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GRADUATE COLLEGE

AN EXAMINATION OF ADVISEMENT TECHNIQUES OF MIDDLE SCHOOL TEACHERS

A Dissertation

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the degree of

Doctor of Philosophy

By

RITA POWERS GUNSALUS JACK

Norman, Oklahoma

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AN EXAMINATION OF ADVISEMENT TECHNIQUES OF MIDDLE SCHOOL TEACHERS

A DISSERTATION APPROVED FOR THE
DEPARTMENT OF INSTRUCTIONAL LEADERSHIP
AND ACADEMIC CURRICULUM

BY

FRANK O. McQUARRIE, JR., Chair

John J. Chiodo

Linda J. McKinney

Courtney A. Vaughn

Fred H. Wood

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AN EXAMINATION OF ADVISEMENT TECHNIQUES
OF MIDDLE SCHOOL TEACHERS

ABSTRACT

This study examined advisement techniques middle school teachers in schools, without formal advisement programs, utilized during class time that were related to advisement. The study examined two questions: (1) What advisement techniques are being utilized by the middle school teacher during regular scheduled class time? and, (2) If middle school teachers are using advisement, can their guidance techniques be matched with a specific counseling method?

The literature was reviewed in the following areas: (1) changes in societal factors which defined the need for classroom advisement; (2) The middle school concept which specifically established an environment conducive to the needs of the adolescent; (3) The role of the middle school teacher and the expectations of teachers using the middle school model; and (4) Teachers using advisement in the classroom during their regular scheduled class time at the middle school level.

The research in this study was guided by an ethnographical methodology. This study utilized qualitative methods to obtain what advisement techniques middle school teachers in schools without formal advisement used during class time. The study was conducted in a suburban school district. The population for this study was the middle school teachers assigned to the five middle schools in the

suburban school district. The sample was three randomly selected teachers from the five middle schools. Triangulation of the data was achieved through, structured interviews with the teacher participants, classroom observations, and structured interviews with the principals which had evaluated the teacher participants.

After all the data were collected and the tapes were transcribed and observation notes were reviewed, patterns were examined by means of a chart. As a result of reviewing the patterns listed on the chart and finding connections between the different methods, advisement techniques utilized during regular scheduled class time were identified. However, none of the advisement techniques could be matched with a specific counseling method. This did not mean that teachers were not using advisement. This study seemed to indicate that teachers use an eclectic approach when advisement takes place during regular scheduled class time.

CHAPTER I.

INTRODUCTION

The middle school emerged and gained acceptance in response to concerns presented by educators who claimed the junior high school failed to provide the best education for early adolescents (Howard and Stroubis, 1970). One of the major concerns was in the original design of the junior high model. Educators never came to any concrete conclusion as to the nature, function and purpose of the junior high school nor did the junior high model provide for the unique characteristics of the early adolescent. In essence, the junior high model was nothing less than a replica of a sophisticated senior high model. In contrast, the middle school model not only emphasized a holistic approach which focused on the intellectual growth of the adolescent but also provided for the total growth and development of the adolescent (Polite, 1995).

The basic functions of middle school education included integration, exploration, guidance, differentiation, socialization and articulation which simultaneously became the goals of responsive middle school educators from the time they were developed by William Gruhn in the early 1940's (Arth, 1985). Notably, the five basic functions of the middle school met with success by schools which had successfully implemented the middle school model. However,

the advisement component did not meet with the same success (Van Hoose, 1991; Irvin, Valentine, and Clark, 1994). Ironically, the junior high model experienced the same failure with the guidance program, however, not for the same reasons. Although junior high schools traditionally had guidance counselors, they experienced unrealistic expectations from administrators in meeting the social-emotional needs of 500 or more students per counselor (Carnegie Council on Adolescent Development, 1994). Relying on a few counselors in huge junior highs had amounted to a failed solution to a critical problem. Students did not receive the guidance they needed and counselors were unable to effectively use their talents, training and time, due to the large number of students. Also, the junior high was not structured to meet the unique characteristics of young adolescents (Polite, 1995). Therefore, in the restructuring of junior highs to middle schools, teachers became advisors in the original model.

