to the cafeteria, visited for a few minutes with some girls, then went to the gym for about 5 minutes.	Cafeteria	

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
11:55	Visited with basketball coach about basketball camp.	Gym	I visited briefly with the coach. I asked him if the student played basketball for him. He said he wasn't sure whether he would because he had not developed good enough study habits to keep his grades up. He said he does OK when at school but doesn't do homework, etc., away from school.
12:00	Returned to cafeteria. Visited with girls then sat at table; continued to visit.	Cafeteria	
12:05	Left table, visited with girls in hallway.	Hallway	
12:10	Went to serving line, got cheesburger, fries, and milk.	Cafeteria	
12:15	Lunch period ended, he went directly to class.	Class	I tried to find a restroom, we passed by one, it was locked.
12:20	Teacher gave the students an assignment to measure specific objects – small groups.	Math class, small groups	The math concepts being covered were measurement by ruler in cm.
12:25	Continued with assignment.	Math class, small groups	
12:30	Continued with assignment.	Math class, small groups	
12:35	Continued with assignment.	Math class, small groups	
12:40	Working in small group – continuing to work on task.	Math class, small groups	
12:45	Continuing group work, measuring objects.	Math class, small groups	
12:50	Continues working.	Math class, small groups	
12:55	Class bell – picks up object and rulers then returns them to teacher's desk	Hallway	

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
12:58	Student went directly to next class. Teacher swapped room for this one day so class moved to another room to watch a movie.	Classroom, English	English class is also small, 15 students.
1:03	Settled into new classroom.	Classroom, English	
1:05	Listening attentively to teacher's directions.	Classroom, English	
1:10	Same		
1:15	Same		
1:17	Began written assignment as directed by teacher.		
1:20	Continued with assignment.		
1:25	Listening to teacher.		
1:30	Watching videotape of *Diary of Anne Frank*.	Classroom, English	My student was very attentive and interested in the movie.
1:35	Same		
1:40	Same		
1:45	Same		
1:50	Same. Bell rings, went from English class to science class.	Hallway	Five minutes of moving time is more than adequate if student doesn't go to locker.

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
1:52	Seated at table in science class.	Science Class	It's interesting to note the number of worksheets he has completed or worked on during the day. How did we teach before xeroxing and ditto machines? It's hard to remember. This is the first class he's been in that does not appear to be remedial in nature. I just asked the teacher. This is a regular grade 8 science. There is no remedial science class.
1:55	Working on assignment given by teacher-worksheet (test-type worksheet).		
2:00	Continues on worksheet.		
2:05	Continues on worksheet.		
2:10	Continues on worksheet.	Science Class	Everyone who works in education knows it, but it doesn't really hit home until you have to be a student – what I'm referring to are the hours students "sit" during a day. Fifty minutes at a stretch, seven times in seven hours.
2:15	Teacher is moving about the room. Checks to see how student is doing.		
2:20	Same		
2:25	Same		
2:30	Same		
2:35	Same		

I interviewed student last 10 minutes of class.

A rough tally of the way he spent his classroom time: 1) Approximately 50% of his time in class devoted to worksheets. 2) Approximately 1/3 of study hall time spent studying. 3) Approximately 1/3 of study hall time spent reading. 4) Approximately 1/3 of study hall time spent resting.

The time devoted to completing worksheets is noteworthy. It included worksheets specifically designed for him at his level, teacher assistance during worksheet time, no teacher assistance, worksheet for the average class. My student always appeared slower than the average student when in the non-remedial class. But in the remedial sections, he appeared successful and a top member of the class at times. He was generally attentive even when it took self-discipline to be so. How exciting can learning be when you get to your last class and it's another ditto! I went through this day and saw three teachers who gave him some attention and by their actions and manner said "I care and I want you to learn"; another tried but there was no personalness.

END-OF-DAY INTERVIEW

1. *Assume that a new kid moved next door and would be your schoolmate. What are three good things about this school that you would tell him/her?*

   Lunch time recreation
   Teachers
   Principal

2. *What are some things about the school that you would change, if you could?*

   No science
   Change the failing requirement for sports

3. *How do you feel, in general, about your teachers?*

   Like them.

4. *Is there a person in this school that you would readily turn to for help on a personal problem?*

   Yes, a teacher.

5. *How do you feel, in general, about your classes? Do they challenge you?*

   Some are too easy – science is too hard.

6. *What are you learning in school that is of value to you now?*

   Math and reading.

7. *Do you have opportunities to help make decisions about what goes on in class?*

   No.

OBSERVER'S REACTIONS

I summarized most of my observations toward the end of the day on the data recording form. Of note were (a) time spent sitting; (2) time spent completing dittoes; (3) shoveling down a tasteless hamburger; and (4) a brief restroom visit.

Educationally, my student was a low reader and math student. He was in remedial class each period except for science. He was not in "special education" classes. Students are homogeneously grouped according to math and reading levels.

Of concern is the fact that he has two study halls on odd-numbered days and one study hall every day.

The courses he has were basic and traditional – English, math, science, social studies, reading, P.E. alternating with study hall, and study hall. Where's the EXPLO???

SHADOW STUDY NUMBER 3

A 7-9 junior high located in the Northwest. Enrollment exceeds 800. Ability grouped only in math. Departmentalized. No teacher advisory. Activities after school and at lunch.

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
8 00	Computer Awareness Arrived in class 30 seconds before the bell. Seated in the front of the class. Briefly conversed with his computer coworker.	Computer classroom, 15 computers, 22 students. Lecture tables. Computers were around the perimeter of the room. Typical school classroom, carpeted, well-lighted. Sufficient chalkboard space. Overhead a little hard to see for some students.	Most of the class paid "loose" attention to the instructions being given. Several were playing with disks, others were taking notes on the assignment as the teacher lectured. Instructor used an overhead computer display to work through example problem. Majority of students were paying attention, one group of four boys were totally inattentive.
8:05	SS (subject) was reading a novel as teacher was giving assignment.		
8:10	SS made a response to a direct question from the teacher.		
8:15	SS was paying attention to lecture and writing on worksheet.		
8:20	Students broke to work on computers. SS was working with another student.		
8:25	SS worked with partner on assignment.		
8:27	SS paged teacher to ask a question.		

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
8:30	SS briefly talked with a girl nearby while assignment was printing.		Many individual students had their own computers. All students were working on assignment. Teacher moved about the class helping as necessary. It only took some students about 5 minutes to complete their assignment. Upon completion of assignment students began to play computer games (8:25 a.m.). Several students began to just observe others rather than to be involved themselves. A few of the students became frustrated when they were unable to complete the assignment as requested. There was some anxiety by some students to get to the games. By 8:40 a.m., 8 of the 15 stations had finished the assignment. Typical games were poker, chess, adventures, etc. At the end of class, all but 2 stations had completed their work.
8:35	SS completed assignment and had it printed.		
8:40	SS obtained game disk and began to play game with partner.		
8:45	SS continued to play fantasy game until the end of class. The book that SS was reading at the beginning of the class was *Red Moon and Black Mountain*.		

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
8:30	Social Studies. SS raised his hand in response to a question of where born.	Social Studies classroom. 22 students. Student teacher. Typical classroom. Clock did not work. Long tables rather than desks. Textbook: *The Call of Freedom*. SS was seated in front.	Students were asked to wath filmstrip – take notes for extra credit. Student teacher taught the class and gave questions to take notes on for the filmstrip. Filmstrip was in very poor condition, could hardly be seen. Most students paid attention although one was reading a book and several girls were reprimanded a number of times. The filmstrip got off track in frames a couple of times. One student wrote a letter, another slept. Three options were given after the filmstrip: A.Worksheet, B. Quarterly Project, C. Idaho Project Several students handed in notes on the filmstrip. Student teacher went about the classroom helping individuals with questions and maintaining on task behavior. Students were well behaved for the most part although it appeared only 14 of 22 students were on Social Studies tasks. Others were visiting, reading other books, etc. The regular teacher began to work with some kids on their Idaho project. By 9:30 most of the class was sitting with nothing to do. The student teacher had some difficulty controlling the students at this time. There was no direct instruction this hour, nor was there any follow-up discussion to the filmstrip.
8 55	SS took notes on filmstrip questions.		
9 00	SS watched filmstrip on Westward Expansion.		
9 05	SS continued to watch filmstrip.		
9 10	SS continued to watch filmstrip.		
9:15	SS and others were given options. He chose none, but to read his novel instead.		
9:20	Same as above.		
9 25	SS quit reading and began staring around the classroom.		
9 30	SS had novel open but began playing with a toy figure of some sort.		
9 35	Same as above.		

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
9.45	Art SS sat and listened to instructions on study sheet from teacher.	Carpeted, regular classroom with rectangular tables, no art displays at all. 22 students. Tables were covered with canvas. Not an appropriate art room. SS was seated in the front. Textbook: *Art in Focus*, Glencoe Publishing Co., 1986.	Teacher explained what the study sheet assignment would be for the test and handed out a sheet with sculptures copied on it. Several students played with clay while instructions were given. Students were asked to work on pots due in two days. Teacher moved about the room helping individuals. SS appeared to be a loner. He showed no desire to interact with the teacher or other students. Approximately half of the students were not on the task given. One student was writing the entire period. Another played with the same small piece of clay the entire time, not making anything. Teacher's lesson plan was very thorough. It was not covered in the 5-7 minutes at the beginning of class. Students had cleaned up by the last 5 minutes of class time and then sat and visited until the bell rang.
9:50	SS played with toy figure while instructions were given.		
9:55	SS was told to get on task.		
10:00	SS continued to work on pottery project. He rolled the clay flat and then used a probe to decorate and shape it.		
10.05	Same as above.		
10·10	Same as above. SS seemed to be less far along on his project than other students.		
10.15	SS began to clean up after constructing a log cabin type structure out of long rolls of clay.		
10.20	SS finished cleaning up and began to read his novel.		

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
10:30	Reading. SS was reading his novel as the teacher was giving the weekly assignment.	Carpeted classroom with one bulletin board. 25 students. SS was seated in the middle of the classroom.	First 15 minutes was assigned as silent reading or active reading on a written assignment. Seven of the 25 students had nothing to read. They either put their head down or doodled with a pencil. During silent reading four students left the class for various reasons (two went to get books). After silent reading teacher said students should work independently, but they convinced him otherwise and began working in groups. Teacher worked with individuals or small groups and reprimanded both types as needed. The class became relatively noisy. Project was on magazine cut and paste assignment. Several students were fooling around while most of those working alone seemed to be on the assigned task. A couple of times pupils quit working and raised their hands for several minutes, waiting and doing nothing. Five different students asked for pens or pencils from teacher, another student left the classroom, and then another. One student left to call his mother Students continually manipulated this teacher for passes, to work together, for forgiveness, etc. Teacher showed very poor discipline
10.35	Same as above.		
10:40	Same as above. SS seemed to welcome the reading period as he attemped to read whenever he had the opportunity.		
10 45	As teacher began handing out assignments, SS kept reading (as did 2 other students)		
10 50	SS kept reading independently while others grouped together for work.		
10.55	SS continued reading. No interaction with teacher.		
10 58	Teacher asked SS if he had a pen to lend to another student.		
11 00	SS began working on an assignment (related to the book he was reading)		
11 05	SS appeared to be doing a book report.		
11 10	SS continued reading, writing using the same book he'd used all day		

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
11:15	SS began reading book again, even during clean up and seat rearrangement by other students.		
11:25	Pre-Algebra. SS sat quietly listening with no interaction while teacher handed back assignments.	27 students. Attractive math room with an overhead and plenty of chalkboard space. No computers. The overhead was difficult to see. Some prepared grids, etc., would make graphing easier.	Students were asked to correct an assignment from the overhead as they came into class. Two students came into class late. Teacher reminded the students about the school tardy policy and how it related to roll attendance policy. No running in halls. Each student was handed back a previous assignment. Teacher sat at the overhead and reviewed the various problems. From the attendance record, SS appeared to be very good attender with few or no absences. Teacher digressed on several occasions to personal references – in most cases this was positive and caused no problems. Teacher began to answer questions on a second assignment according to student request. It appeared that most students were doing this assignment while the teacher explained some of the problems. One student was writing a note. Fairly structured class with good discipline. The teacher gave a new assignment, but continued to solve problems for those interested. Others worked on their assignment. There were no practical applications, explanations, etc., given to the students, merely the solving of given problems.
11:30	SS began to fiddle with his toy figure while the instructor talked about a problem. SS atempted to hide the object while the teacher talked.		
11 35	SS propped his novel up to conceal toy figure and paid no attention to the instructor.		
11 40	SS continued "playing" while occasionally watching the teacher at the overhead.		
11.45	Same as above.		
11 50	SS put the novel down but continued playing with the object. He appeared to be playing spaceships or war or the like.		
11 55	Same as above.		
12 00	Same as above.		
12 05	Same as above		

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
12:10	Lunch SS went to the a la carte lunch line.	Lunch room has an atrium in the middle surrounded by tables.	Students had a choice between a la carte, regular hot lunch, or salad. There were several vending machines also available for students.
12:15	SS still in line with a friend.		
12:20	Same as above.		
12:25	SS purchased a sandwich and stood near the atrium to eat, occasionally talking with his friend.		
12:30	Same as above.		
12:35	Same as above.		
12:40	SS left to go to his afternoon classes.		

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
12:50	English. SS was working on a writing assignment, a journal, and was answering another student's question.	24 students. Typical classroom, carpeted. Nice poster display. SS sat in the back of the room.	This was the only female teacher on SS's schedule. He was enrolled in this seventh grade English class because he failed English in the seventh grade. The teacher began by reading to the students. Four students came in late. A loud filmstrip from the room next door kept students on one side of the classroom from hearing the reading. Students were given instructions on what to do next – writing and reading group work. Teacher moved from student to student helping as requested. One student was sent to the hall. The teacher called a second student out to the hall to talk with him. There was a constant cycle of work, messing around, discipline, etc., during independent work time. Probably about half of the students were not doing the assigned task. SS was approached by the teacher with positive reinforcement and encouragement regarding specific part of the assignment. This encouraged SS to "get going." The teacher called a group to the front for separate work.
12:55	SS sat and listened. He did not have novel or toy out.		
1.00	Another student initiated a discussion with SS. He gave a brief response.		
1:05	SS began writing assignment as requested but after a minute or so just sat and pondered. He then began writing again.		
1:10	Same as above. (Mostly daydreaming)		
1:15	SS continued to daydream and hasn't written for 10 minutes.		
1:20	SS was called to the front as part of the group for reading what they had written. SS was requested to read his paper, which he did. It was very short. The group's reaction to the reading was negative. They didn't like the subject and it was too short. Story about a person from the future going back to the present time.		
1:25	SS listened as others in the group reported. He had his pencil in his mouth for several minutes.		

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
1:30	SS continued to sit and suck on his pencil while paying divided attention to the discussion. An occasional mumble came from SS in response to the others' readings.		During the group work, several students wandered about and were off task. One student wadded three consecutive pieces of paper and walked over and threw them away, then walked to the teacher's desk and then back to his seat. The teacher led small group discussion with several prompts, inquiries, and suggestions.
1:45	Science SS came into library; the last person from the class to enter. He went to the encyclopedias, then the card catalogue, and then located a reference book.	Library: mostly round and long tables. Comfortable surroundings. Adequate space and resources. 22 students.	The teacher did not accompany the students to the library until about five minutes after they arrived. The students all appeared to know what the assignment was and proceeded on their own to locate the material. The teacher stopped and talked with SS regarding assignment. The students working independently seemed to be very involved. Those working together in groups were not on the assigned task as much. It appeared that most students were merely copying reports from the encyclopedia. The teacher separated the students in groups to get them to work individually.
1:50	SS sat alone with the reference book at a round table and proceeded to start writing the assignment.		
1:55	SS was working independently on assignment – now reading and not writing.		
2:00	SS continued reading rather than writing about anything. Teacher again consults with SS and pats him on the shoulder.		
2:05	SS continued to read in the encyclopedia.		
2.10	SS became involved in a conversation with another student briefly. SS showed him a picture in the encyclopedia and then went back to silent reading.		

