

**Shadow Study Rubric
MLED 310**

Content	Exemplary	Proficient	Approaching	Unacceptable
<p>Includes:</p> <ul style="list-style-type: none"> • Concise description of the school and its demographic data • Overall description of the student and of general developmental characteristics • Thorough chronicle of the student's day • Discussed whether the student learned and supported this with observational data • Implications for middle levels teachers 	<p>All content criteria are present and essay shows evidence of an insightful reflection, understanding, and knowledge of the early adolescence.</p> <p>The essay includes thorough use of observation, conversation, demographic data materials on the school, and materials on early adolescence. (22)</p>	<p>Most criteria are present and the essay shows evidence of a well-reasoned reflection, understanding, and knowledge of the early adolescence.</p> <p>The essay includes use of observation, conversation, demographic data materials on the school, and materials on early adolescence. (20)</p>	<p>Most criteria are present and the essay shows evidence of reflection, and some understanding, and/or knowledge of the early adolescence.</p> <p>The essay includes some use of observation, conversation, demographic data materials on the school, and materials on early adolescence. (18)</p>	<p>Some criteria is present, but not comprehensive or connected. There is little evidence of reflection, understanding, and/or knowledge of the early adolescence.</p> <p>The essay includes little use of observation, conversation, demographic data materials on the school, and/or materials on early adolescence. (14)</p>
<p>Personal Engagement and Conventions</p>	<p>Consistent, clear, and coherent demonstration of personal engagement in responding to the task.</p> <p>Demonstrates mastery of grammar, usage, mechanics, and spelling.</p> <p>Sophisticated sentence structure and imagery; language is distinctive. (8)</p>	<p>Clear and coherent demonstration of personal engagement in responding to the task.</p> <p>Demonstrates control of usage, grammar, mechanics, and spelling (few errors).</p> <p>Sentence structure is varied. Language is powerful, and word choice is precise. (6)</p>	<p>Limited demonstration of personal engagement in responding to the task.</p> <p>May contain some intrusive errors in grammar, usage, mechanics, and spelling.</p> <p>Uses appropriate vocabulary and sentence structure. (4)</p>	<p>No sense of personal engagement in responding to the task.</p> <p>Contains many intrusive errors in grammar, usage, mechanics, and spelling</p> <p>Minimal use of appropriate vocabulary and sentence structure. (2)</p>

Excellent study - all criteria are present and present thoroughly - mechanics are also exemplary.

20/30

Shadow Study: Charlie Brown

Alan Shawn Feinstein Middle School, Coventry RI

MLED 310 – Dr. Niska

Spring 2010

School Characteristics

Alan Shawn Feinstein Middle School is located in the heart of Coventry, Rhode Island, surrounded by residential neighborhoods, small businesses, safety services, and community areas such as museums, ponds, and recreation sites. There are thirteen hundred and forty two students enrolled at ASFMS, with one hundred and ten teachers (including guidance, special education, physical education, technology, and content-specific teachers) to assist in their quality education. In addition, ASFMS provides the services of one principal, Dr. Michael Almeida, and two assistant principals, Mr. Augusto Gomes and Ms. Kathleen Miner.

Academically, Alan Shawn Feinstein Middle School has consistently increased their performance and improved academic proficiency across the boards. As reported in the 2008-2009 yearly school report, students at Alan Shawn Feinstein Middle School scored thirteen percent above state average in mathematics, twelve percent above state average in reading, and fifteen percent above state average in writing.

Additionally, twenty percent of students enrolled are eligible for free or reduced lunch. Four percent of the student population comes from backgrounds other than white, including African American (1%), Asian (1%), and Hispanic (2%). While eighty four percent of the students do not receive special education services, three percent are in self-contained classrooms and thirteen percent are provided with support services during their mainstreamed, general education.

Student Background

Charlie Brown is a sixth grade student at Alan Shawn Feinstein Middle School. Behind the scenes, Charlie endures many emotional pains. While his mother is extremely supportive, his father has become a distant figure in his life. After being in prison for several years and having a restraining order against Charlie and Charlie's mother, Mr. Brown accomplished the task of obtaining Charlie's cell phone number, and attempted to pick him up from school. Luckily, school officials knew the protocol and avoided any contact between Mr. Brown and his son. For almost seven months, Charlie has been living in daily, internal fright of encountering his father at the wrong place and time.

While he stands at only an approximate height of four 4' 8" and weighing only seventy pounds, Charlie's confidence and personality stand stronger than the middle school building itself. His attire displays the latest styles that are common to a large percentage of the other thirteen hundred students. The blue Aeropostle hooded sweatshirt, baggie jeans, and skating shoes clearly assist in his "fitting in" as

he associates with other students who dress extremely similar to himself. Though he seems confident in his appearance, it is clear that he is yet to peak in his physical development as the girls walk by him, standing several inches taller.