Time	Specific behavior at 5-7 minute intervals	Environment	Impressi··-Comments
2:15	SS began daydreaming with an occasional reference to the encyclopedia.		
2:20	SS went into the reference room and started talking with his computer partner, unrelated to the science assignment.		

END-OF-DAY INTERVIEW

1. *Assume that a new kid moved next door and would be your schoolmate. What are three good things about this school that you would tell him/her?*

   Teachers are nice
   Good library
   Nice appearance

2. *What are some things about the school that you would change, if you could?*

   Food
   Some of the students

3. *How do you feel, in general, about your teachers?*

   They are good, except one who is a monotone bore.

4. *Is there a person in this school that you would readily turn to for help on a personal problem?*

   George, a student.

   An adult?

   The computer teacher.

5. *How do you feel, in general, about your classes? Do they challenge you?*

   OK, except for math. No, they are rather boring.

6. *What are you learning in school that is of value to you now?*

   Computer awareness, writing techniques, algebra skills, science.

7. *Do you have opportunities to help make decisions about what goes on in class?*

Yes.

OBSERVER'S REACTIONS

My initial reaction after shadowing an eighth grade student for a day is somewhat frustrating. The particular student that I shadowed may not have been considered typical. He was very much like the fictional "cipher" referred to so often by educators.

His day was made up of very little direct instruction, nearly void of any learning, and certainly barren of any meaningful interaction with either students or staff members.

This student was the classic forgotten one, he made no attempt to be noticed either positively or negatively, and therefore was not.

I was able to determine after the experience that this student was above average in intelligence and a classic "underachiever" having typical grades of "D" or "F."

The frustration comes from the fact that there appeared to be many other students in each class that were similar to SS.

The eighth grade experience appears to be nothing more than a ritual of time for many students. Because of the traditional class arrangements, instructional procedures and facility bounds, students like SS are failing to be challenged or even intrigued into learning or accomplishing much of any value.

In my opinion, SS is a likely candidate to drop out of high school. He is already one year behind in English (enrolled in a 7th grade class this semester) and likely failing several classes.

This junior high is not a poor school, and its staff is certainly not below par in my estimation. What is evidenced in this school is very likely the routine rather than the exception. Frankly, things have not changed substantially in the 20 years since I was a junior high teacher.

I am convinced, however, that programs such as teacher advisory can make a difference in the lives of some young people. If SS had 5 to 10 minutes of personal attention and encouragement several times a week it could make a significant difference in his attitude toward school and learning.

The fact that he creates no disturbance or action particularly noticeable by either his peers or instructors leads one to believe that even though he may survive and withstand time, he will not have reached his learning potential by any means.

What I can conclude from this activity is merely that we are failing to meet the specific needs of many young people like SS. We may not be hurting them, but we certainly are not helping them be as much as they can be.

SHADOW STUDY NUMBER 4

A small 6-8 school located in the Midwest. Ability grouped to some degree. Organized into interdisciplinary teams with a common planning period. No A.A. program.

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
8:00	Homeroom – 22 boys and girls who sit segregated, apparently by choice. M comes in, sits in seat near front of room; visits, laughing with girl behind her; sits sideways in seat throughout homeroom period.	Announcements given by principal over PA system. Class remains noisy through announcements; some practicing spelling words, one reading a story out-loud. Large group of boys discussing sports. Girls discussing friends.	Announcements include a daily joke and trivia question. M is wearing Hard Rock Cafe T-shirt, bleached denim shorts, white slouch socks and white Keds shoes (Latter 2 appearing to be a virtual uniform for the girls – worn by every girl in class). More variation exists in the boys' attire.
8:07	M is examining friend's homework.	Principal enters and brings pencil to girl in class with a birthday.	
8:14	Science – 29 students, 17 girls, 12 boys. Goes to seat in center row of class when bell rings. Sits quietly, legs to side of desk, examining fingernails	Discussion of energy transmission and fiberoptics.	
8:21	M waves to friend in next row. M and friend must not have finished theirs; M asks if they can hand it in later. Told they can after class.	Teacher continues reading article on fiberoptic cables, then asks class to hand in project done in pairs.	

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
8:28	M follows directions; pays attention but so far hasn't volunteered to answer questions.	Told to take out paper and head it with Ch. 12 notes.	This chapter may be on energy, but not much is being exhibited in this room!
8:31	Raised hand to offer answer, but teacher called on another. Starts taking notes.	Teacher charting forms of energy on board and examples of each, seeking input of class.	
8:37	Raised hand again; another called on. Absently starts fingering her ponytail.		
8:45	Slouched over desk, yet attentively watching teacher.	Subject shifts to calories, heat energy.	
8:49	M is asked which beaker will get hot faster; answers the one with less water.	Discussion on difference in heat source.	
8:50	Lecture ends – M turns around to talk to boy behind her.	Class gets noisy.	
8:54	Class ends.		
8:57	Band M plays bassoon – the only one in the band. Sits front row center, sets up immediately.	Band director gives general announcements. Waits for complete silence and attention before starting first song.	
9:07	Song just ended; M adjusts her music stand, visits with girl next to her briefly.	Extensive tune-up; hot in room and instruments are sharp.	Preparing for contest in 10 days; no one's goofing off.
9:14	Watches director and music even when director is working with other sections.	Going through songs for contest, stopping occasionally to work with sections.	M has not been singled out for praise or criticism.
9:21	Visits briefly with neighbor between songs while changing music.		This is a director with high expectations who settles for nothing half-way.

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
9:35	M puts instrument away quickly, leaves when bell rings at 9:37.		
9:40	Speech 19 students; 8 boys, 11 girls. M puts on sweatshirt, asks friend for pencil.	Three students to give final speech of quarter – informative. M is one of those to critique the first speech. Teacher passes out critique sheets.	
9:48	M staring down at rating sheet, occasionally marking it.	First speech given by boy about George Washington.	
9:53	M finishes doing rating sheet. M is called on for comment: "He had no eye contact."	Speech ends; teacher asks for comments from class.	Teacher is excellent at turning negative comments to positive suggestions.
9:55	M volunteers to be timer. Asks friend for watch. Observing girl setting up: When all is set up, tells girl to begin and M watches the watch.	Girl is setting up for second speech; has Coke cans and bottles.	Girl giving speech on history of Coca-Cola.
10:00	Holds up numbers to let girl giving speech know how many minutes she has taken.		
10:07	M offers comments: "I liked her voice, but she could have spoken up louder."	Teacher asks for comments.	Teacher deals with students with humor and encouragement.
10:11	M is the timer for the third speech, too. Teases speech giver before he begins, flustering him. Again holds up numbers for him to know speech duration – but he's not looking!	Third speech given - brief history of World War II.	

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
10:17	M gives watch back to friend, reports "It was 7:20" (duration). Joins rest of class at back for samples of Diet Coke brought by second speech giver; overflows second cup she pours, has to clean it up.	Teacher asks for comments.	
10:20	Class ends.		
10:27	P.E. 24 girls, 22 boys, enter from opposite corners of gym from locker rooms. M doing cheerleader leaps with friends.	Class begins warm-up exercises.	
10:34	M jogs easily in middle of pack, visiting with a friend.	Class begins running laps around the gym.	Many boys are taking this running seriously; several have "lapped" the girls by the third time around the gym.
10:40	M sits attentively, follows instructions.	Class told to break into groups; get PVC poles and wood blocks. Student teacher demonstrates the rhythmic dancing between the poles, which are being clapped together and apart in time with music.	Male and female P.E. teachers join student teacher in demonstration; male teacher is heavy on his feet; students clap when he does the sequence correctly.
10:47	M is ready to try it with partner; makes mistakes first 2 times; gets it correct 2 times; then begins missing again, laughing throughout.		Principal is observing, interacting with students.
10:50	M's turn to be "poler" (clapping the poles while the others dance).		
11:00	M returns wood blocks where instructed, runs to locker room.	Class told to put away poles and wood blocks.	

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
11:06	Language Arts 23 students; 10 boys, 13 girls. M sorts through notebook looking for spelling list; finds it and starts studying.	Class told to study for upcoming spelling test.	M again has seat in middle of classroom; she must like being in the middle.
	M is biting her fingernails, absently looking at words, then giggles with girl next to her.	Class told to spread out to take spelling test.	
	M is asked to move her seat into a corner of the room. She sits in desk in corner, but moves it closer to front when teacher turns her back.		
11:16	M takes test with little if any hesitation before writing words.	Spelling test begins.	There are two levels of difficulty in the spelling words; teacher gives word from list to part of the class, then word from second list to rest of the class.
11:21	M gets out journal as instructed; chews fingernails and pops knuckles as she listens to teacher lecture.	Test over; papers taken to teacher's desk; told to get out journals. Teacher lectures on Athena, Arachne. Assignment: pretend you've been turned into a spider; write a paragraph on how the world would look to you. Write a second paragraph on how your relationships will change.	Many questions from many of the students; most seem to be stalling for time.
11:28	M starts writing immediately.		
11:33	M is "stuck" – visits briefly with friend next to her, recaptures her train of thought, then finishes her paper.	Class told to hand in their papers, but to write "do not read" on the top if they don't want it to be read aloud.	M wrote nearly a page, but wrote "do not read" at the top.

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
11:38	M raises her hand; asks about assignment for next hour.		Teacher insists on their raising hands to ask questions; three students end up staying a minute after class for not raising hands before they spoke.
11:40	Teacher asks M what her favorite myth was; M looks down at desk, not answering.	Summary discussion of mythology unit they have been studying.	
11:43	M raises hand, indicating she has finished bibliography and story due next hour.	Teacher asks for show of hands.	
11:46		Class leaps up at sound of bell; forced to sit down to finish discussion.	
11:49	Lunch M stands in line to buy hot lunch; has friends save her a seat. Buys hamburger, salad, milk. Sits down with group of 20 girls. Freewheeling discussions through lunch; M participates animatedly.	All eighth graders eat together; long rows of lunch tables set up. Students have option of hot lunch or salad bar.	Many of M's friends are also wearing shorts as she is today; temperature outside is 40 degrees.
12:22	Intramurals M is sitting on front of row of bleachers with only three of her friends; remainder of her friends are at the top of the bleachers.	All students gathered on bleachers in gym (would have had outside if not for rain).	Some students have books with them.
12:28	M has taken out a book to study, opts not to participate in intramurals. Two of her friends alternately study and visit with her.	All three teachers are here now, ready to begin games. Games are organized by homerooms; some participating in two games of wiffleball, some in two games of 4-square.	

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
12:35	One of M's friends, who has been in several of the same classes as she this morning, approaches me and asks, "Are you observing just one person or all of us?" I respond, "I'm doing both. Whom do you think I'm observing?" She responds, "We didn't know – we were just curious." She rejoins M, they turn their backs toward me and giggle.	Games continue, amid noise and cheering; lots of activity.	Think I'd have a pretty tough time studying in this environment! Good thing that's not its intended purpose!
12:56	Reading – same class and teacher as Language Arts. M has her math book open, studying math.	Teacher gives class 15 minutes to review story to be tested today.	
1:00	Opens reading book, reads while alternately popping knuckles and chewing nails.		
1:05	M raises hand, asks teacher about checking out mythology books; told would have to get them from library later.		
1:06	M is mentally reviewing math; forgets what she's enumerating on her fingers, so gets out her math book again to check.		
1:07	M skeptically looks at clock, begins test.	Class told to come pick up tests at teacher's desk and write entire word answers.	
1:13	M finishes test; takes to front desk and picks up yellow paper to answer verbal question to be given by teacher. M writes quickly, briefly.	Verbal question given: "Why did Hercules have to have the aid of god when he went to Hades?"	
1:15	Teacher walks to back of room to pick up M's paper.		

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
1:18	M doesn't vote. M is asked, "Who was the Greek looking for an honest man, M?" M shakes head.	Class asked to vote on whether to do questions or analogies. Questions wins. Class numbered off in twos.	
1:23	M moves to side of room designated for "1s." Group gets first question, decides on answer with M disagreeing. Group is wrong; M is right. Groups decide M will answer next question.	Questions begin.	All questions seem to require number answers.
1:25	Next question for group: "How old was Joan of Arc when she was burned?" M answers "Wasn't she about 24?" Right answer was 19.	Trivia questions alternate between groups.	
1:30	M is now letting boys in group answer questions.		Class growing restless. Teacher inconsistently requires exact or approximate answer.
1:34	M returns to seat, visits with neighbor, not listening to teacher.	Game ends; M's team wins. Teacher asks for assignments.	
1:36	Class ends.		
1:39	Math 28 students; 14 boys, 14 girls. M stands at front of room, visiting with friends, then goes to seat as bell rings, sits second from front on right side. Starts visiting with boy in front of her.		Many different students in this class who haven't been in M's earlier classes.
1:43	Asks teacher, "Mrs. H., can I ask ___ for a piece of paper?" (yes)	Tests passed out; students told they will need scratch paper.	Class next door is really noisy; students have trouble concentrating, occasionally laughing at funny sounds coming through the walls – "What ARE they doing over there?"

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
1:50	M is working diligently.	Teacher puts assignment on board for students to complete upon finishing test.	Quieter next door now; could hear a pin drop in this room.
1:58	First student completes test.	This class is taught in the computer room, with 24 computers on desks around the periphery of the room.	
2:07	M finishes test; visits briefly with friends as they hand in their tests. Returns to her desk, opens book and starts assignment.	Noise level rises slightly as more finish test.	
2:10	Boy in front of M turns around, teases her and she playfully hits him on shoulder.		
2:15	M laughs at what boy next to her says; teacher becomes involved in their discussion with more laughter ensuing. M then returns to assignment.		
2:18	Boy next to M must have really said something funny now; M is laughing uproariously.		
2:19	Class over.		
2:22	Social Studies 24 students, 12 boys, 12 girls. M has playful pushing match with boy, then seats self third from the front of the room in front of him.	Teacher takes survey of who has done map assignment. If enough have done it, class will do fact challenge instead of quiz. Fact challenge it is; the class is delighted; four teams are formed.	
2:25	M is on team 2 and is pleased. It's a group of two girls and four boys.		

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
2:29	M is taking leadership of her group.	Groups seated in four corners of room. Teacher gives rules; all must take one turn before any can answer a second time.	
		A wrong fact passes the question to the next group.	Students are using chapter outlines they've made.
2:35	M tells boy next to her, "I love the speed round – that really gets me!"		Class really enjoys this; all are searching their notes, even for answers to other groups' questions.
2:41	M raises her hand to give answer for her group. "In early 1942 Germans were unbeatable and Russians fought fiercely. Allies were fighting Marxist powers."		M's group agonizes until M gives the last sentence, which was the correct answer.
2:45	Leaves class for end-of-the-day interview.		

END-OF-DAY INTERVIEW

1. *Assume that a new kid moved next door and would be your schoolmate. What are three good things about this school that you would tell him/her?*

   Wide range of people to be friends with/ease of making friends.
   I guessthe education is good.
   The extracurricular activities are good, too.

2. *What are some things about the school that you would change, if you could?*

   Chewing gum rule.

3. *How do you feel, in general, about your teachers?*

   I don't like them. Well, maybe I like my science teacher.

4. *Is there a person in this school that you would readily turn to for help on a personal problem?*

My friends. I don't really trust the teachers.