Upon first meeting Charlie, it is evident that he fully enjoys being in the spotlight. Walking through the hallways, Charlie is in the midst of many friends and often moves quickly to another section of lockers in order to have a moment with his “girlfriend.” Many of his friends are in multiple classes of his, thus making the entire day a social event for Charlie. More often than not, Charlie’s voice can be heard from long distances in the hallway and across the classroom.

In the classroom, Charlie shows signs of conventional moral thinking. As he tends to act out in class at times, he quickly resorts to proper behavior when teachers remind him of his unacceptable actions. He understands the rules and the need to follow, yet is often in need of reminders. Intellectually, Charlie displays a great deal of potential, but is held back to extreme extents due to lack of organization and focus.

Chronological Recap of the Day

7:55AM – 8:50AM: Advisory

Walking in simultaneously with the fourteen other students in his advisory class, Charlie can barely make it into the classroom without beginning a loud, cross-the-room conversation with another student. He is dying to know the latest that is going on between Jimmy and Tara before he even thinks about listening to the teacher, Mrs. Smith. Quickly, Mrs. Smith becomes one level louder than Charlie and his friends in order to gain their attention and bring them into focus. After one more small comment to Jimmy, Charlie brings his attention to Mrs. Smith as she announces the activity for the day, “Rare Birds.”

At this point in the year, their advisory had been together for seven months and felt fairly comfortable with each other, to the point that they know a great deal about each other’s lives, interests, and personalities. However, Mrs. Smith attempted to surprise the students by having them each write down two facts about themselves that no other student would know about them. Then, they shuffled them up and randomly read them in attempt to determine what unique fact belonged to which student. As Charlie began to participate in this activity, he realized he did not have a single writing utensil with him. Though extremely grateful for being able to borrow mine, it was evident that he lacked organizational skills.

While some students shared traits such as, "I dislike mathematics" or "I don't like school," Charlie shared unique characteristics along an extremely comical level. He told everyone his favorite, original food combinations that no one would ever think of. By the simple display of the majority of the members in the advisory knew which facts belonged to Charlie it was clear that Charlie was known to stand out in a crowd.

8:50 – 9:20AM: Social Studies

Being the "short" period of the day, Charlie's class used this period to work on organization. In each classroom, the same organizational checklist hangs on the front board. The checklists include several different tasks for students to do during the short period that are specific to that particular content. Since Charlie was in Social Studies, his time was used not only to have his agenda checked, but also work with his teammates on his group project about the government.

Though the government project was what was supposed to be happening, the three boys in Charlie's group quickly lead various subjects of side-talk. Charlie's friend even felt the need to ask him how Taylor ("girlfriend") was doing, and if he was "gettin' any." Charlie responded in a whisper so only Jimmy could hear, as though he was embarrassed of his answer. Conversations also drew as far as discussing what other students were wearing or what they did last night at home. Finally, their teacher, Ms. Williams, walked over to check their progress. As soon as Charlie sees her feet moving towards them, he makes a reasonable attempt to call the group together, acting as though they have been working hard the entire time. In front of them lay blank pieces of paper which should contain pictures, outlines, and important vocabulary words. Somehow, through verbal manipulation, the boys got away with only a subtle reminder to stay on task. Again, as Mrs. Williams walked away, Charlie mentioned to the guys that they should do some work, but almost instantaneously began in conversations of side-chat.

9:20AM – 10:20 Science

As Charlie settled down in his group at the beginning of science class, Mrs. Chadwell announced that there were some nameless papers left behind on the floor the previous night, including study guides for their significant test the following day. Being the character that he is, Charlie quickly jumped to the board to hold it up for the class and help identify who it belonged to. In the process, he took a brief look at the word and realized it was his own. Consequentially, he had clearly not studied the

previous night without his materials! Mrs. Chadwell made an example out of this, but Charlie was more than happy to be in the spotlight once again.

After Charlie's show was over, Mrs. Chadwell announced that they would be playing "Mitosis Bingo" in order to prepare for the upcoming test. Charlie, along with the majority of the class, expressed an upbeat interest in this activity. As sheets are being passed out and students are setting up their cards, Mrs. Chadwell announces that they must not talk about the "lightening round" or else it will not happen. Being typical middle school students, several of them say "lightening round" simply to rile their teacher up. Of course, Charlie is the one who is responsible for the lightening round not happening. While he was not the only one to say the words, and though the majority of the class was disappointed, Charlie thought it was once again an honor to have all eyes on him, even though the spotlight was slightly negative.