5. *How do you feel, in general, about your classes? Do they challenge you?*

They're O.K., I guess. No, I don't really feel challenged; there's really no hard work, except we do have a lot of homework in Social Studies.

6. *What are you learning in school that is of value to you now?*

(long contemplation) Well, maybe sometimes science, and maybe sometimes speech. It's good to be able to get up in front of people and speak, but sometimes it's scary.

7. *Do you have opportunities to help make decisions about what goes on in class?*

Only in speech.

8. *Do you like having intramurals at lunch?*

Yes.

Do you usually participate in them?

Yes, but today I had homework to do; I had to study for my math test. I like all the games they play.

9. *Which extracurricular activities are you involved in?*

Track, cheerleading, volleyball. I like track especially.

10. *I know there's a fee to participate in extracurricular activities; is that a problem at all?*

No – my family just pays the flat family rate.

OBSERVER'S REACTIONS

This was certainly a fast-track day, with 40-minute instructional periods, 30 minutes for lunch, and 30 minutes for intramurals. Only a three-minute passing period between classes appears to ensure there is not as much opportunity for "goofing off."

The student I shadowed was chosen by using my middle initial to determine the student's last initial, and a number offered by an office staff woman. Upon hearing the name chosen by this method, all in the office agreed that M was one of the most typical 8th graders we could have selected, had we been choosing. M

very much depends upon her peer group for identification, reinforcement and amusement, and views teachers (and perhaps all adults) with some skepticism; certainly a hallmark of this age. She moved through the day in a fluid group of up to 20 girls and was never at any point during the day by herself. She asserts she has no single "best" friend. Her most enjoyable times are when she can freely interact with her friends; thus she greatly values extracurricular activities and the intramural period after lunch. Though throughout the day her group moved parallel to a few boys, there appeared to be no pairing off or sustained interaction with them.

I felt one of the most carefully thought-out parts of the day was the intramural period, which has been a tradition at the school for 15 years. It is staffed by three teachers who referee games between home rooms. Games used change weekly, and a running tally of points for winning and for percentage of each homeroom participating is kept until the end of the year when the winning home room is rewarded. This provides an excellent outlet for pent-up energy, bridging the gap between the three recesses of elementary school and none of high school.

Junior high is an exceedingly difficult age to be in or to deal with; a time when dress is of paramount importance and actions are being closely monitored by the peer group. Most intriguing during my observation was the girls' very similar pattern of dress, particularly the shoes and socks, which were identical on well over 75% of the girls. In some classes I observed 100% in the same shoes. I wondered about the feelings of those not in such a close-knit group. Cliquishness always takes its toll. All girls during the lunch period, however, were sitting with at least one other girl. There were a few boys who were loners.

I left with the impression of a well-run school in which the administrators are highly visible and accessible. Despite district-wide staffing and funding cuts in recent years, the morale of the faculty appears high, as they feel the administration are strong advocates for their interests at a district level. The majority of teachers and administrators dealt with the students with a mixture of firmness and good humor as the situation dictated.

A most enlightening and interesting day; one that more parents should have the opportunity to experience!

SHADOW STUDY NUMBER 5

A 6-8 middle school located in the Northeast. Enrollment 500. Organized into small teams, with common planning and a daily advisory period. Limited ability grouping. Ample activities before, during, and after school.

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
7:45	Joe arrived at his locker in the team area of the school. He had a hallway conversation with his science partner about the solar home project.	Crowded corridor with kids at lockers getting ready for school.	Early bus run brought Joe to school early. He was intent in the discussion about the project; clearly he had been thinking about it the evening before.
7:50	Joe sat by himself in the library working on revision of an essay on censorship for his social studies class that day, voluntary task.	Carpeted school library; several kids at tables; quiet, purposeful hum.	The essay revision was overdue. Joe was involved and on task without being distracted by kids passing in the hallway.
8:00	Joe remained on task revising the essay.	School library, soft chair.	Joe came in early on his own to do this revision.
8:07	Joe brought the revised essay to his social studies classroom, then went to the computer lab to do his social studies assignment for the day. I found him in the room gazing out the window at the falling snow.	SS class also served as Joe's homeroom for advisory.	The computer lab is across the hall from the SS classroom.
8:25	Joe left computer lab, hung out in hallway by the lockers to greet friends.	Hallway	Regular bus has arrived.
8:30	Joe went to advisory (homeroom). He decided not to order Chinese food for the next day (six of nine in the advisory group did from a local take-out).	Social studies classroom festooned with posters and pictures.	Nine students in the advisory group and one adviser. Pledge of Allegiance, announcements and attendance, discussion of getting some Chinese food for lunch the next day.
8:39	Joe stared out the window at the falling snow.	Advisory	
8:45	Joe began a quiz in math class.	Math classroom	The math class adjoins the advisory/social studies classroom. Part of the "team" area.

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
8:50	Teacher directed the class to go over the quiz. Joe sat at a table with two girls and one boy.	Math class	Sixteen students in the class, heterogeneously grouped.
8:55	Joe got three of six right on quiz. He asked a question of the boy at the table. He listened as teacher went over quiz.	Math class, teacher at chalkboard.	Content of class was "distributives." Teacher asked, "How do we factor that?" Joe apparently attentive.
9:02	Called on by teacher, Joe gave correct response to question. He looked through his workbook.	Math class	Class involved and interested in quiz.
9:06	Joe offered a "variable" in the discussion in a barely audible voice. Teacher didn't hear him.	Math class	Joe attentive.
9:09	Joe began working by himself on math. He did not use the group (the four kids). He stretched and talked about Harrison Ford as President of USA, following a joke by a girl at the table.	Math class/ kids working in their groups on math review sheets.	All four groups appeared to be "active." The class was relatively quiet. Seatwork.
9:13	Joe said, "I know how to do this." Teacher asked him a question to pursue. Joe interacted with a girl at the table.	Math class group work.	Teacher circulated from table to table in a non-threatening atmosphere.
9:20	Joe interacting with math group at table.	Math class	Joe stayed in his seat the entire period.
9:24	Joe left math class; it ended. He walked to his locker, got gym gear, then went to gym.	Locker, halls	
9:29	Joe changed, arrived for gym. Talked with other kids while waiting for class to start.	Gym	All boys. Girls at a dance class.

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
9:36	Joe, with protective goggles, started a floor hockey game. He played defense.	Gym	36 boys, four teams of 9 each; a two station gym, two games going on.
9:40	Joe yelled at a boy who body-checked him. Score 3-0, then 4-0 for Joe's team.	Gym	Boys come from Teams I and IV (Teams II and III are at language).
9:46	Joe subs out, rests. Before coming out, he handed a stick to an opponent who had dropped it.	Gym	The other game is part of the tournament. Joe's game doesn't count in the tourney stats.
9:50	Joe came off bench, went in as goalie. Score 7-2.	Gym	Floor hockey appears to be physically demanding.
9:55	Joe yanked from goal. Score 9-5. Back to bench.	Gym	Lots of running and constant motion for the six players and three subs per team.
10:00	Joe rests. Game ends 10-6, victory for his team.	Gym	Joe absorbed in game from sideline.
10:05	Joe changing; back to social studies class.	Locker room, halls	
10:10	Joe taking a quiz in social studies right at beginning of period. Four questions on "The Roaring Twenties." Joe wrote out responses.	Social Studies classroom (same space as advisory).	Eighteen students in class, seated on movable chair-desks around room.
10:18	Students still taking quiz. Joe wrote and thought.	Same	Quiz on KKK, quotas, Roaring 20s (terms).
10:25	Quiz collected; teacher instructed students to work on slide show projects. Students went into groups of two or three. Joe worked alone on his slide show project at a table near the door.	Shift from "quiz" setting to small group work.	Joe had selected a song and was matching visual images to lyrics. He got slides from a slide library in room. He had previously typed lyrics.

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
10:34	Joe spoke with a boy about the solar home project in science. He put slides in a tray; looked for more slides. Worked independently.	Same	He was busy doing his own thing, apparently involved. He asked the teacher some questions about his project as he worked.
10:41	Joe continued working on his slide show.	Same	
10:48	Joe put materials away, class ended. Joe went to his locker, got science book, then to science class.	Hall locker, outside	
10:53	Joe sat at back table with three other boys. Science teacher went over conceptual design phase of solar home project. Joe listened.	Science class, adjoining Joe's social studies class/advisory room.	Joe paid attention to the intro lecture on design.
10:58	Joe still listening to teacher while at table with three boys. He perused his solar packet.	Science class	Joe paid attention.
11:05	Half of class went to computer lab to learn to use computer drafting program for solar design. Joe stayed with the other half in class and worked in pairs on solar home.	Science class	Joe got into his design.
11:10	Joe busily engaged in planning and discussing his solar design with partner.	Science class	The technology teacher worked with half the class while the science teacher was in the computer lab with the other half.
11:16	Joe conversedwith technology teacher on plan. "We'll put a hill in the back, the wind is from the south, there are grates and vents, and the wind is carried into the house by the vents to cool it . . . It's a passive design with skylights."	At table in science class.	Technology teacher working as part of his "Resource" time with science teacher. Joe appears very knowledgeable about his solar home design.

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
11:20	Joe and tech. teacher discuss "slanted panels." He showed his floor plan (done prior to class).	Science class	Design included site plan, floor plan, south elevation, detailed plan.
11:23	Joe used "body language" to show the length of one aspect of the solar home to his partner; he wrote and talked with partner about the design. He also sharpened his pencil.	Science class at table	Joe's science partner was not in his math class, even though students are all on the same team.
11:27	Joe talks about "muskies and big mouth bass" in the pool beside his solar home. Joe and partner interact with other group at the table and share ideas.	Science class	Groups worked well independently. Joe will go to computer lab tomorrow to learn to use drafting program to design home.
11:30	Science ends. Joe puts solar plans in locker and walks to library alone.	Locker/hall	Kids seemed to enjoy solar design work.
11:32	Joe took same seat as this morning in library. Met a friend from another team. They talked.	Library	One half hour recess for entire school. Kids go to a location and stay there.
11:33	Joe left library with friend and returned to his "homeroom" (advisory-social studies classroom).	Hall/team area	
11:34	Joe asked the teacher there (on a prep period) if he could make popcorn. Joe proceeded to make a bowl of popcorn from a teacher supply.	Classroom	Joe had his own popcorn popper in room; he clearly has done this before.
11:41	Joe in classroom with five other students. He and his friend and two other boys munched on popcorn and talked about the Boy Scout meeting the previous evening.	Classroom	Joe sat, made the popcorn, and ate it at the same table where two periods earlier he had been working on his slide show.

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
11:48	Joe and friend talked about fly fishing and fly rods. Joe made popcorn batch number two. He picked up spilled popcorn after teacher reminded him to.	Classroom	Joe and others in room voluntarily. They could have gone to gym, library, or the computer lab.
11:55	Joe went to his locker (just outside room) and came back. Continued sitting and talking with his friend at table by the door.	Classroom	A relaxed, calm atmosphere. Six kids, one teacher working on papers.
12:02	Joe eats lunch with his advisory group. Joe continues sweeping up popcorn remnants. "I shall return," he says (MacArthur ref).	Same classroom as for social studies and recess	A 15-minute lunch period where all kids in school eat in small groups. No cafeteria. Everyone brown bags it.
12:05	Joe returns from custodian closet after returning broom. He engages in discussion of possible white water advisory trip, pushes hard for camping – "If you want to do something, you better get it organized like I did," he yells.	Advisory lunch time	Kids eating in a relaxed atmosphere. Joe had planned out an idea for his advisory group to go white water rafting. He had details of meals, hour by hour, etc.
12:13	Joe and others clean up as lunch nears end.	Classroom	
12:18	Joe in Alternative English; he talked with the teacher at the beginning of class. Sat at table by himself. Teacher discussed trip to diner and bowling with class. Also, trip to see "Rainman."	Small classroom on other side of advisory room from science class	Nine students, one teacher, one aide, and the principal (observing today). Kids/teacher discuss trip to the diner. ("Figure out the math for your tip," the teacher said to kids.)
12:23	Continued discussion of details of class trip.	Classroom (half-size)	Friendly atmosphere.
12:24	Vocabulary sheet distributed. Joe looked it over.	Class	Serious tone set in. Vocab. quiz tomorrow announced.

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
12:28	Joe was asked the meaning of "magnitude" and said "large." When asked to use it in a sentence, he said, "The magnitude of the bomb blast was devastating." He then defined "sovereign."	Alternative English class	He is in skills English because of his spelling.
12:32	Joe stood up to get a copy of the poem, "The Highwayman," which the class was reading aloud.	Alternative English class	
12:37	Kids coming to podium to read their verses of the poem. Joe listened and notes strength and weaknesses of delivery as kids read aloud.	Alternative English class	
12:41	Joe read his verses aloud.	Alternative English class	He read fairly well and clearly had practiced.
12:46	Teacher asked, "How did we do on reading the poem?" Joe replied, "Pretty good."	Alternative English class	
12:51	Entered scores of other readings in his notebook; listented as others practiced verses of the poem.	Alternative English class	
12:56	Joked with teacher about the field trip scheduled for Friday.	Alternative English class	
1:02	Joe arrived in Technology. Intro lecture by the teacher (same as science/solar teacher) on how to use wood stains properly. Joe in front row sitting on table wearing safety goggles.	Technology class	Kids working on individual projects made of wood.
1:09	Joe explained the meaning of "lacquer." Teacher asked lots of questions of kids during period.	Technology class	

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
1:13	Students began work on projects. Joe worked on his wooden project. He got a tool from the tool cabinet.	Technology class	
1:18	Joe applied a coat of white paint to his project.	Technology class	Teacher walked around, interacted with kids.
1:24	Joe worked at table by himself, cleaning a paint brush. He then got some sandpaper.	Technology class	Joe has been in this course 4 weeks of total of 10.
1:29	Joe at work on sander wearing goggles. He got more white paint. A kid came over to look at Joe's project, and Joe showed it to him.	Technology class	Joe "owned" the shop, was confident and knew where everything was. Worked well independently.
1:34	Joe talked with a teammate (friend) as he used the black paint.	Technology class	All kids working independently on their projects.
1:40	At locker, Joe complimented by English teacher for being "smart," for knowing vocab words.	Change of classes	Classes are every 40 minutes, two minutes' passing time.
1:45	Joe went to his folder, got right to work on his spelling words. He took dictation on "-nt" sounds.	Resource Room (Tutorial)	Five boys in the class, one teacher, one aide. Joe worked on spelling with the aide and another boy.
1:50	Completed spelling drill. Chose to work on his solar home design.	Resource Room	L-shaped room, boys working in pairs or individually.
1:55	Joe said, "I can't find half my papers." He was disorganized. The Resource Room teacher asked him about the design. Joe said it was a "top view."	Resource Room	Joe comfortable and industrious.

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
2:00	Joe told teacher his house would have 5 bathrooms because "my mother always complains after a long trip that everyone is in the bathroom." "I'm using hydroelectric power and making it bomb proof."	Resource Room	Joe gets along well with the teacher.
2:03	Joe went to locker to get missing papes. He returned at 2:06.	Hall/Locker	
2:07	Continued working on his solar design. Asked for a pencil. A classmate lent him one. Joe said "Thanks."	Resource Room	
2:09	Joe used his hands to visualize his design while looking at the graph paper. He held his hands in front of him and looked from them to the floor plan and back.	Resource Room	Other kids on the team have Spanish or French this period. Joe is excused from that to have Resource Room tutorial.
2:12	Joe being interviewed by visitor in office adjoining the resource room.	Small office	Joe responsed freely to questions and enjoyed the attention.
2:20	Joe went to catch a bus for a ride home.	School ended at 2:20 p.m	

END-OF-DAY INTERVIEW

1. *Assume that a new kid moved next door and would be your schoolmate. What are three good things about this school that you would tell him/her?*

   Advisory – it helps a lot. How much fun it is – all the extras, clubs and such. There are a lot of nice people here, too.

2. *What are some things about the school that you would change, if you could?*

   I don't really know – I don't think I would change anything.

3. *How do you feel, in general, about your teachers?*

   They're okay. I have nice teachers. They're not grouchy or mean.

4. *Is there a person in this school that you would readily turn to for help on a personal problem?*

   Yes. Two people, (students on his team). If I had a school problem, I'd go to my adviser. If I had to go to an adult, I would.

5. *How do you feel, in general, about your classes? Do they challenge you?*

   Yes. English and math are hard for me. They're hard to get done, to keep up with everybody else. In social studies, I'm good. I like history. I can remember stuff. In science, I know everything. I've done experiments before and I know what happens.

6. *What are you learning in school that is of value to you now?*

   I'm designing a solar home. I want to become an architectural engineer. I'm using MacDraft on my solar home design. I like drawing better.

7. *Do you have opportunities to help make decisions about what goes on in class?*

   Yes. In social studies there are three trips we can choose to go on, but we only go on one. In the Resource Room I either do work from my folder or some homework. In Technology I could choose my project. I wanted to do a cabinet but I was told it was too difficult as a first project. In science I'm designing my solar house. 'Larry' and I share ideas about the design, and we decide together.

   Today was a typical day for me. It was easy for me. I like small groups. I learn better there than in big groups.

OBSERVER'S REACTIONS

What impressed me most as I followed "Joe" and his eighth grade classmates through the day was the amount of time they spent *working alone or in small groups* on projects. Math, English, science, social studies, gym, art, and Resource Room all had individual or small group activities going on. Joe was in only three "large" classes. In each of these classes following some initial work by the teacher with the entire group at the beginning of the period, the class broke up into small groups to work on projects—slide shows, solar homes, cooperative learning groups in math. "Joe" was never in a group larger than nine—gym class (the six floor hockey players and three substitutes). More often, Joe was by himself or with one other person. Even during lunch activity period, Joe opted for a classroom with only seven people in it. When he ate lunch, it was with his advisory group – nine students and one teacher.

The *variety of experiences* struck me – Joe was engaged in revision of an essay on censorship, distributive factors in math, a floor hockey game in gym, a quiz

on the Roaring '20s and a slide show on a current issue in social studies, a solar home design project in science, "The Highwayman" poetry reading project in English, a small wooden project in Technology, and a spelling/vocabulary exercise in the Resource Room. Joe worked in many different settings on a mixture of activities, and his interest and attention were held during the day.

Joe appeared to have *lots of choices* – the topic for the slide show, the project in Technology, how he used his time in Resource Room after the spelling and vocabulary drill, where he went at lunch activity time (recess), how he designed his solar home in science, an invitation to participate in one of three mini-field trips. Joe was able to decide much about what he worked on in class.

The presence of a "*homebase*" or "team" permeated Joe's day. He started in advisory, had math with the team, shared gym with all the boys on his team as well as those from another team in the school, went to science and social studies with his teammates, worked with the Technology instructor (an adviser on his team) during science, went to his adviser's room to "hang out" during lunch, had English in a room adjacent to his advisor's classroom, took his art (Technology) with the aforesaid Technology teacher and several team members, and then went to Resource Room where the atmosphere was very family-like.

Joe spent his time doing *performance-based work* – creating a slide show; doing a woodworking project; reading "The Highwayman" publicly; designing a solar home.

Joe engaged in *writing or paperwork* of some kind during six of his nine periods on that day. He had math and social studies quizzes, and homework in math, science, social studies, and English.

Joe engaged in purposeful, *subject-related conversation* with a teacher or with fellow students in all of his classes. Some of these conversations were in formal, all-class settings; other occurred informally as a teacher circulated among the students or with a fellow student while engaged in a project.

Joe also was involved in discussing three different *field trips*—one with five other social studies students on an overnight to do a mini-assembly slide show presentation at a school four hours away; one with his English class; and one with his advisory group.

Joe had a full day in which his mind and body were challenged. He was allowed to move freely in several classrooms; he worked both in small groups and by himself; he appeared at ease, relaxed, attentive, and involved. He seemed to be enjoying himself most of the time, and he was engaged in age-appropriate activities.

SHADOW STUDY NUMBER 6

A 7-12 junior-senior high school located in the North. Departmentalized with considerable ability grouping. No advisory program. Fairly extensive activity program.

Time	Specific behavior at 5-7 minute intervals	Environment	Impressio:.-Co.mments
7:45	One student recognized me.	Students seated in aud. awaiting passing bell; Homeroom	Big school – Big kids
7:49	Former student recognizes me. Another student asks "Are you here to write things about us?"		Cover is blown already.
7:50	Kids fooling around – still no teacher.	Hallways full of socializing people	No trouble.
7:53	C has not been identified to me as yet.	Bell	
7:56	Silent meditation and flag salute were done in order. Still no teacher.		Students very quiet listening to announcements.
8:00	Teacher arrives, takes attendance and lunch count.		Kids were super.
8:02		Bell	
8:03		Move to first class.	Got lost right off.
8:05	Algebra I - I found room before C.	Teacher points her out – second row, third student; blue jean skirt, pink sweater.	Cute girl.
8:07	C studies her returned quiz - 30 sec.	Teacher discussing quiz grades.	She had an A.
8:10	C volunteers (only one), explains problem.	Teacher asks for volunteers to put first problem on board.	Teacher very positive and supportive.
8:15	C checking make-up with mirror.	Another student putting problem on board. Classroom atmosphere positive – upbeat – traditional.	Students very quiet unless spoken to.
8:20	C raises hand to show she knows; teacher doesn't see her.	Teacher questions boy doing problem at board.	

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
8:24	Watching teacher.	Going over homework; teacher at board questioning class about a problem.	Hard to tell who is listening and who is dreaming.
8:28	Answers question – smiles, watches board intently – then writes some notes on paper.	No others seem to raise hands to volunteer answers.	(One boy did but tried to hide it from the class.)
8:32	C watching problem being explained on board – writes something down – brushes hair of girl in front with her pencil.		
8:36	C volunteers to go to board (only one who does so). Explains problem.		
8:40	C still on board (student had a question). C answered but did problem the long way. Smiled on her way back to seat – hand up to do next question.	Teacher chooses student who did not have hand up.	C seems to be trying to impress – wonder how other kids view her?
8:44	C watching teacher at board – chewing gum. Hand goes up again.	Teacher presents problem.	
8:48	C listens – responds with nod to a whispered question from girl in next room.	Teacher talking about being organized. Tells of putting car manifold together and having one piece left.	In spite of all the teacher effort the class was really passive.
8:50	C starts to put things in book ready to move – has note in hand – darts out of room.	Teacher blows my cover, introduces me.	Hallway like the L.A. freeway at rush hour.
8:54	C laughing and chatting – looking around, checks hair with mirror – chats with other girls.	Study hall. Students leaving study for various reasons (computer, library, etc.)	Got lost again/lost C in hall. Kids seem really nice.
8:58	Still chatting and giggling. Tries to go to door.	Teacher yells in hall. Teacher calls her back, "Try to curb that curiousity, C."	Typical study hall, only two kids working.

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
9:01	C gets paper, scribbles note to friend, then opens math book and looks around.	Teacher tells C to find something to do.	
9:03	C starts work on math homework – gets note from friend and answers note.		
9:05	C volunteers to answer, directed to the teacher.	Student has a problem she cannot answer. Study hall teacher cannot answer.	Student gives her paper to C but C cannot answer either.
9:07	Friend whispers to C, she yells, "No," giggles, pulls note away from friend.	Teacher says, "C, J, I said find something constructive."	C goes back to math.
9:10	C yelps at note then works on math quickly.	Teacher again speaks to C – threatens to take tablet.	Two other girls simply sit and stare. No work need be done as long as quiet is maintained.
9:14	Working on math homework.	Others chatting quietly, reading, or staring into space.	Some boys checking baseball cards against magazine list.
9:18	C working. She nods – goes back to work.	Friends say something.	Music in hallway from somewhere.
9:22	C chatting with a friend. Sprays leg with something gotten from her friend. Writes on her leg with pen. Friend jumps up and tries to put spray on C.	Soccer coach enters room – 4th teacher to do so.	C s not the angel I thought during period one.
9:26	Back at math.		
9:30	Writing something – chats with friend.	Teacher reminds groups that 5 minutes remain in study.	
9:34	Chatting with her friend "quietly."		
9:38	Chatting with another girl about step grandmother.	Class (Study Hall) grows louder.	Don't want to lose her this time.

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
9:40		Dismissal	
9:43	C and friends met two boys in hall and generally had a good time tousling hair, etc.	Hallway trip, really a trip.	
9:44	C won an honorable mention in county fair.	Social studies Class Awards from History Fair given out.	
9:46	Watching movie.	Film – "Johnny Tremain." Room very dark.	Could not write or see her. Boy flirting with her friend.
10:17	C does not raise hand.	Film is over. Teacher asks question on Paul Revere.	
10:21	C turned around yawning, listens to teacher. Answers (Symbol of Sons of Liberty).	Teacher asked question.	Class very controlled, no talking unless teacher asks question.
10:25	Listens to teacher speak of Boston. Yawns.	No one speaks unless spoken to by teacher.	
10:29	Boy using feet to pester C.	Boy behind her pushing C's chair.	
10:30	Fast exit.	Bell	Lost her again.
10:33	C passes and comments about me being in lunch also.	Wait at Cafeteria.	
10:37	Chatting – waiting to buy lunch.	In lunch line.	Kids in lunch room are all seventh and eighth graders.
10:42		Lunch – pizza, hamburgers.	
10:47	Finished lunch with her friend. Returned dishes – returned to table – talked.	Cafeteria	
10:51	C suspects – she positioned herself in rear of cafeteria where it was hard to watch her.	Cafeteria – noisy but orderly and neat.	

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
11:00	Chatting with friend.	Health Second seat again. Teacher set up four stations – gave colored strips of paper (Diet – Weight).	Class split into four groups. Each group will spend 8 minutes at a station.
11:02	Taking notes.	Teacher setting up co-op learning situation.	C made a group leader.
11:06	Listening.	Group quiet, attentive.	Got so absorbed with teacher I almost missed time.
11:10	C was given master sheet for her group (5 girls), went immediately to work at grocery store examing packages (contents).		Eight minutes at each station.
11:14	Working with group.	Looking at contents on boxes/can.	Kids do not know metric.
11.19		Still on task (entire group).	
11:21	Took seat in middle of group with all other girls surrounding her. She asked questions. All wrote answers.	Group rotated to new station.	All students seem very involved asking questions.
11:24	Chatting about weight – she lost 5 lbs. lately.	Still on task.	Teacher very busy going from group to group.
11:28	C asks teacher about upcoming P.E. activities.	End of group.	
11:30	Moves with group to next station – figuring height and weight, calories needed, etc.	Rotation – group drifts apart then regroups with C in lead.	Everyone seems to be on task. A lot of interest being expressed.
11:34	Crosses room to teacher – waits politely. Speaks with group, then raises hand to attract teacher's attention.	Group still on task figuring out ideal weight according to their height.	Teacher busy, so C returns to group without getting an answer.

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
11:38	Talks to he. group.	Teacher comes to her group and answers questions.	
11:40	Writing on worksheet.	Rotation.	
11:42		Group seated and at task answering questions and creating a balanced diet.	(All other groups tooled around a little except "my group.") Little student work displayed anywhere.
11:46	Working on her paper.		Noticed my group worked as individuals on this task.
11:48			Kids now interacting.
11:50		Class returns to original seats.	Rows lined up neatly.
11:53	Looking at test paper.	English Class – Test papers looked at and returned to teacher.	Lot of boy/girl horseplay in halls during class change. C spoke to her friend in hallway.
11:54	C reads handout from student council.	Student Council enters with a film on St. Jude's Hospital – Dance Marathon.	
11:58	Watching film.	Film on Leukemia – St. Jude's – Children	
12:05	Sits passively as teacher begins lecturing about commas. C did have book.	Film over – Turn to *Warriners*, p. 339.	Those who brought books get 100% for day.
12:08	Looks at book as student reads a sentence and inserts commas.	Teacher reads rules. Like church; kids sit – teacher talks. Opens windows and doors to keep class awake.	Teacher explains lession is boring but must be done.
12:10	Looks at book.	Students read sentences from book and insert commas.	
12:14		Same task	Period seems long already.
12.18	C's head on hand – yawn.	Same task	

Time	Specific behavior at 5-7 minute intervals	Environment	Impression-Comments
12.22	She answers correctly when her turn comes.		I realize that my concentration on grammar now is not much better than it was in grade 8.
12·26	Looking at book.	Teacher trying to maintain enthusiasm.	I, who enjoy sitting, am getting itchy. Kids losing interest.
12 30	Staring into space.	Same task – only 15 minutes more to go.	Kid next to me has turned into a finger drummer.
12 34	Looking at book.	Same task – new page	
12 38	C called on to read the next rule	Same task.	
12 42	Packing to move.	Same task – kids really stayed with it.	Well-behaved.
12.45	C met up with her friend and chatted.	Passing.	
12.47	Watches teacher.	Art class – class will go to auditorium and work on musical scenery.	High school musical opens tomorrow night – scenery not completed.
12 49	C listening to teacher describe alternatives for the day.		Noticed that as soon as a kid moves he is recognized and put down No calling out, etc.
12 52	Copies dates of project down in notebook.	Choice – paint, cut paper, or do work on project paper.	
12 56	She decides to sit and watch.	Class headed to aud Kids on stage painting.	
1 00	Watching people on stage work.		Teacher was not expecting to see me – hadn't checked mailbox for a few days.
1 . 1	Gets pass signed and leaves (assume to lavatory).		

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
1:10	Returns – looks at notebook.		Those who are not working are watching or chatting quietly.
1:14	C watches – half of class at work, other half watching or chatting.		
1:18	Same		
1:22	Same		
1:24	Same		
1:28	Same		
1:30		Getting ready to move.	
1:31	C took off like a shot – passed her friend in hall going the other way.	Bell.	More down time.
1:33	She enters study hall in same room and with same teacher as English class. Now chatting with friend.		
1:37	C and friend go to teacher's desk – asks for permission to leave, permission denied. Return to seat looking at papers.		
1:40	Chatting with friend – doing something for teacher – (Why do they have other's papers?).	English papers are being sorted.	
1.46		Same task.	Kids coming and going. Some doing homework, some doing nothing.
1:51	C and friend still going through papers putting them in some sort of order (alphabetical?).		

Time	*Specific behavior at 5-7 minute intervals*	*Environment*	*Impression-Comments*
1:52	C and friend returned to chatting – talking about other friends.	Finished with chore.	
1:56	Still chatting.		
1:58	C made another trip to desk to talk to teacher.		
1:59	C got a pass signed to leave room.		
2:17	I beat C to science class.	Life Science Class - dissecting frogs – Overhead, Worksheet.	Teacher outlines task for day – students get frogs and dissection materials.
2:22	Watches as her partner sets up dissection materials.		"Ugh! It stinks!" (common comment).
2:23		Teacher gives more directions.	Students working in pairs.
2:25	C paired with another student.	Teacher yells at back row for talking.	
2:28		Instructions/directions continue – eyeballs of frog may be taken home.	
2:30	Watches other girl dissect the frog.	One girl compared tissue to bean sprouts.	
2:32	Watches and records.	As parts are found they are labeled on a sheet.	
2:33	C turns, smiles and says, "See what I mean!" (referring to actions of another girl).	Girls in front of me argue. One gets angry and tells other to cut. She refused.	Girl who started fooling separates from partner and stares into space.
2:37	Allows other girl to cut while she records.	Girls continue to fool around.	I get a feeling kids here resent when someone fools around in class.
2:41	Getting a dictionary.	Same tasks.	
2:45	C looking up words in dictionary while partner cuts frog.		