As Mrs. Chadwell began calling out definitions and rewarding those students to achieved "Bingo" through lollipops, students were cheating off of one another. One student decided it was appropriate to copy the same bingo card as his neighbor, thus whenever his neighbor yelled bingo, he would too and won. It was obvious to those that witnessed his actions that he was clueless on the material and thus this bingo came was not helping in any way. Instead of actually listening to Mrs. Chadwell and attempting to obtain a review during the period, the cheating student simply glued his eyes to his neighbor's paper and enjoyed his time of relaxation. Meanwhile, Charlie brings out his comb from his back left pocket and uses the mirror from his neighbor, Samantha, to make sure he is looking his best. Come to find out, this decision was primarily driven by the fact that he had a locker date with Taylor in between the next two classes.

10:20AM – 11:20AM: Technology

After a brief locker visit, Charlie heads over to his girlfriend and escorts her to his next class. As he realizes that his class has already started, he flies away and into the technology room. However, he has not missed much as the other twenty five students are fiddling around on their individual computers, from Google to Wikipedia. Shortly after Charlie finds his seat, he realizes that several girls have switched shoes. Some girls are wearing one boot and one sneaker. To add to the excitement, Charlie thinks this would be a great opportunity to bring the attention on him. As his computer is loading programs that he should be using, Charlie sprints across the room to a female friend. With little argument, the female gives Charlie one of her UGG boots to wear, as she takes one of his skating sneakers.

Since one sneaker trade was clearly not enough, Charlie maneuvered around to find another willing classmate that would donate their shoe for a short time. Sooner than later, all eyes were glued to Charlie, and other students tried to steal his sunshine by following in his footsteps. Though the point of the period was to spend significant time working on keyboarding skills without looking at the keys, Charlie instead learned which of his friends had similar or significantly different shoe sizes.

11:30AM --11:50AM: Lunch

For many middle school students, lunch is the highlight of the day. With three hundred adolescents invading the lunch room simultaneously, the atmosphere of their daily routine quickly changes. Charlie is now allowed to talk freely and wiggle without reprimand while he eats his lunch. For some reason, eating his lunch sits on the backburner of his priority list as he is still rushing to chow down his cookies as the announcement for lunch being over is given.

The topics that are discussed at the heterogeneous lunch table involve excessive gossip about what everyone is doing during that day. It was Charlie's time to catch up on who broke up with whom, who is crying, and why these two girls are no longer friends. At one point, Charlie found it appropriate to go up to a girl that exhibited several displays of sadness and ask, "Did you just get dumped?" Though he was curious to know, he spent little time waiting for her answer and joyfully turned to a friend to get the scoop. While it was evident that he was more concerned with knowing what was going on than how hurt the girl actually was, Charlie expressed disbelief in the idea that a girl would be crying because her boyfriend had broken up with her.

11:50AM – 1:00PM: Physical Education

Knowing that it was the first day of the third trimester, Charlie anticipated that he would have a slightly different gym class than normal. Walking into the gymnasium along with approximately eighty-five other sixth grade students, teachers directed students into a particular corner of the gym. Here, they met with their individual physical education teacher and were given color-coded cards with their names on them. Then, they were given instructions on how to fill out the rest of the card based on their preference of what sport/activity they would like to take part in for the next five weeks. They were required to make first and second choice selections. As Charlie is attempting to fill out the card, several students are moving closer toward him to see what Charlie has selected.

Luckily, Charlie was able to receive his first choice as his activity for the next five weeks, ping-pong. However, there was not enough time left in the period to allow students to change and split into

their new groups. Thus, students were able to mingle outside with the rest of their classmates doing minor physical activities such as walking, jumping rope, basketball, or wall-ball. Charlie believed this was perfect time to spend with his girlfriend, while showing off his skills simultaneously. As Charlie walked over to the game of wall-ball with Taylor by his side, he began to talk in a louder tone of voice and take charge of the game as Taylor stood by and watched. Without a doubt, he knew Taylor was watching his every move, thus his “superman” mode went into immediate effect.

1:05PM – 1:35PM: Mathematics

Unfortunately, Charlie and his classmates “lost” their mathematics time of learning during this day. The teacher, Mr. Kent, was in desperate need to get a project done. Thus, the students worked on filling in large figures of traced bodies with words, pictures, and emotions about stress in their lives. While this was less of an academic period and more of a time to relax, the students took advantage of their time and consulted each other even more about their unbelievably important lives.

Sitting on the floor in the hallway, Charlie and his friend, Amanda, began to discuss the qualities of the other guest in Mr. Kent’s classroom. Their attention was so far from Mr. Kent, that they even missed the initial directions! The guest in Mr. Kent’s classroom was wearing dark jeans, a shirt that was probably too small for him, and sneakers that were definitely not in the middle school style. Amanda and Chris spent more effort into analyzing the clothing than they did with working on the stress symbols to be published inside the body.