END-OF-DAY INTERVIEW

1. *Assume that a new kid moved next door and would be your schoolmate. What are three good things about this school that you would tell him/her?*

   The people in it are nice.
   The teachers are mostly nice and not mean.
   Just like this school.

2. *What are some things about the school that you would change, if you could?*

   Eliminate hall passes.
   More social time before homeroom.

3. *How do you feel, in general, about your teachers?*

   I like most of them.

4. *Is there a person in this school that you would readily turn to for help on a personal problem?*

   I would talk to my friend or the English teacher.
   I would also go to guidance.

5. *How do you feel, in general, about your classes? Do they challenge you?*

   Yes, algebra is sometimes hard, but I learn them. Homework – no problem.

6. *What are you learning in school that is of value to you now?*

   Health, English, Physical Education, computer lit.

7. *Do you have opportunities to help make decisions about what goes on in class?*

   Yes – history can pick projects.

OBSERVER'S REACTIONS

I purposely chose this school to shadow an eighth grader in because although we are neighbors, the school structure is quite different. Whereas my home school is a 6, 7, and 8 middle school, this one is a 7-12 junior-senior high school. I was aware that during the past few years this school has placed more emphasis on the middle years by separating the grades from the high school as much as possible, by designating certain teachers as junior high teachers, and by develop-

ing separate extracurricular activities. In essence, they have tried to develop a school within a school.

My reactions after one day as an eighth grader are very positive. The kids were extremely well-behaved, particularly in the classroom. They answered questions if asked, but rarely volunteered answers. A great deal of respect was shown toward the teachers and the teachers demanded good behavior and exhibited effective teaching skills.

Impressions as an eighth grader

Big building, big kids, getting lost, don't mess up, other kids talking about me, am I dressed O.K., are they laughing at me, teachers seem nice, hope I don't get yelled at for doing something wrong, traveling in the hallways is really a trip, maybe if I keep my mouth shut no one will notice me, gee, I hope the teacher doesn't call on me, kids seem friendly, think I'll stay away from that big dude, wonder if she has a boyfriend, I'm hardly ever with the same kids in my classes, kids here don't raise hands to volunteer answers very often, lunchtime, where can I sit, health class is fun, dissecting a frog-ugh they stink, what does that kid want with the eyeballs, English class-boring-will it never end, long day, please don't let me miss my bus.

Impressions as an adult

Seems strange having seniors and seventh graders in the same hallway. Kids are well-behaved in homeroom - no teacher for seven minutes, but no one spoke – wow. Algegra I, this teacher is energetic – tries to involve everyone through questions, very positive toward the kids – like a dad. Is he always like this? C wants to answer everything – no one else is answering. Study hall – general rule seems to be stay quiet. Chatting allowed at a low level. My subject is spoken to by teacher because she got too loud – subject is passing notes to a friend. History class – good film, entertaining yet rather accurate, teacher points out things that were discussed previously. Lunchtime already. It's only 10:30 yet kids seem hungry. Floor is really clean after lunch. Health class is really neat – teacher set up four stations in room then divided class into four groups of six. Kids spend about eight minutes at each station. Students are really into this – nutrition, weight, calories, etc. This teacher should wear roller skates – she's everywhere at once. Kids really working well together in small groups. This lesson took some organization. English class – grammar – entire period spent reading sentences from book and checking for commas. Must stay awake. Teacher keeps apologizing for boring lesson. Must be a better way to do this. I'm really getting bored. Art class – our class will work on scenery for the musical play. About half the kids paint, the others sit and watch. Study hall – same as the first – no noise, no trouble. Science class – cutting up frogs – obvious who likes and dislikes cutting frogs.

Reactions as a principal

Following C for a day was hard work. It was obvious early on that she suspected I was shadowing her. (She told me that she had it figured out period 2.)

C was completely at ease in the school and seemed to have numerous friends. I question, however, how many kids here are as well-adjusted. The kids gave me the initial impression of being robots in class and human beings in the hallways. As the day wore on the kids seemed to talk more in class. I did notice the teachers spend more time controlling talking in the afternoon than in the morning.

A great majority of my day was spent sitting passively and listening to teachers; this was true also of the students. The exceptions to this rule were health classes and science classes. I noted also that not once during the day were students expected to be creative or critical. Questions were asked but the answers expected required recall, not critical thinking.

I noted, also, a lot of down time. Three of the eight periods were spent sitting and being relatively quiet. Most of the students just sat and stared into space *most* of this time. Student work was not in evidence in any classroom areas. Any displays in evidence were obviously teacher prepared. There appeared no evidence of teaming or joint planning. Each subject was distinct and an entity unto itself.

SELECTED OBSERVER REACTIONS

I was overwhelmingly impressed by the lack of interaction in this student's day. Essentially, his first three classes were held in the same classroom doing the same kinds of activities with the only variable being the subject matter. I was also concerned with the lack of personal interaction between the student and his teachers.

I am concerned about the inactivity of the learning environment and what we ask active, energetic, growing, eighth grade students to go through for six hours — to say nothing of having them learn difficult ideas and concepts. My sense is that my student was a "normal" student.

Though most of them do not conform in as robotic and predictable a fashion as K, eighth graders are pre-adolescents constantly on the go. They conform and perform because they are expected to do so, and are reminded constantly by clock and classroom that this is their thing to do at this stage of their lives. It is somewhat amazing how willingly they respond. Our perception is, however, that it is more accommodation than really "buying in." Good teachers can and do grab eighth graders' interest and attention on topics not even remotely connected to their current lives, e.g., the Great Depression, DNA, dependent clauses, negative numbers, etc. It is our perception that these flights into the somewhat irrelevant can be abided because the day

also offers to 8th graders the hands-on opportunities — woodshop, typing, physical education; and the presence of their friends, particularly the latter.

Eighth graders are evidently mature and psychologically strong enough to survive and even thrive in this in/out departmentalized/compartmentalized delivery of schooling, but where and when will they get their laughs — the comic relief that all work places need and welcome. Evidently, the passing periods, the lunch and the extracurricular activities have to provide this essential function. No wonder K selected the latter as the best reason for liking his school, why research suggests that the involvement in student activities is still the single best indicator of adult success in life.

Although I spend a great deal of time in middle level schools, it has been a while since I have spent an entire day in a middle level school observing students and teachers. I found the experience of shadowing an eighth grade student to be both enlightening and discouraging.

The student I followed was new to the school this year and he had limited use of English. Because of his lack of skill in English he was enrolled in several ESL classes.

During the course of my observations I found all of his teachers to be warm and caring. In every classroom I was in he was addressed individually by the teacher at least two times. All of the contacts were of a positive nature and consisted mainly of instructional assistance (information, instruction, checking for errors, directions, etc.). I felt that his teachers were genuinely concerned and they went out of their way to assist him in every way possible.

On the discouraging side, I found a very sterile, inflexible high school type program. The schedule was a standard six period day and the content was taught in a traditional lecture/question and answer mode. Not once during the day did I observe students working in small groups or participating in any "hands on" type activity (with the exception of typing). The only attempt to even recognize the needs of early adolescents was a daily home base period of 25 minutes at the beginning of the day. However, the home base I observed was nothing more than a study hall.

I left the school that afternoon feeling that the teachers I observed really cared about the young people in their classrooms. But I was also left with the feeling that they were either ill equipped or had no desire to create learning environments that were more appropriate to the needs of early adolescents.

The students in this school certainly deserve better than what they are getting.

This one day's experience *really* did open my eyes as to what it's like to be a student nowadays! I wish so strongly that other teachers would go through the experience I shared with A.G. today. Without a doubt, I think it would make teachers more considerate when loading homework on students, listening to the kids more, etc., etc., etc.

I feel a real closeness to A.G. after walking in her shoes all day. I didn't realize how *little* time kids have to visit with their peers (5 minutes between classes, lunch for 25 minutes, and dressing time in P.E.). Students have to really keep moving and

thinking what they are doing to be in the right place at the right time.

I honestly don't know how kids this age can sit relatively still for approximately 47 minutes at a time. I'm used to walking around in my classroom all day, so I'm about to go crazy! I had no idea how hard it probably is for a *lot* of kids to be able to sit still and try to learn information every class, every day of the week. Goodness!!

As for homework, a "good" student ALWAYS has homework, even if it's to just review what they learned in each class that day. In addition, so many teachers LOAD homework on these young kids. No wonder so many of them *hate* school! A.G. still has 2 more classes left to go and she already has a *major* history test tomorrow, a math worksheet, quite a long list of terms to learn for language arts, preparations for the physical fitness test in P.E. that starts tomorrow and to continue working on her project in Industrial Arts. This is enough to put a "saint" in a horrible mood, and she's still not finished yet.

In conclusion, *all* of us need to "walk in someone else's shoes" at *least* once in a while. I can *promise* you that I am going to be a *lot* more considerate of my students' feelings and problems. I will *NEVER* forget this day! The end!

At the end of the day I was tired and feeling a little disoriented. I had been a passive observer all day long, not interacting with anyone. I feel that my tiredness was related to my passivity and not feeling a connectiveness with anyone.

On the other hand, I wondered about the quantity and quality of the interactions that my student, M.L. had experienced during the day. Her interaction in class with teachers seemed very superficial and restricted to very simple exchanges of information (ex., M.L., "What is the late work policy in science?" Science teacher, "You have two days for every one day absent.") She talked with several students who sat near her during the day in classes but they were not sanctioned discussions and were always short and quiet. I wasn't close enough to hear the conversations but I have a feeling that they were about social activities, homework assignments, etc. and not related to the specific subject matter of the class. There were no small group activities occurring in any of M.L.'s classes on the day I observed. The language arts class, at the end of the day, with 17 students was the closest thing to a meaningful class discussion with some sharing of thoughts and feelings.

M.L. is a teacher's aide during 4th hour. She works for a sixth grade teacher all semester and today she did a variety of things in a somewhat unrestricted manner. It was definitely a down time and if I had been M.L. I would have looked forward to this hour as an opportunity to catch my breath and feel somewhat independent. Her aiding today didn't provide any significant verbal interactions with the teacher but at least she had some freedom. (I was beginning to feel trapped, maybe M.L. hasn't experienced these feelings.)

During social studies I found myself counting the minutes until lunch. I attribute this more to boredom than hunger. Lunch loomed as an oasis, a time to be away from teachers and the structured environment of the classroom. At lunch M.L. sat with five other girls and although she sat across the lunchroom and I couldn't hear the conversation, she seemed more animated and expressive than any other time during the day.

M.M., the eighth grader observed, was a gentleman in all of his classes. He reacted in a positive manner to the different teaching styles. M.M. was serious about his school work, yet he took time to socialize with his friends.

The eight class sessions went by quickly, probably due to the variety of activities and interesting assignments. Some of the projects included: making a photo album in science to show the birth of a star, creating an abstract drawing in art, and planning an oral report in order to act as a tour guide in Washington, D.C. in social studies.

The teachers know their students and many of them used humor and praise as a way of keeping their interest. Each teacher took the time to explain concepts, answer questions, and encourage individual students. Students felt free to ask for help and to volunteer in class.

Reflecting on the whole day, the classes had a variety of teaching activities: some lecture, seatwork, boardwork, a film, a filmstrip, quizzes, oral recitations, and group work. The school day moved along quickly.

The hallways were a burst of verbal energy. No wonder! There was so much to talk about from the classes. They had to find partners for projects, discuss school activities and compare notes on test scores or quizzes.

M.M. had many friends. He walked in the hallways with one group of students and he socialized with a different group at lunch. He talked to girls and boys, but he spent more time with the boys. Depending on the class situation, he mingled with his peers easily and didn't hesitate to ask a teacher for assistance.

The content in the subject areas was extensive. In math and English the topics were presented in an exact and sequential detailed manner. In each subject area there was a concern to keep the motivation high and relevant. The teachers are to be commended for their program.

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1. Not much interaction between student and teachers.
2. Not much time for students to socialize except between classes.
3. A great amount of time is spent sitting in desk listening to lectures.
4. Student seemed to be happy at school.
5. School seems to be geared to subjects and not students.
6. I was bored after 2 movies and nothing but lectures.
7. Student really came alive in 6th period office aide.

At the end of my day with an eighth grade student my first reaction was to stand. I have never sat so long since 12th grade. I kept wondering why the students were not experiencing "fanny fatigue" like I was. They were sitting for as long.

I was impressed with the discipline in each of the classes, but wonder if it is necessary to keep the students in their seats to maintain discipline.

All of the teaching was auditory with the exception of a few math problems and an overhead projector in science. The eighth graders were talked to for five hours.

Four of the five classes were preparing for tests, yet I cannot tell you what one test

will be on. No outlines or review sheets were provided as a study resource. Some of those students will be having four tests in one day.

I entered this school expecting to experience a great many discipline problems. I left impressed with the behavior of the students and surprised at the lecture format of the classes. My student did not have one demand placed on her all day to participate in class. She did not have one opportunity to share a new thought. No wonder students come home and say they did nothing all day. In this case it was true!

After following S around for a day I have mixed reactions. My first reaction is one of empathy. I understand why students are tired by the last hour of the day. There are many demands, rules and expectations placed on these young people each hour. It takes some decision making skills and coping skills to deal with the adults and other students in each class. I have a new appreciation for students.

SELECTED ANALYST REACTIONS

Comparing these reports with the conclusions of the first eighth grade shadow study, I see some signs of hope but a long way to go before middle schools do the job needed by this age group. Some schools have interdisciplinary teams, but they do not do much interdisciplinary curriculum. Some schools have advisory programs, but they do not appear to be functioning as well as they should. Teachers using small group methods are on the right track, but they are still too rare. Exploratory and social development programs are still meager in most schools in this sample, at least during the school day. It is nice to have schools and teachers that the students consider nice, but there is still a lot to be done to make them truly effective for young people going through the critical transition years.

1. Homogeneous grouping seems to be continuing unabated in the presence of interdisciplinary team organization. Remembering that all 22 students in this sample were assigned to interdisciplinary teams, here are the data on the use of ability grouping in various subjects:

Math	19/22	86%
Reading	4/6	67%
English	13/22	59%
Science	11/22	50%
Social Studies	7/22	32%

The continued use of ability-grouped classes puts a major constraint on the ability of teams to use the block schedule for flexible grouping of students. It seems to me that *homogeneous grouping and team organization are basically incompatible educational practices*. A big advantage of teaming is placing more teacher decision making at the point of delivery of instruction. This is done at the expense of more management-oriented approaches to organizing instruction (e.g., outcomes-based education, ability grouping, test-driven curriculum alignment, etc.).

2. The predominant teaching methods appear to be geared toward conveying a

curriculum of prepackaged information. A lot of information passes from texts, blackboards, overhead screens, and teachers' mouths to students' papers (note papers and worksheets). Concern about covering material is carrying the day. Data manipulation, problem solving, and higher order decision making are getting short shrift in the very schools that are preparing students for the changing and uncertain world of the 21st century. We still seem to be teaching as though passing on the accumulated wisdom of the past is the best preparation for living in the future. While clearly there is a place for learning from the past, there doesn't seem to be a healthy balance between acquiring handed-down information from the past and learning how to manipulate information to prepare for the future.

3. Testing has taken over classrooms to a very great extent. In the sample evaluated here, activities related to testing (taking them, reviewing for them, and going over returned tests), accounted for more teaching methods notations than any other activity including recitation, seatwork, and listening to explanations. The individual accountability binge that we are on in education seems to be taking up a lot of class time. The testing syndrome may be playing a major role in reinforcing the problem addressed in #2 above. At a time when we need to be concerned about preparing students for the future, we seem to be becoming more locked into a focus on the past, on the easily testable. The impact of testing really stuck out in these shadow studies.

If I could sum up a day for these students it would be:

Come in school and sit down.
Take a quiz or test.
Go to study hall.
Take another quiz or test.
lunch
PE
Take another quiz or test
band or art
Review for a test tomorrow
Go home
THINK NOTHING OF IT.

The following selected notes from the shadow reports offer a representative picture of life in the eighth grade:

"Objective on the board: 'Do good on tests.'" (School 116)

"Beautiful day outside, but you can't tell it in this classroom. Very well-behaved class! No distractions of any kind the entire 47 minutes. The only time A G. seemed

to care at all was when the teacher asked them to copy down a list of rivers and lakes. She copied the list." (School 116)

"I don't know how kids do it! I am so tired I can't see straight!" (School 116)

Two contrasting views from students when asked, "How do you feel about your classes?" The second remark is most typical.

"Hard work pays off! I'm not going to get anything by sitting around. I have to use all when I grow up. I want to go to Harvard. My grandfather graduated from there." (School 121)

"Good. None are too easy or too hard. M[illegible] most challenging." (School 97)

I am left with a lingering sense that something very important is missing from students' lives in school. The interviews with students were especially disappointing, revealing very little that suggests students are encouraged to become involved learners or self-directed. They distanced themselves from school. Many students revealed that they could be taxed more, that they could work harder and more should be expected of them. They seemed quite content, however, to be free of too demanding a program.

These are most definitely traditional programs. Teachers used the kinds of techniques I was taught with 35-40 years ago, and they seemed to use the same tools I used when I taught 20 years ago. A concern that keeps coming back to me is that these schools are unconnected to life in the late 20th century. The subject matter is traditional; the tools of teaching and learning are traditional. It all seems very removed from the urgencies of our daily lives. Neither highs nor the lows came through. There was little adventure in learning reported, and no one seemed to expect it either. There is a picture of "cute kids," nice people, orderly classrooms, giggles, "super kids," quiet, and appropriate schools. But students seem distanced from their own learning. They are relatively passive recipients, docile, and accepting of a routine that does not energize them very deeply. Adults are *doing* education *to* students; students are not actively engaged in their own learning or inquiry. They are waiting, not initiating. School is not a personal commitment.

There is also so little modern technology in these schools that one could easily place the classrooms in the early part of the 20th century, except for an occasional mention of a computer or a video, none of which were used very dynamically. In an era whose nightly news and daily papers are packed with concern about fundamental moral issues of a modern society—e.g., international tension, cross-national economic issues, AIDS, opportunities and dilemmas provided by a rapidly evolving technology—none of these elements were part of the life in these schools. Teachers and students seemed to care, but they seemed in a world apart. There was little passion, by contrast with the passionate "noise" of the world outside the schoolhouse walls.

This picture of life in the eighth grade is both a relief and yet troubling. The tension of school life is absent. There is no urgency on anyone's part. According to these reports, students are not alienated or angry. Their education and our future certainly do not appear to be at risk. Which picture of school life is accurate? Is this illusive calm as alarming as the violent alternative so often presented in the literature about schools?

There was an apparent effort by teachers to integrate the outside world and students' lives into the structure of the traditional curriculum. This was not always easy. I found myself admiring each teacher's effort to connect the classroom to the students' world. Although the connections did liven up the classrooms, they did not necessarily reduce the mundane nature of the routine. Occasionally, but not often enough for me, reporters described discussions or classes that particularly interested students.

The most striking observation was how few assignments actually used real-life examples or real, practical problems to solve. Also, considering that technology dominates students' and parents' lives outside of school, it appeared infrequently as part of the instruction, except that there was regular use of video. Computers occasionally were used for drill and practice or to teach word processing, but students did not use the computer as a tool for investigation, learning complex thinking or manipulation, or for routine word processing. No calculator use was mentioned.

Nevertheless, on the whole I got a picture of caring teachers, trying to do their best against too big a job, working hard to be right and fair, but using a program that varies little from my schooling experiences over thirty years ago.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

The sign in America's eighth grade should read, "Work in Progress" or "Under Construction." In many eighth grade classrooms such a sign does exist, figuratively, for it is readily apparent that substantial efforts have been and are being expended to make the educational enterprise more appropriate for early adolescents. In far too many other eighth grades, however, the sign reads, "Business as Usual."

As revealed in this shadow study project, there are obvious conflicts between prevailing practices and the known needs of early adolescents, both academic and developmental. The typical classroom situation, if one exists, seems to fall far short of what is commonly accepted as appropriate educational fare for 13 and 14-year-old youngsters. Departmentalization dominates, schedules are rigid, students are grouped or tracked by ability, content coverage is the focus of nearly all instruction, and passive learning prevails.

Neither the school curriculum nor the various means by which its content is presented recognizes adequately the life that eighth graders lead outside school. School life is still too much a separate entity, predetermined and packaged. It relies on chance or teacher sensitivity to come into relationships with the out-of-school life that students lead in the home, on the streets, in the community, and generally in the open adult society from which they can no longer be protected.

The school day for the eighth grader is also physically and mentally demanding. The demands for sitting alone are excessive, as observers regularly noted. The lack of interaction and involvement makes the day doubly tiring—and boring—as it was to most observers.

Yet, while such negative generalizations are valid, the shadow studies make evident that there is a discernible group of eighth grades that have instigated changes, which places them in a "much improved" category somewhat distinct from the more traditional mass. Thus, our study, if it could be so objectified, would yield on a quality scale a bimodal rather than a bell curve. The larger hump would be composed of those schools where, despite some important and necessary organizational changes, little has been done to alter the kind of education experienced by the student. But next to that hump, across a little valley, would be a

growing cluster of eighth grades that have moved further down the implementation scale and might be cited as "real" middle schools.

When the typical eighth grader gives the typical answer, "nothing," when asked what was learned in school today, the response may reveal a truth as well as an age-related attitude. In reading the shadow studies one realizes that the effects of education are, and have to be, cumulative. The individual class, the one day, doesn't amount to much. Single classes are often virtually without merit or substance. Missing a class is not nearly as important as the teacher of that class always seems to think. The lessons that last, the lessons that affect behavior, are the result of many separate activities and relationships over time. They are cumulative and they come from living, not from any one lesson.

COMPARISONS WITH PREVIOUS GRADE STUDIES

While this study was designed only to provide an intimate picture of what eighth grade education is like currently, it is difficult not to venture beyond that primary mission. Inevitably, one wonders how the composite picture of eighth grade education taken in 1989 compares with similar pictures taken of the sixth, seventh, eighth, and ninth grades in previous studies.

Although openly acknowledging the many limitations that do exist and proceeding cautiously because of them, the authors, nevertheless, feel it appropriate to express some subjective judgments on several questions that are comparative in nature. Since the senior author has been associated with each of the previous grade studies, perhaps there is justification for venturing forth with some beliefs about progress or lack thereof.

The first shadow study project of the eighth grade was conducted in 1962 and was published by ASCD in 1964 (Lounsbury and Marani). The picture of eighth grade education in that report was rather discouraging. Although there were a few bright spots, the overall evaluation was essentially negative.

Some of the major assessments made in that 1962 study of the eighth grade are found in these excerpts from the report:

> In summary, the 102 Shadow Studies, while pointing to much inspired teaching and apparent concern for the best in learning theory, seem more accurately summarized by this closing statement of one observer.
>
> "To sum it up: I would not want to be an eighth grader...
> —on such a tight daily schedule
> —when I was not involved in planning what was to be done and/or how this would be done;
> —where most teachers lectured and treated us as sponges;
> —where my interests and needs were not considered in planning the curriculum,
> —where I could 'get by' very nicely just by being quiet, orderly, and following directions;
> —where my learning was bookish, fragmentized, and purposes were not clear,
> —where I had no opportunities for 'me' to grow."

This was the predominant, but not universal, view of the junior high school we saw on May 3, 1962...

The most prominent impression is of a classroom dominated by the teacher, in full direction of the learning complex. Lecturing was common and appeared in classes ranging from English to art..

The data gathered from the Shadow Studies seem to cast the junior high school classroom as a miniature lecture hall inhabited by a central figure of authority and his helpless captives. It does seem almost indisputably evident that the typical eighth grade situation is teacher dominated with pupils rather passive and actively involved only to a limited degree; physically present, but psychologically absent a large portion of the time... .(Lounsbury and Marani, 1964, pp. 51, 52, and 54)

Such a view was not entirely unexpected at that time. Criticism of the junior high school had been mounting for some years. Its tendency to be little different from the high school itself was openly acknowledged. The ASCD-sponsored shadow study was in fact initiated in recognition of such conditions. It was also a means of deriving a needed picture of the status of the junior high school to direct what some were calling the renaissance of the junior high school.

In 1977, under the auspices of the young National Middle School Association, a seventh grade shadow study project was conducted (Lounsbury, Marani, and Compton, 1980). Fifteen years had passed since the eighth grade study, and the middle school movement was well underway. A national association had been formed and much interest had been generated in this new educational improvement effort. Some early studies (Gatewood, 1973; Wiles and Thomason, 1975), however, had revealed that new middle schools, while changing name and grade configuration, were almost identical *in practice* to the junior high schools they replaced.

The seventh grade study sought to provide a database that would help in assessing the status of the new movement. Other studies were largely quantitative and limited to administrative and organizational features. By shadowing 100 seventh graders on February 17, 1977, and recording their activities, it was possible to check the status of seventh grade education as it was being conducted in "new" middle schools.

In the final report, the authors concluded that the overall picture was

... clearly improved — not excellent, perhaps not even very good, but noticeably better. The middle school today, as one would expect, is still very much a mixed bag. There are hundreds of middle schools operating that are wholly departmentalized, homogeneously grouped, subject matter centered, and featuring interscholastic athletics. These schools display nearly all that typified what became the typical junior high school. On the other hand, there are many middle schools that operate in open spaces, that feature real team teaching, extensive exploratory programs, adviser-advisee arrangements, and nearly all the theoretically acceptable practices. The vast majority, of course, are somewhere in-between and cluster around the middle. In reading the

recent Shadow Studies one clearly gets the feeling that middle schools are moving; they are trying conscientiously to be responsive to student needs and to alter their programs and practices to serve better their emerging adolescents.

The major differences between 1962 and 1977 may be in climate rather than curriculum, in the atmosphere more than the course of study. We believe that some of the "objective" surveys of practices which seemed to reveal no significant difference between junior high schools and middle schools may not have been able to take into account differences that did exist in climate, relationships, and goals.(Lounsbury, Marani, and Compton, 1980, p. 65)

Looking back on the negative picture painted in the 1964 report of the 1962 study and cited on the previous page, one is tempted to say "deja vu." For a great many eighth grades those earliest judgments remain all too valid; this cannot be denied. Yet the more favorable conditions noted in these judgments, made 15 years after the first ones and more than 10 years ago, seem equally valid.

We believe the shadow studies make clear the reality that middle level education has been undergoing revision over the last three decades, and changes for the better can be noted. These changes are not as universal or widespread as one might hope, but they are evident. It is obvious to these writers that the areas of change and improvement are largely restricted to those areas cited in the second paragraph of the above excerpt from the 1977 seventh grade study.

Progress in climate is more apparent than progress in curriculum. Positive attitudes toward students, genuine concern for them and their developmental needs are evident, but the curriculum of content remains largely unchanged, even in many teamed situations. Schools have instituted recognition programs, developed fun activities such as a dress-up day, organized interdisciplinary teams, established special classes or arrangements for students with unusual needs—all to the good. But the curriculum of content, the bread and butter of the school program, still is not reflective of what is known about the nature and needs of early adolescents.

RECOMMENDATIONS

The schools that house our nation's eighth graders are performing highly significant services. The teachers of these youngsters are to be commended for their commitment to these exuberant and often difficult early adolescents. They are extremely important servants to these impressionable students and to a less than appreciative society. These are fundamental truths that apply to nearly all eighth grades and, in pointing out areas of needed improvement, this reality should not be overlooked.

Our look inside grade 8, however, does show that there is still far too much "dead wood"—old routines and practices that in the 1990s are no longer appropriate for, or effective with, early adolescents. As professionals we cannot in good conscience simply continue with business as usual. Therefore, every school that houses an eighth grade ought to examine carefully and honestly its offerings and approaches

in light of what we know about these young people and the demands placed on them by contemporary society. While perfection is not expected or possible, each such school should assess in which direction it is moving and whether it is a part of the problem or a part of the solution.

The following recommendations are rather general and could be directed at all middle level education. Certainly they are related to the reality of eighth grade education as experienced by youth in March of 1989 as revealed in the 162 shadow studies.

1. *Programs for eighth graders that are developmentally appropriate must be instigated.*

While feeling a responsibility to prepare eighth graders for high school, where it is said they play "hardball," middle level educators must guard against the all-too-common practice of making the eighth grade *like* the ninth grade. The period of transition to full adolescence is still ongoing for most eighth graders. Certainly this is true as the school year begins, and so these 13 and 14-year-olds should be dealt with in a manner appropriate for their current developmental stage.

An old adage, related to a principle enunciated by John Dewey, is germane: "The best preparation for tomorrow is effective living today." American education has too long been handicapped by adult assumptions of what some youngsters should learn now so that they will be ready for some presumed future demand. The principle of readiness applies at the eighth grade just as it does in the first grade relative to reading.

Developmental responsiveness carries with it major implications for school restructuring. It demands that middle level educators move beyond the "mere" form of middle level programs, such as interdisciplinary teaming and teacher advisories, and become increasingly concerned with the substance of these programs. What counts is how these programs are functioning daily in classrooms with early adolescents.

Developmental responsiveness also has major implications for teachers and the way in which they teach. Even though we found teachers to be more empathetic toward early adolescents, we still found that most eighth graders spent their day as passive learners—listening to teachers, copying from chalkboards, reading assignments, filling in worksheets, and taking tests.

If all middle level students are going to be assured success, they must be engaged actively in the learning process. They must participate, question, choose options, and exercise responsibility. To offer early adolescents less than active participation in learning is to be developmentally *unresponsive*.

Maintaining the integrity of the middle level institution and serving the special responsibilities that are the justification for this middle level must be acknowledged as basic goals. The history lessons of the junior high school should be fresh reminders of this need.

2. *Middle level schools should be freed of developmentally inappropriate requirements.*

Middle level educators should work with boards of education, state

legislatures, and state departments to unshackle middle level schools from well-intentioned regulations and requirements that are simply inappropriate for emerging adolescents. So often teachers feel constrained and frustrated by expectations that they cover certain material, include certain topics, prepare for various tests. To meet both the academic and the other developmental needs of early adolescents, middle level schools must be allowed to develop curricula and programs that are not necessarily within the traditional scope and sequence charts of the basic subjects.

In reading the shadow studies one gets the impression that teachers are handicapped by the curriculum they believe they must teach. They seem torn between their genuine caring about kids and the expectations that they should instruct, assign, and carry forward with some mandated curriculum.

Teachers and administrators must exercise greater responsibility in the decision-making process in their schools. State departments of education and local school boards must recognize the importance of school autonomy and ease the number of imposed curricular and organizational requirements. In *Turning Points*, the Carnegie Council on Adolescent Development (1989) states:

> Teachers must have greater authority to make decisions, and responsibility for the consequences of those decisions, regarding the day-to-day educational experiences of their students. Dramatically improved outcomes for young adolescents require individualized, responsive, and creative approaches to teaching that will occur only when teachers are able to use their intimate knowledge of students to design instructional programs. (p. 54)

The report goes on to say:

> . . . teachers need the opportunity to bring their own special interests and expertise to their teaching. Young people exposed to ideas about which teachers care deeply see course material not as isolated facts and isolated concepts, but as powerful forces that affect people's lives and arouse people's passions. (p. 54)

Middle level teachers and administrators must be empowered to act creatively and responsibly in the formation and use of curricula and programs that are developmentally appropriate.