1:35PM – 2:25PM: English/Language Arts

The simple fact that it is last period of the day should be a warning to teachers that students do not have an overwhelming amount of intrinsic motivation locked inside them. Amanda, Charlie’s friend from mathematics class, was very open long before class started that the last period of the day was “such a waste of time.” As she verbally displayed her disappointment in the class, Charlie began imitations of their teacher, Mrs. Hopkins. As class began, students filed into their seats and took out their writing journals. Mrs. Hopkins announced the journal prompts that would be discussed after the reading of a chapter of a book that all students had an individual copy of.

Mrs. Hopkins, though not a wise decision, continued to read the book to them for the next thirty five minutes. While Charlie was distracted with other things and objects in the classroom after only two minutes, the entire class was off-page or dazing somewhere other than the book after about seven minutes. Charlie filled his time by playing with papers, elastics, rulers, and tapping other students’ desks.

Even when Mrs. Hopkins completed her reading, the students lacked ability to participate in the group activity that followed. Instead of passing a stick around and having only one person talk at a time, Charlie became the one-and-only stick-holder and struggled to allow any other student have a turn. In fact, he used it more as a touching tool than a privilege tool.

Learning Environment --- Did Charlie Actually Learn?

Throughout the course of the day, many different teachers attempted teach Charlie new material, methods of review, and skills necessary for becoming effective citizens. They used techniques of Bingo, group work, hands-on activities, and quiet reading time. However, the talents and skills of the teachers were not adequately relayed to the students.

In order to assume that Charlie learned during his day, it would be necessary for him to first gain focus and be involved in the material that is being taught. In all classes, Charlie's focus was on either himself, his girlfriend, his friends, the latest gossip, or decorations on the walls of the classroom. Therefore, it is hard to believe that Charlie benefitted from instructions from the teacher. His lack of both interest and academic participation in the material presented to him during the day seemed to cause Charlie to all too often veer off task and resort to involvement of topics that were, in his eyes, priorities. Though it appeared that all teachers struggled to reach Charlie in their academic fields, it is still strongly possible that Charlie learned a great deal during his daily routine. He may not have grasped the branches of government, the main theme in his language arts book, or the differences between meiosis and mitosis. However, his consistent curiosity and attentiveness of what was happening with his friends and classmates provided him a learning experience that he was most likely not aware of.

In advisory, his classmates taught him that everyone was different in their own way. He learned, through mistakenly associating the wrong facts with the wrong classmates, that there is a lot more to a person than what he may know. His expressions of shock and disbelief at some classmates' facts had him beyond puzzled. By the end of the period, Charlie was digging for more, asking for everyone to share even more information about themselves so that he could get to know them better. While some of this was teacher-driven, Charlie's focus was specifically on his classmates.

During lunch, Charlie witnessed a great deal of attention around a female classmate nearby. The curiosity in him was enough for Charlie to join in the excitement and ask what was wrong with her. Her sadness caused a delayed response, thus forcing Charlie to ask another friend what had happened. When he found out that she was in hysterics due to being "dumped" by her boyfriend, he was shocked. He must have continued to talk for another five minutes (which is a lifetime for middle school students)

about why she shouldn't be so upset over being dumped. Though it was a slow process, it was evident that Charlie was beginning to realize the repercussions of the girl's boyfriend's actions. Slowly but surely, Charlie was learning the effects of actions and the emotional side of the opposite sex.

Implications for Teachers

Through Charlie, it has become more and more clear that middle level educators need to be more "with it" than ever. It is necessary for such teachers to be understanding, realistic, and focused on what is going on in the lives of their students. More importantly, they need to understand that their students have prioritized many things above the classroom setting, particularly the social aspect of their daily routine. Students are overwhelmed and struggle with balancing school, social, emotional, personal, emotional, and developmental skills.

In addition to awareness of the students' lives, an effective middle level educator is able to immediately grab the interest of their students at the beginning of a lesson. Before even teaching a topic, it is imperative that the students are grasped from a point of view that involves the interests of the students. Once the students are "hooked" into the lesson, it is then the responsibility of the teacher to continue to keep them actively involved in the lesson. Middle school students need to be active in the classroom and feel as though they have a choice in their work. Thus, the teacher needs to pre-plan activities and keep the students active in order to not lose their attention to off-topic discussions.

On the other hand, teachers need to be constantly monitoring all students in their classroom. It is one step to give a group assignment and have them work together, but sitting at a desk and overlooking the room will not benefit the students. Students easily become more concerned with their social planning. Assigning specific roles to each student or enforcing a habit such as *Exit Slips* at the end of each class holds students accountable for work and gives you an honest approximation of their progress during that period. (In Charlie's social studies and language arts classes, the teachers felt as though the period was successful, though it surely was not.) Also, it was evident that Charlie and his social studies group quickly gave up at their tasks when they lost confidence in their progress. With a teacher walking around the room and being available for guidance through frustration, students are more likely to build confidence in their work and push through their struggles.