3. *Middle level schools must more adequately recognize the social needs of early adolescents.*

If schools are serious about meeting the developmental needs of this age group, they will organize activities and schedules in such a way that the youngsters will be able to legitimately interact more. It might mean longer passing periods (some are needlessly tight and are self-defeating) or a mid-morning break. Most certainly it should mean more opportunities for kids to work together in the pursuit of academic activities via various forms of cooperative learning. The profile of the eighth grader presented in Chapter 2 makes certain the social nature of the eighth

grader, and the shadow studies confirm how irrepressible that social nature is.

4. *Students should be actively involved in the teaching/learning complex.*

Eighth grade teachers should make concerted efforts to involve students more in classroom affairs. While students seemed willing enough to do what they are told to do, their lack of ownership in the activities was an obvious barrier to effective learning. The absence of adequate involvement of students and the resulting dominance of passive learning was commented on as much as any other concern by observers and analysts alike. Both the principles of learning and the nature of the age group call for extensive involvement of the students—a condition that simply did not prevail in the great majority of situations. Eighth graders seek independence and autonomy. Developmentally it is inevitable, yet traditional school practices work against, rather than with, such needs. Progress in correcting this condition does not require new materials or more money. Only a change in teacher attitude, accompanied by administrator and parental understanding, is needed.

5. *Critical thinking should be a priority goal.*

In the same vein, eighth grade teachers should make regular efforts to encourage critical thinking among the students. The relatively low level of intellectualism so painfully evident in most eighth grade classrooms is damaging to those youngsters who are able to think hypothetically and to those who need to be enticed into trying to think analytically. It is in clear conflict with the description of thinking skills presented in Chapter 2. While some eighth graders have not yet arrived at the necessary level of mental maturity (Piaget's formal operations), they need to be stimulated and encouraged to reach for it. Otherwise they will never make that step up to real thinking.

If critical thinking is to become a reality in middle level schools, a major departure must be made from the traditional classroom pattern of instruction. The long-held belief that the teacher's role is to transmit knowledge to students should be changed. "Instead, teachers must view themselves as facilitators through which young people construct knowledge themselves." (*Turning Points*, 1989, p. 43) For critical thinking skills to be nurtured and developed, a climate of inquiry must exist in all classrooms and students must have the opportunity to "discuss, analyze, express opinions, and receive feedback from peers." (*Turning Points*, 1989, p. 43)

6. *Increase the relevant content component in the curriculum.*

Much traditional content is appropriate and should be continued as a carrier of our heritage. However, middle level educators must make a concerted effort to balance it with more contemporary content that deals with the real issues that face all youth at this time of life in today's society. The school's curriculum is seen by students as a thing apart—tolerated but not of immediate assistance in their lives.

Only when students sense inherent value in the content and activities will they commit themselves to quality efforts.

7. *Interdisciplinary instruction must be pursued vigorously.*

Even in those schools that were organized into interdisciplinary teams, examples of interdisciplinary instruction were all but nonexistent. The artificial and unnecessary compartmentalization of life and learning into the separate subjects should be aggressively addressed. A minimal first step is the conscious effort by each teacher to inform other team members of topics and skills to be addressed during the coming week. Much more is needed to bring about the desired wholeness of learning. And much more is possible when teams exist. The exploitation of the common planning period to further true interdisciplinary instruction must go forward.

Evidence is accumulating regarding the positive effects of interdisciplinary teaming on students and teachers. In the CREMS study, reported by Mac Iver (1990), evidence was found that the implementation of interdisciplinary teaming programs in middle level schools yielded educationally significant benefits. The benefits cited included greater teacher support of each other, more effective instruction because of integration and coordination, student problems more quickly identified and resolved, and better student identification with team, which led to improved quality of work and attitudes.

The crucial elements in bringing about these benefits, according to MacIver, are well-organized teams, a strong commitment to teaming, and team leadership. He states:

> Our data support the claim that a well-organized interdisciplinary team approach can strengthen a school's overall program for students in the middle grades.
>
> . . . principals in schools with a deeper commitment to teaming are more likely than other principals to perceive that the present practices at their schools are meeting students' needs effectively and that the schools' overall grade programs are "solid" and "exemplary." Similarly, schools that have a strong commitment to interdisciplinary teaming report obtaining more frequent benefits from their interdisciplinary teams than do schools with less well-organized teaming programs. (1990, p. 461)

Team leadership was also identified as an important factor in team organizational effectiveness. Teams with leaders either selected by the principal or elected by team members spent significantly more of their planning time on team activities.

Our shadow study results indicate that much fragmentation of instruction still exists and that interdisciplinary teaming is still having very little impact upon the classroom experiences of eighth graders. It is time for administrators and teachers to deepen their commitment to interdisciplinary teaming and organize their teams in ways that will bring about the positive benefits described in recent research studies.

8. *Reduce the use of homogeneous grouping.*

The evidence mounts—homogeneous grouping is of little or no value in increasing academic achievement, and it has clearly deleterious effects socially and emotionally. Yet its use continues with little letup. Eighty-nine percent of the eighth grades in this study use some form of ability grouping. The full implementation of the middle school concept will require a drastic reduction in the amount and degree of tracking and homogeneous grouping. Labels and accompanying assumptions about inherent ability can have serious and long-lasting effects at this key developmental stage.

9. *Teacher advisory or advisee-adviser programs should be more fully implemented.*

Where such programs do not exist they should be instituted, and where they exist they should be more adequately implemented. As in the junior high school previously, these programs often deteriorate over time and become little more than the typical homeroom, serving administrative purposes more than student personal development.

In the CREMS study, Mac Iver (1990) reported that 66 percent of the middle level schools had homebase programs. In most of these homebase programs, however, the common activities were taking attendance, distributing notices, making announcements, and orienting students to rules and regulations. Twenty-eight percent of the schools reported that their homebase programs focused at least monthly on social and academic support activities. These social and emotional support activities included important areas such as discussing problems with individual students, providing career information and guidance, developing student self-confidence and leadership, and discussing academic issues, personal or family problems, social relationships, peer groups, health issues, moral or ethical issues, values, and multicultural issues and intergroup relationships. (MacIver, 1990)

There is good evidence "that strong implementation yields benefits that are educationally significant—by helping a school better meet young adolescent social and emotional needs, a group advisory program can play an important role in dropout prevention." (Mac Iver, 1990, p. 464) Mac Iver goes on to say:

> Based on principals' estimates a school that provides students with extensive social support and frequent opportunities to discuss topics that are of importance to them by means of a regularly scheduled group advisory period is more successful than other schools in increasing the proportion of its students who stay in high school through graduation. (1990, p. 464)

A teacher advisory program that focuses on social and academic support activities is a crucial element in developmentally responsive middle level schools. Continued staff development activities and strong leadership are needed to make this important but admittedly difficult curriculum component effective.

10. *The expectations of students relative to what school could be must be raised.*

Students accept what they get too readily; they expect very little. They seem to have resigned themselves to the fact that classes are boring. And they usually are if boredom is what results when one is required to do things that have no connection to or usefulness in one's life.

At this vibrant, exciting time of life when new vistas and new relationships are opening up to youth, the middle level school should be able to capitalize on that excitement more effectively. We must bring schooling closer to kids and help them to see that it could, indeed, assist them in dealing with the many facets of life that now impinge on them.

11. *Recognize the ultimate importance of the teacher as a person and act accordingly.*

Efforts to instigate improved organizational arrangements, curriculum content, and instructional practices should progress. However, the fundamental importance of the teacher and the resulting student-teacher relationship must not be overlooked. When all is said and done, the quality and character of the individual teacher personality is of more importance in facilitating learning than the content, the materials, or the organizational arrangement.

In this shadow study, as in the previous ones, this fundamental truth was readily apparent—the teacher makes the difference. Therefore, educational improvement efforts must deal directly with teachers as persons, with their understandings, attitudes, and abilities. It is naive to assume significant changes can be made simply by changing schedules, textbooks, or courses, and bypassing the personal growth of teachers.

A FINAL WORD

This shadow study, like the previous ones, didn't really tell us very much we didn't already know—or at least suspect. But we hope it has brought real out in the open where we can examine it and where, more important, we must confront it. There are no good excuses for failing to take some steps, however small, to right those plain-as-the-nose-on-your-face wrongs that do exist. As a professional educator, you have both a responsibility and an opportunity to nudge your school, your classroom, a little further along in the right direction.

We do not have to wait for the results of further research to chart a course of action. We do not have to wait for some directive from above. So much of what is needed is based on little more than common sense and the long legacy of good teaching. Teachers and schools in various places are already doing successfully all of what needs to be done everywhere.

We cannot spend this last decade of the century avoiding the tough questions about the nature of the education being provided eighth graders. Raised in this study, as in others, these questions demand some answers. In the years ahead it must become more apparent to our youth than it is now that we genuinely value

them and are conscientiously developing educational programs that match their nature and needs, that connect what we ask them to do and what is useful in their lives.

We must assume some initiatives—taking heart from the evidence of progress that can be seen, supported by recent attention given to the middle level; urged on by the difficult conditions that surround our youth in our selfish, self-serving, and sex-saturated society; and, finally, embarrassed by the following perceptive comment of a sixth grader. (Out of the mouths of early adolescents. . .) Howard Johnston was sharing the results of the 1987 sixth grade study with a class of middle level kids in Cincinnati. After listening to the findings one boy asked, "If you know all those things, how come it doesn't change?"

APPENDIX A

Directions for Observers

In March, 1989, you will be engaging in a major research study. As one of the many volunteer observers from across the country, you will follow a randomly selected eighth grade student, and, as nearly as possible, live the school day as he or she does, recording events and impressions. This day will prove to be a valuable, informative, and meaningful experience for you personally. It will also provide the base data needed to answer questions concerning the programs being provided eighth graders.

To ensure reasonable objectivity, uniformity, and success, please read the following directions and follow them carefully.

1. Any school that includes an eighth grade will be acceptable. Make prior arrangements with the school to be visited. It is important that teachers understand the purpose of your visit and know that you are not evaluating them or the school.

2. If necessary, you may conduct your study on either March 7 or 9 rather than the 8th which is the preferred date. Clear your calendar so that you will be free the entire day to complete the shadow study.

3. Arrive at the school 10 minutes or so ahead of the school opening. Arrange for the after school interview with an administrator, then select an eighth grade student using a technique that will ensure randomness. *Please do not let school personnel select a "good" student for you.* Means of ensuring randomness include:

   (a) Ask someone to pick a number between 1 and 25. On the roster of eighth grade students whose last name begins with your middle initial, select that numbered student.

   (b) Locate the file drawer of eighth grade student folders and pick, blindly, a folder. (*Note*: If the student selected is in a special education class for more than 25% of the day, pick another student.)

4. Secure a copy of that student's schedule and locate the selected student's homeroom (or first period) and, with the help of the teacher, unobtrusively identify the student to be shadowed. Find a seat out of the way and look as nonchalant as possible.

5. Using Attachment A (make 6-8 copies as needed), record the information desired. While you won't be oblivious to other matters, try to keep your focus on the individual student and what he or she is apparently doing. (Use an initial or fictitious name for student shadowed.)

6. The 5-7 minute time interval will give you a bit of flexibility, but will definitely show the flow of actions and activities. More frequent entries are acceptable.

   Start a new time interval with each change of class or period. Go with the student to gym, lunch, and, as nearly as possible, keep up with the individual so you can experience vicariously his or her full school day.

7. If the student, after the third or fourth hour, confronts you with the question, "Are you following me?" pass it off with a vague statement such as, "You know, I guess you have been in every class I've visited." In this and all cases, your intuition and common sense will be the best guide.

8. At the close of the last period (or close to it, if you've cleared with the teacher), pull the student aside for an interview using Attachment B.

9. Interview an administrator to secure the information needed to complete the structured interview sheet (Attachment D) and, if needed, the student information sheet (Attachment C). Express appreciation for the assistance and cooperation you received.

10. That evening, complete the Evidence of Program Characteristics (Attachment E), write out your impressions, reactions, and conclusions (Attachment F) while the day's events are still fresh in your mind.

11. Have the original shadow study typed onto fresh forms to ensure readability. Please include your name (as you would like it to appear in the final report), professional address, and telephone number.

12. Mail the typed study and all other forms to:

    George E. Melton
    National Association of Secondary School Principals
    1904 Association Drive

APPENDIX B

Observers Who Conducted Shadow Studies

William M. Alexander
University of Florida, Gainesville

John Allensworth
Mountain View MS, Roswell, N.Mex.

Edward A. Barnhart
Sterling MS, East Wenatchee, Wash.

Lorraine Becker
DeAnza MS,Ventura, Calif.

Jerome P. Belair
East Lyme JrHS, Niantic, Conn.

Lyn S. Bennett
Traner MS, Reno, Nev.

Franklin K. Bergman
Elco MS, Myerstown, Pa.

Francis J. Bermudez
Berner JrHS, Massapequa, N.Y.

Carolyn L. Bridges
Wichita, Kans.

Dianne Brodie
Taft MS, Lincoln City, Oreg.

Christina S. Brown
Margate MS, Margate, Fla.

Jean Bruck
Ott MS, Portland, Oreg.

John H. Buckner
University of Kentucky, Lexington

Katherine K. Burch
Persell Intermediate School,
Jamestown, N.Y.

Ross Burkhardt
Shoreham-Wading River MS,
Shoreham, N.Y.

Robert Buser
Southern Illinois University,
Carbondale

Douglas Byington
O'Brien MS, Reno, Nev.

William F. Cafiero
Ravena-Coeymans-Selkirk JrHS,
Ravena, N.Y.

Gregory Carnacchi
Novi, Mich.

Mary Caro
Waco, Tex.

Geri Ceremuga
Pierce MS, Redford, Mich.

Joan Christy
Western HS, Cranston, R.I.

Donald C. Clark
University of Arizona, Tucson

Patricia Chamberlin Clark
Fairbanks, Alaska

Cheryl Clemens
Myers MS, Savannah, Ga.

James E. Coad
Lincoln MS, Newark, Ohio

Deborah L. Coates
Holton-Arms School, Bethesda, Md.

Laura J. Collins
University of Nebraska, Lincoln

Aubrey G. Conrad
Easton JrHS, North Easton, Mass.

Robert Copeland
Witherspoon MS, Princeton, N.J.

Cheryl Craig
Edinboro, Pa.

Jon H. Cramer
Florida State University, Tallahassee

Michele Crosby
Florida State University,
Tallahassee

LeAnn Cluttrell Crowley
Knoxville, Tenn.

Mary Crystal
Webster City, Iowa

Dwight Davis
GFW MS, Fairfax, Minn.

Beverley Dempsey
Las Vegas, Nev.

Thomas S. Dickinson
Georgia Southern College, Statesboro

Lynn Divelbess
Dryden MS, Juneau, Alaska

Pat Douglas
Dept. of Education, Indianapolis, Ind.

Donald R. Driver
Lincoln JrHS, Mt. Prospect, Ill.

Terry S. Earley
Oakdale-Bohemia Road JrHS, Oakdale, N.Y.

Joanne Elliott
South JrHS, Salina, Kans.

M. Ellen Emmert
Liberty, Ind.

Sandra L. Emser
Christian Central Academy,
Williamsville, N.Y.

Brenda L. Fancy
Plymouth Carver Intermediate School,
Plymouth, Mass.