Finally, and possibly the most effective way of capitalizing on the students' need to socialize, a middle level educator may strongly consider involving peer to peer teaching in their classroom. It was evident that Charlie learned the most from his peers through social interaction. Therefore, why not allow students to teach each other the academic material? It may involve splitting the class up for a

debate, using Jig-Saw puzzles to teach others about sections of an article, or pairing up weak and strong students to work together on a mathematics project. Regardless of the route that is chosen, peers learn best from each other. They also tend to understand something better when they are required to teach it to someone else.

Conclusion

Without a doubt, middle level teachers need to realize the daily lives of their students. It is imperative that they first consider the struggles and changes that the students are going through before attempting to drill an academic subject into their heads. Students also must be interested in their class activities. Such an expectation strongly requires teachers to discover the interests of the students and believe that their subject can be applied to the interests of any student. Lastly, students must be given appropriate, effective time to cooperatively work with their peers in order to enhance their academic and social skills.

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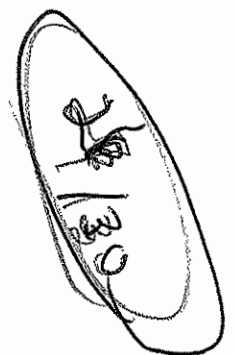
lots of good information, but lacks some clarity and did my best should have been in a separate section.

26/10

Shadow Study

"The mission of Scituate Middle School is to focus on the whole person and develop all students into responsible citizens, effective problem solvers and communicators, and life long learners."

Dr. Niska
MLED 310
April 22, 2010



The school that I did my shadow study was Scituate Middle School in Scituate, Rhode Island. This school has grades 6-8 and Mr. Zajac is the acting principal. There is no question that this school is rural, as it is located deep in the woods of Scituate! The middle school is made up of 442 students and 51 teachers. 98% of the students are white, while 1% is Hispanic and 1% Asian. There is hardly any diversity present in this school, which is something I am unfamiliar with while being in a school setting. In addition, there are no students that receive bilingual education services. Economically, there are only 5% of students that are qualified for free or reduced lunch, while the other 95% are ineligible. It would appear that the majority of the students come from a high socioeconomic background.

When I first approached the school, I was surprised to see older students entering the building. I did not realize at first that the middle school and the high school were connected. It was a sight to see seniors holding the doors open for sixth and seventh graders! The building appeared to be in good shape and there was plenty of parking for teachers, visitors and students. When I approached the front desk, the secretary was smiling and pleasant and that gave me a welcoming and comfortable feeling. I think it's important for schools to give off a good first impression. I am happy to say that I had an excellent first impression of Scituate Middle School.

The student that I shadowed was Rachel. Rachel is a thirteen year old female in the eighth grade. My first impression of Rachel was that she is a very sweet girl with an outgoing and bubbly personality. She has shoulder length dark brown hair and appeared to be around 5'5'' in height and average body build. Rachel was wearing a black shirt that had the logo for her favorite heavy metal band and blue jeans. In addition, Rachel was wearing spiked bracelets and skull necklaces. I have to admit that I did not think her personality fit her appearance. I remember being in school and the students who dressed like Rachel were depressing and not

very sociable. To my complete and utter surprise, Rachel was the exact opposite from what I thought she would be.

After talking to Rachel, I found out that her mom is a lunch lady at the middle school and her dad is a plumber. She was telling me that she has always dreamed about becoming a chef since she was ten years old, and she plans on attending Johnson & Wales University for college. I could see that Rachel was a very sociable person. Many students from various grades, ages, and diverse groups would come to Rachel and engage in conversation. It was apparent that she was one of the popular students in the eighth grade. I also noticed that she did not have a “stuck up” personality like the stereotypical popular kids, but rather she engaged everyone in conversation and gave her upmost attention. Rachel was definitely given the gift of gab!

I did have some time to get to know Rachel on an emotional level while participating in my shadow study. She informed me that she was not the richest student in the middle school and her parents do struggle to make ends meet. Rachel comes from a big family with two older sisters and a younger brother. She feels that her parents are working extra in order to provide for her and her siblings. Rachel looks forward to coming to school because she hopes to earn scholarships in high school so college is less of a financial burden. It was interesting to see an eighth grader looking in the future and keeping the best interest of her family in mind. I would have expected a student Rachel’s age to be more egocentric and less concerned for the future. I can honestly say that I relate to Rachel and her emotional attributes while in middle school. I was also concerned about the future and finances while I was in the eighth grade. I was brought back to my middle school experiences while participating in the shadow study! In addition, it was clear to see Rachel’s moral development while spending time with her. When faced with the option to make a cheat sheet for her math quiz, Rachel refused to participate. She could have

acted this way due to my presence but I think that she would have refused even if I was not shadowing her. It is apparent to see that Rachel is an overall great kid!

Intellectually, Rachel is a smart and critically thinking student. She informed me that her favorite subjects were science and math. Her least favorite subject was social studies only because she did not like her teacher. While observing her throughout the day, I could see that she took her studies seriously but could not reframe from her social personality. Overall, Rachel performed well in her classes and showed an obvious curiosity for learning.

I started out the day following Rachel to her homeroom where I was stared down by the other students in the class. They looked extremely confused at my presence in the classroom! Rachel instantly began to talk to her friends in the class and realized that she still had to finish her social studies homework from the night before. She continued to express her bubbly personality and finish her work at the same time. As the homeroom teacher walked into the room, the entire class began to become more quiet, except for Rachel! I do not think she stopped talking during the whole homeroom period. I also noticed that the homeroom teacher, who is also the math teacher on the team, had a great relationship and attitude with her students. It seemed like homeroom flew by and we were on our way to social studies for the first period!

Once in social studies, Rachel began to talk to her friend and displayed hyper activity once the class began. She informed me that she did not like this teacher and she could not understand and learn from the way he taught. The teacher started his class by asking the students to respond to a question about business helping the environment. I noticed that Rachel tried to ask questions when she was confused but the teacher did not answer them directly, and Rachel was getting frustrated. He then had an open discussion with his students and I could sense an arrogant personality right away. I could see that Rachel did not want to participate in the

discussion because she was confused on what was going on and what he expected. I cannot blame her because if I was a student in the class I would be extremely frustrated and aggravated as well. Rachel then began to pass notes back and forth to her friend and made it clear that she was not paying attention to the class. The students then had to present an amendment to the class and Rachel was given the seventh amendment. I was surprised to see her get shy while talking to the class. She always had a talkative and outgoing personality, but I think the pressure of the assignment and the frustration with the teacher made her close up a little. Overall, I do not feel that Rachel learned much of anything in this class. I could see that she attempted to learn and the actions and attitude of the teacher destroyed her effort and ambition. I was extremely upset to see the actions of this teacher.

After social studies, Rachel was excited to move onto band class. I could see the light in Rachel's eye as she ran to get her instrument and showed me the way to the band room! It was evident to see that she enjoyed being in the band. Once in the class, there were students running around frantically setting up instruments and getting situated. Rachel plays the bass clarinet, and she plays it excellent I might add! Rachel explained that she enjoyed getting out of the regular classroom setting and feels free to express herself while in band. While I observed her playing, she continued to joke and talk with her friends, expressing her bubbly personality. Rachel and her friends were even making obscene gestures with their instruments and I pretended not to notice, due to embarrassment. The teacher is extremely down to earth and has a great relationship with her students. The students have a tour the following week and it was crucial for them to get every practice in as possible. I would say that Rachel did not learn anything new while in band, but she enjoyed herself and managed to ask questions about the upcoming tour.

After band, the next class on Rachel's schedule was science. I was excited about going to this class because I do intend on becoming a middle school science teacher. Once in the class, Rachel started conversations with the majority of the class while we waited for the teacher to arrive. The lesson for the day was dealing with density and the density of air. I had the feeling that the teacher did not have much patience with the students from her personality. I also noticed that Rachel would not talk or distract herself from the lesson. I could see that this teacher was strict and made sure that her students were paying attention to her. Although she is strict, I can see that the teacher is passionate about her subject and her students as well. She made the effort to help anyone who needed her and explained her information in various ways. The students proceeded with an experiment and that is when Rachel began to become more talkative again. She seemed to take charge with her lab group and assigned roles in order to efficiently complete the experiment on time. I noticed that the teacher went through the experiment fast and some of the students were confused. The teacher made it a point to help those students, and she also had Rachel help some of her peers as well. It was nice to see Rachel helping because I got a sense that she was the type of person who enjoyed helping others and taking control. During this class, I did notice that Rachel and a group of other girls were making fun of another student. The student was upset about this and I felt the need to interfere and stop the harsh words they were saying. The teacher then issued the class a quiz and Rachel felt confident that she did well. Towards the end of the class, Rachel informed me that she felt bad about making fun of the student but she did not want the other students to make fun of her instead. I did see her go and apologize to the girl, and I was pleased to see that she understood what she did was wrong. I feel that Rachel did learn a great deal of information while being in this class.