J. Randall Fears
Belle Vue MS, Tallahassee, Fla.

Timothy C. Feeley
Deer Park HS, Cincinnati, Ohio

Jay Feltheim
OMS MS, Overland Park, Kans.

Joseph A. Ferraro
James Vernon MS, E. Norwich, N.Y.

Frances Flood
Chalfont, Pa.

Evander French, Jr.
McCall JrHS, Winchester, Va.

June Gallagher
Taylor ES, Arlington, Va.

Norma Garcia
Chapparal MS, Tucson, Ariz.

George Gilman
Amphi SrHS, Tucson, Ariz.

Marguerite R. Gooden
Patrick Henry ES, Arlington, Va.

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Madison Public Schools, Madison, Conn.

D. C. Gurganus
New Hanover County Schools,
Wilmington, N.C.

Greta I. Gustavson
Azalea Gardens MS, Norfolk, Va.

Candice Haggard
Central MS, Nederland, Tex.

Anne Hall
Gregory MS, Naperville, Ill.

Joseph C. Harrington
Rehoboth, Mass.

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Lewistown MS, Lewistown, Pa.

Juanita Haydel
J.B. Martin MS, Paradis, La.

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Edison Intermediate School,
Westfield, N.J.

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Jefferson MS, Oklahoma City, Okla.

Marthann P. Hoffman
Munster, Ind.

Linda Holdorf
Thayer J. Hill MS, Naperville, Ill.

C. Larry Holt
University of Central Florida, Orlando

Ralph Huffaker
Raytown MS, Kansas City, Mo.

Ray Hulbert
Snohomish, Wash.

Judith Irvin
Florida State University, Tallahassee

John Iwatsko
St. Cloud University, St. Cloud, Minn.

Glenda Jackson-Moehlman
Antioch MS, Gladstone, Mo.

Barbara A. Johnson
Chesapeake Bay MS, Pasadena, Md.

Paul Kane
Parkview MS, Green Bay, Wis.

Debby Kasak
Jefferson MS, Champaign, Ill.

Suzanne E. Kaunitz
Hoover MS, Kenmore, N.Y.

Michael Keany
Manhassett JrHS, Manhasset, N.Y.

Georgine W. Keroack
Gilford, N.H.

Eileen Kittleson
Grass JrHS, West St. Paul, Minn.

C. Suzanne Klein
Pierce MS, Grosse Pointe, Mich.

Robert N. Knight
Normal, Ill.

Diana Kopka
Grand County MS, Moab, Utah

Stan Lauer
Roosevelt-Lincoln MS, Salina, Kans.

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St. Andrew's Episcopal School,
Bethesda, Md.

Donna D. Leese
Maple Avenue MS, Littlestown, Pa.

Rose T. Levine
Ellicott Mills MS, Ellicott City, Md.

Paula Lloyd
Falmouth MS, Falmouth, Maine

Beverly Martin
Jefferson, Wis.

Joe Martinez
Forest Oak MS, Fort Worth, Tex.

Susan Masek
Sierra MS, Tucson, Ariz.

Kathy Mason
West MS, Littleton, Colo.

Celine M. Matz
Upper Perkiomen MS,
East Greenville, Pa.

Bill Maus
Smithville Jr/Sr HS, Smithville, Mo.

Ron Maxfield
Rogers MS, Spencer, Okla.

Glenn Maynard
Kent State University, Kent. Ohio

Harriett W. McAllister
DeLand, Fla.

Donna S. McCarl
Prairie MS, Aurora, Colo.

Evelyn McCracken
University of Northern Colorado,
Greeley

Lee McCullough
Caddo Middle Magnet School,
Shreveport, La.

Camille McGregor
Warrenton JrHS, Warrenton, Va.

Deborah J. Montgomery
Old Mill MS, Millersville, Md.

Paul L. Nelson
Florida State University, Tallahassee

Tim Nelson
Enumclaw, Wash.

Kristine Oksa
Marana JrHS, Marana, Ariz.

Vernon D. Pace
Indiana University, Bloomington

Barbara Paonessa
White Plains MS, White Plains, N.Y.

Ellen Paul
Sauk Prairie MS, Sauk City, Wis.

Douglas M. Pfeninger
Dartmouth MS, North Dartmouth, Mass.

Joyce Pickering
Jefferson Intermediate School, Arlington, Va.

Kathryn Powell
Georgia College, Milledgeville

Rhonda Posey
Central MS, Nederland, Tex.

Joseph G. Purcell
Farnsworth MS, Guilderland, N.Y.

Lisa Purser
Edmond, Okla.

C. J. Rainaldi
Metcalf JrHS, Burnsville, Minn.

Mary L. Roberts
Sapulpa, Okla.

Carole Robertson
Galveston, Tex.

Calvin A. Roesner
Glen Crest JrHS, Glen Ellyn, Ill.

Carrie J. Rosin
Black River Falls MS, Black River Falls, Wis.

Lois Rothberg
Pikesville MS, Baltimore, Md.

Chris Rothwell
Burkholder MS, Hamilton,
Ontario, Canada

Jerry Rottier
University of Wisconsin, Eau Claire

Chuck Rundell
Harding Schools, Oklahoma City,
Okla.

James Russo, Jr.
Ottoson JrHS, Arlington, Mass.

Cynthia S. Rutherford
Wichita, Kans.

Harold P. Sarver
Hampton MS, Allison Park, Pa.

Sandra Schurr
University of South Florida, Tampa

Joseph Schwartz
Saline MS, Saline, Mich.

Frank Semmelman
Deer Park JrHS
Cincinnati, Ohio

Sharon Shaltes
West View MS, Romeoville, Ill.

Joyce G. Sipple
State College Area JrHS,
State College, Pa.

Virginia Soniat
Holy Ghost Catholic School,
Hammond, La.

Robert C. Spear
Powder Springs MS,
Southwick, Mass.

Robert St. Clair
Hopkins, Minn.

David G. Steadman
NASC, Commission on Schools,
Boise State University, Idaho

Susan C. Stewart
Glen Crest JrHS, Glen Ellyn, Ill.

Robert J. Sykora
Willetts MS, Brunswick, Ohio

Jude W. Theriot
Lake Charles, La.

Sue Carol Thompson
Overland Park School District,
Overland Park, Kans.

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Park HS, Woodbury, Minn.

John J. B. True
Edmunds MS, Burlington, Vt.

Larry C. Underwood
Otto, N.C.

Jerry Valentine
University of Missouri at Columbia

George T. Wacker
Binghamton, N.Y.

Tom Waldoch
Milwaukee, Wis.

Linda Wall
Macomb, Ill.

Diane Welbert
Margarita MS, Temecula, Ga.

Sandi Welch
Bangor, Maine

Audrey Werner
Suzanne MS, Walnut, Calif.

Bob White
T.J. Walker MS, Sturgeon Bay, Wis.

John Whitehead
Charles City JrHS, Charles City, Iowa

Ralph Wilderson
Destrehan, La.

Paula Wilbanks
University of Arkansas, Conway

Mark C. Wilson
Holton MS, Holton, Kans.

Kyle B. Wilson
Gaffney, S.C.

Tammy Whitman
Menasha, Wis.

Charla Argo Wright
Marie Drake MS, Juneau, Alaska

Pat Young
Pelzer, S.C.

S. Arlyn Zack
Muskegon Public Schools,
Muskegon, Mich.

Stephen W. Zsiray, Jr.
Cache School District, North Logan, Utah

Schools in Which Shadow Studies Were Conducted

Amphi SrHS
Tucson, Ariz.

Antioch MS
Gladstone, Mo.

Augusta Raa MS
Tallahassee, Fla.

Azalea Gardens MS
Norfolk, Va.

Bell MS
Milwaukee, Wis.

Belle Vue MS
Tallahassee, Fla.

Berner JrHS
Massapequa, N.Y.

Black River Falls MS
Black River Falls, Wis.

Bloomington JrHS
Bloomington, Ill.

Brecksville/Broadview Heights MS
Brecksville, Ohio

Brewer MS
Brewer, Maine

Brooks JrHS
Wichita, Kans.

Brown MS
Ravenna, Ohio

Burkholder MS
Hamilton, Ontario, Canada

Butte des Morts JrHS
Menasha, Wis.

Central MS
Galveston, Tex.

Chaparral MS
Tucson, Ariz.

Charles City JrHS
Charles City, Iowa

Chenango Forks MS
Binghamton, N.Y.

Chesapeake Bay MS
Pasadena, Md.

Christian Central Academy
Williamsville, N.Y.

Cobb MS
Tallahassee, Fla.

Culler JrHS
Lincoln, Nebr.

Dardanelle MS
Dardanelle, Ark.

DeAnza MS
Ventura, Calif.

DeLand MS
DeLand, Fla.

DeLong JrHS
Eau Claire, Wis.

Deer Park HS
Cincinnati, Ohio

Deer Park JrHS
Deer Park, Tex.

Marie Drake MS
Juneau, Alaska

East Lyme JrHS
Niantic, Conn.

Easton JrHS
Easton, Mass.

Edison JrHS
Macomb, Ill.

Thomas A. Edison Intermediate School
Westfield, N.J.

FSU Development School
Tallahassee, Fla.

Falmouth MS
Falmouth, Maine

Farnsworth MS
Guilderland, N.Y.

Forest Oak MS
Ft. Worth, Tex.

Franklin JrHS
Minneapolis, Minn.

GFW MS
Fairfax, Minn.

Gibbs MS
Corryton, Tenn.

Gilford Middle-HS
Gilford, N.H.

Gove MS
Denver, Colo.

Grand County MS
Moab, Utah

Grand Haven JrHS
Grand Haven, Mich.

Grass JrHS
W. St. Paul, Minn.

Gregory MS
Naperville, Ill.

Groves MS
Groves, Tex.

Hahira MS
Hahira, Ga.

Hammond MS
Laurel, Md.

Hampton MS
Allison Park, Pa.

Harding School
Oklahoma City, Okla.

Hasting MS

Thayer J. Hill MS
Naperville, Ill.

Holton MS
Holton, Kans.

Holy Ghost Catholic School
Hammond, La.

Hoover MS
Kenmore, N.Y.

L.C. Hunt MS
Burlington, Vt.

Hyde Park JrHS
Las Vegas, Nev.

Jackson Heights MS
Oviedo, Fla.

Jefferson MS
Jefferson, Wis.

Jefferson MS
Champaign, Ill.

Jefferson MS
Oklahoma City, Okla.

Thomas Jefferson Intermediate School
Arlington, Va.

Jessamine County MS
Nicholasville, Ky.

E.J. Landry, Sr., MS
Hahnville, La.

Largo MS
Largo, Fla.

Leawood MS
Leawood, Kans.

Lewistown MS
Lewistown, Pa.

Liberty MS
Liberty, Ind.

Floyd Light MS
Portland, Oreg.

Lincoln JrHS
Mt. Prospect, Ill.

Lincoln MS
Gainesville, Fla.

Lincoln MS
Newark, Ohio

Lincoln School
Jamestown, N.Y.

Manhasset JrHS
Manhasset, N.Y.

Maple Avenue MS
Littlestown, Pa.

Marana JrHS
Marana, Ariz.

Margarita MS
Temecula, Calif.

Margate MS
Margate, Fla.

J.B. Martin MS
Paradis, La.

McCall JrHS
Winchester, Mass.

Mead JrHS
Wichita, Kans.

Metcalf JrHS
Burnsville, Minn.

Mountain View MS
Roswell, N. Mex.

Myers MS
Savannah, Ga.

Myrtle Grove School
Wilmington, N.C.

National Cathedral School for Girls
Washington, D.C.

Nims MS
Tallahassee, Fla.

Northern Lebanon JrHS
Fredricksburg, Pa.

Northwestern JrHS
Kokomo, Ind.

Novi MS
Novi, Mich.

Oakdale-Bohemia Road JrHS
Oakdale, N.Y.

Ocole MS

Old Mill MS
Millersville, Md.

Old Rochester JrHS
Mattapoisett, Mass.

Orchard MS
Wenatchee, Wash.

Ottoson JrHS
Arlington, Mass.

Oxford MS
Overland Park, Kans.

James W. Parker MS
Edinboro, Pa.

Parkview MS
Green Bay, Wis.

Pierce MS
Redford, Mich.

Pierce MS
Grosse Pointe, Mich.

Pikesville MS
Baltimore, Md.

Pinckneyville JrHS
Pinckneyville, Ill.

Marvin Pittman Lab School
Statesboro, Ga.

Plymouth-Carver Intermediate School
Plymouth, Mass.

Prairie MS
Aurora, Calif.

Pt. Neches MS
Pt. Neches, Tex.

Rabun Gap - Nacoochee School
Rabun Gap, Ga.

Ravena-Coeymans-Selkirk JrHS
Ravena, N.Y.

Raytown MS
Kansas City, Mo.

Ridgewood MS
Shreveport, La.

Rogers MS
Spencer, Okla.

Roosevelt-Lincoln MS
Salina, Kans.

Ryan MS
Fairbanks, Alaska

Saline MS
Saline, Mich.

Sapulpa JrHS
Sapulpa, Okla.

Sauk Prairie MS
Sauk City, Wis.

Sequoyah MS
Edmond, Okla.

Shoreham-Wading River MS
Shoreham, N.Y.

Shortridge JrHS
Indianapolis, Ind.

Sierra MS
Tucson, Ariz.

Smithville Jr-SrHS
Smithville, Mo.

South JrHS
Nampa, Idaho

South JrHS
Salina, Kans.

Sparks MS
Sparks, Nev.

Spring Creek MS
Providence, Utah

St. Albans School for Boys
Washington, D.C.

State College Area JrHS
State College, Pa.

Suzanne MS
Walnut, Calif.

Taft MS
Lincoln City, Oreg.

Tech JrHS
St. Cloud, Minn.

Tennyson MS
Waco, Tex.

Traner MS
Reno, Nev.

Tri-North MS
Bloomington, Ind.

University of Northern Colorado Lab
School, Greeley, Colo.

Unami JrHS
Chalfont, Pa.

Upper Perkiomen School District
East Greenville, Pa.

Valley View JrHS
Snohomish, Wash.

Venice Area MS
Venice, Fla.

James Vernon MS
East Norwich, N.Y.

Wakefield MS
Tucson, Ariz.

T. J. Walker MS
Sturgeon Bay, Wis.

Warrenton JrHS
Warrenton, Va.

Webster City JrHS
Webster City, Pa.

Welsh MS
Lake Charles, La.

West JrHS
Columbia, Mo.

West JrHS
Gaffney, S.C.

West View MS
Romeoville, Ill.

Western HS
Cranston, R.I.

Westfield MS
Westfield, Mass.

Wheaton Warrenville MS
Wheaton, Ill.

White Plains MS
White Plains, N.Y.

Wilkinson County MS
Irwinton, Ga.

Williamsburg Intermediate
Arlington, Va.

John Witherspoon MS
Princeton, N.J.

Woodbury High School
Woodbury, Minn.

H.B. Woodlawn School
Arlington, Va.

Woodmont MS
Piedmont, S C.

Wilbur Wright MS
Munster, Ind.

APPENDIX D

Analysts

William M. Alexander
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Alfred A. Arth
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Sherrel Bergmann
National College of Education
Evanston, Ill.

Joan Bloomer
Culpeper, Va.

Ed Brazee
University of Maine,
Orono

Sally Clark
University of Arizona
Tucson

Betty Commanday
Sharp MS
Covington, Ga.

John Delaney
Parker MS,
Reading, Mass.

Donald Eichhorn
Lewisburg Area School District
Lewisburg, Pa.

Thomas Erb
University of Kansas
Lawrence

James Garvin
New England League of Middle Schools
Rowley, Mass.

Edward Lawton
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Judy McCutchen
Sterling MS
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