After science class, we then moved on to math class, which is also Rachel's homeroom. The students along with Rachel were excited to be in math class because it was pudding day! The teacher had promised the students that she will provide pudding due to their excellent test scores. They then go over the homework from the night prior, and the teacher asks the students if they have any questions before they take a quiz. Rachel was feeling confident about her quiz and was eager to begin! It was clear to see that the teacher is passionate about her subject and her students as well. Rachel worked diligently on her quiz and then soon it was time for lunch. Once the bell rang, the students and I proceeded to lunch. While at lunch, many students made it a point to come and talk to Rachel and ask about the plans for the weekend. We then discussed how she was doing on the quiz and Rachel informed me that she is confident she will earn an A! We then made our way back to math class and the students finished their quizzes. The teacher then went over some new material including two step equations. Rachel asked many questions and provided answers to the teacher's questions as well. The class ended with all the students enjoying their pudding, including myself! I would say that Rachel learned a great deal while being in math class. She was enthusiastically engaged with her quiz and while learning the new material.

The second to last class was IT, which is also known as wood working. This class involved other students from different teams and Rachel seemed to have many friends on the other teams as well. Once again it was evident that she was popular amongst her peers. It did not appear that she was interested in being in wood working class however. The teacher appeared to not have classroom management or interest in her students. She had the students read from a book about electricity that seemed to be a waste of time. There was one student who was extremely obnoxious and the teacher did not take control of his behavior. He tried to disrupt

everyone including Rachel from their work. Rachel was in the process of making a gumball machine and she was not looking engaged or excited to be there. Overall, this was the least interesting class for both me and Rachel. I do not think she learned anything at all in this class. All the students did was read from a book and then they were on their own sanding wood. By far, this class seemed to be a blow off class.

The last class of the day was English. Rachel was excited to go to English because on Fridays, the students spend the entire class silently reading. Rachel informed me that she really enjoys reading both in school and while at home. She said that reading helps her open her mind to creativity and endless possibilities. I was surprised to hear a thirteen year old explain her love for reading and enthusiasm for imagination. Rachel also informed me that it enhances her vocabulary while she reads. In addition, she enjoys writing poetry and expressing herself on paper and in song. I could see her face light up when she was talking about reading, I could tell it is a true passion of hers. The teacher requires her students to take four tests a quarter on any books that they read. They have freedom to choose the books and I think that is a great idea. As long as the books are age appropriate, the students will read something that interests them so more will be learned during the reading process. It is clear to see that the teacher is passionate about her subject and her students, which shows in the positive learning environment in her classroom. In addition, Rachel intends on taking all of her creativity from reading and incorporating these ideas in the future to make unique and amazing foods as a chef. I truly think that Rachel did not learn anything new while being in English class, but I do feel that she enjoyed her time there reading in a comfortable environment.

Once my shadow study was complete, I felt that I was extremely lucky to have this great experience. Rachel was a complete sweet heart and overall amazing student to shadow for the

day. In addition to my observation of the student, I took full advantage in observing the teachers as well. I have taken away many great implications that I will use in the future for my own classroom. I feel that having excellent classroom management is crucial for success as a middle school teacher. I have seen both sides of the spectrum during this shadow study, and I feel that the students learned more from the teachers with great classroom management. In addition, the teacher can never have control of the class without management, and ultimately the students will suffer academically. Also, I feel that the teacher's interest in the students' well being is another implication necessary for middle school teachers. It is easy to see the teachers who are not interested in the students' well being and the students can sense it as well. The type of teacher who comes to work and explains the material but has no compassion for the students is not an effective teacher. Middle school students are going through serious life changes and at times they may need support from a teacher. It is the teacher's job to give the students everything they need academically and emotionally as well. In addition, it is important for middle school teachers to have many teaching styles. It was evident during the study that the students learn in various ways, and the teachers must make sure that every student learns no matter what their learning style entails. Lastly, I would say that an important teacher implication for middle school is never to bully the students or have an arrogant attitude. I witnessed this behavior in my shadow study, and the students did not respond to it well. I saw students talk out loud, pass notes, and even sleep during the class. Although you are the teacher, there is no need to act like you are better than the students. I remember having teachers like this in my middle school classes, and I asked myself "Why did they become a teacher?" Overall, I am so pleased that I had the opportunity to shadow a student for the day. I know I will become a more effective middle school teacher due to this experience.

Shadow Study

4/16/10

- [REDACTED] - Scrabble Middle School
8th grade
- 13yo., Science, Social Studies

School: Middle/High School
Middle School located in the back.

- Rachel appears like a skater girl. / goth
- 2 older sisters and one younger brother.
- Wants to attend JCU to become a chef
(ever since she was 10yo.)

appearance

- pretty girl
- black shirt, jeans, skater shoes.
- Spiked bracelets, skull bracelets.
- long brown hair, brown eyes 5'5 Average
- Heavy/Death metal & Rock music
- very sweet girl.

- mom is a lunch lady
- dad is a plumber.
- one older sister in college, one older sister in HS, younger bro in elementary.
- gets creativity from books and music.
- down to earth

Homeroom:

- talkative in homeroom with her friends.
- I can tell she is popular
- bubbly personality
- Homeroom teacher is awesome the kids love her and she has a great relationship with her students.
- Lacks a formal atmosphere with the students
- Rachel is free to talk and she is finishing her homework from the night before.
- out going personality
- the only one who talks constantly.

Social Studies (7:55 - 8:50)

- once again she is talking to everyone and very hyper once we first get to class.
- Start off with a daily response about business helps off the environment.
- asks questions when confused.
- teacher has open discussion and kind of has an arrogant personality.
- Rachel tried to persuade the teacher to give all the answers to the daily response.
- already gave her answer and then said she wanted to restate it to aggravate the teacher.
- her and her friend are the trouble makers of the class.

- Was not ~~is~~ concerned about getting a 3/4 on her essays that was handed back.
- Rachel is passing notes to her friends.
- Teacher easily gets sidetracked w/ his students.
- Although she likes social studies, Rachel is drawing pictures and not paying much attention.
- Students presented admendment presentations and the rest of the class has a part of the grade by their feedback.
- Rachel appears to be interested in grading this group that presented the 5th Amendment.
- Rachel and her friends were laughing at the group.
- Rachel's group presented the 7th amendment.
- although her outgoing personality, she seemed to be shy while presenting. (Don't think she learned much).

Band (8:55 - 9:50)

- base Clarinet (She plays it in band.)
- Just warmed up at the beginning (I can tell she really likes band)
- She says that she likes getting out of the regular classroom setting.
- plays Beethoven phonemically.
- Jokes around w/ her friend making obscure jests w/ her instrument (Jury).
- Teacher is down to earth and the students respond nicely to her.
- The band sounds great / Rachel does a great job.
- I can tell the teacher is extremely passionate about her job and music. (Female)

- The male teacher was kind & nice to the students who were having trouble.

(She has a ^{hour} ~~hour~~ after vacation
↳ bass clarinet.

Science (9:55 - 10:50)

- They were learning about density and the density of air. ^{special ed}

- The teacher does not have much enthusiasm with her students.

- Rachel seems to be quiet in science class.

↳ playing w/ pencils (it seems that science comes easy to her).

- I can tell the teacher does not mess around. (passionate)

- The teacher seems to call on the boys and Rachel is getting frustrated.

- Teacher went through the experiment but some of the students were confused.

- Once again Rachel is talkative and friendly with everybody.

- Rachel took control of her lab group and assigned roles to her peers.

- The girls were making fun of a girl in the group saying that she has no friends.

- They seem to make fun of a girl w/ a limp.

- The students worked on a quiz with her lab and Rachel was very confident and knew she did well.

* Inclusive classroom

(I Do feel that
She learned)

Math - (10:55 - 12:15)

- Teacher is the same as homeroom and the students are excited to get pudding.
- Teacher does a great job of going over homework and has a great sense of humor.
- I like the recipe sandwich that she says. (Rachel does do) I will explain in paper.
- Rachel worked diligently on her quiz and she feels confident that she did well.
- The teacher helped students that needed some extra time with the math problems.
- I can tell that the teacher is passionate for her subject and cares about the students.
- The class ate their pudding and the teacher took questions that they had ~~for~~ about the quiz.
- The teacher gave me her size of the pudding because I am on a diet! I thought that was really nice.
- I feel that Rachel learned a great deal in this class.

IT (12:20 - 1:15) (Wordworking)

- The teacher seems not to have much control and classroom management. (she is older)
- Rachel has a problem with this other student who is being obnoxious during the class.
- The teacher was wasting time by reading a random book to the class because they were talking.
- Student was so obnoxious that the rest of the class and Rachel were not amused by him.

- It is easy to see that he is crying for attention, and wanting to be funny, but is not.
- Rachel then began to work on her project
- Horrible classroom management
- but the kids were entertaining.

(she did not learn that much) Blow off CLASS

English (1:20-2:15)

- the teacher has the students read for the whole period on Fridays.
 - Students must take 4 tests a quarter on any book that they choose.
 - reading helps Rachel open her mind to ~~see~~ her creativity and use her imagination.
 - builds a large vocabulary
 - Rachel enjoys writing poetry and expressing herself on paper and in song.
 - the teacher is passionate about her reading and content that makes the students feel comfortable.
 - Rachel wants to take her creativity that she gets from English and use it to create amazing food when she is a chef
- (I think that Rachel learns a lot during this class.)
- due to the reading in the class and (only reading) I felt as though it was more of a study than class rather than English, but every Friday they read.