The Carnegie Corporation of New York in 1987 formed a council which established a task force committed to placing the educational needs of the adolescent years higher on the nations' agenda. The council established the Task Force on Education of Young Adolescents under the chairmanship of David W. Hornbeck, a former Maryland superintendent of schools. The Task Force examined promising new approaches to fostering the education and healthy development of young

adolescents. One of the recommendations of the Task Force was that every student entering middle school should have contact on a regular basis with the same adult to discuss any subject which might interest or concern the student (Carnegie Council on Adolescent Development, 1994). These teacher-advisors would help the students learn from their experiences, comprehend physical changes, act on their behalf to marshal every school and community resource needed for the students to succeed, and help the students with visionary needs in the future. The teachers, as advisors, would not engage in formal counseling, which would be left to mental health professionals, but would become mentors to advocates for their students. Advisors would also serve as primary contacts between the school and parents (Carnegie Council on Adolescent Development, 1994). However, most middle school educators rejected an advisor program (Van Hoose, 1991). The need for this study develops at this point.

Need for the Study

Most middle school educators were ambivalent about the advisor program (Irvin, Valentine, and Clark, 1994). Therefore, most middle schools did not implement the guidance component. Among the reasons teachers resisted involvement in advisory programs were that some teachers:

(1) did not feel they were qualified to be advisors (Irvin, Valentine, and Clark, 1994); (2) did not feel they had the time to deal with the social-emotional needs at the expense of academic instruction (Polite, 1995); (3) were fearful of legal ramifications as a result of advice given by them to students (Irvin, Valentine, and Clark, 1994); and (4) felt a lack of support from parents and administrators (Van Hoose, 1991).

In spite of reluctance on the part of educators to resist an advisory counseling program, the overwhelming social-emotional and psychological needs of adolescents have been well documented. Today, young adolescents are "far more at risk for self-destructive behaviors, education failure, drug and alcohol abuse, school age pregnancy, contraction of sexually transmitted diseases, violence - than their age group ever was before" (Carnegie Council on Adolescent Development, 1994, p. 13).

Due to the fact that society in general had not dealt with the ever-increasing problems of the adolescent, the school was imposed upon to create solutions which would turn young people in a more positive and productive direction. More specifically, the middle school classroom teacher, the one adult with whom students had contact on a regular basis, found it necessary to assist adolescents with decision-making skills, social skill building, self-esteem building, academic guidance and anything else which might concern or

benefit the student. Therefore, there is a need to identify what techniques middle school teachers in schools, without formal advisement programs, are currently utilizing during class time that are related to advisement, so that efforts can be made to help teachers with more effective training, more information, and a better support system.

Purpose of the Study

The purpose of this study is to identify what advisement techniques that middle school teachers in schools, without formal advisement programs, use in their classrooms. This initial study will examine two questions:

1. What advisement techniques are being utilized by the middle school teacher during regular scheduled class time? and,

2. If middle school teachers are using advisement, can their guidance techniques be matched with a specific counseling method?

Definition of Terms

Advisors

Advisors are defined as teachers who help students with academics, projects, home or school problems, or anything else that interests the students. The students get to know their advisors well, and they learn there is one adult at school with the time to listen to their side of things. The

advisors do not try to become amateur therapists. The guidance counselor and psychologist help train and support all advisors and offer specific recommendations for handling particular problems (Carnegie Counsel on Adolescent Development, 1994).

Advisement

Advisement is defined as a method of guiding students into appropriate educational choices, personal decision making and assisting with other areas that might concern or benefit the students (Carnegie Counsel on Adolescent Development, 1994).

Guidance

Guidance, when used broadly, can be applied to those activities which utilize the guidance of students in making wise educational choices and personal decisions (Gibson and Mitchell, 1990). Therefore, although a guidance counselor is more qualified than an advisor, the word guidance can be used and will be used in this study synonymously with advisement.

Counseling method

Counseling method is defined as a specific traditional approach used in counseling which is based on a specific

theoretical model (Gibson and Mitchell, 1990). The following five counseling methods frequently appearing in the literature will be used in this study: Adlerian Therapy, Person-centered Therapy, Behavior Therapy, Rational-emotive and Cognitive-behavioral Therapy, and Reality Therapy.

Summary

Chapter I describes the background of the study, the need for the study, the purpose of the study which includes the examination of the two questions on which the study is based and the definition of terms.

CHAPTER II.

REVIEW OF THE LITERATURE

In this chapter the literature will be reviewed in the following areas: (1) changes in societal factors which define the need for classroom advisement; (2) middle school concept which specifically establishes an environment conducive to the needs of the adolescent; (3) the role of the middle school teacher and the expectations of teachers using the middle school model; and (4) teachers using advisement in the classroom during their regular scheduled class time. The final portion of the chapter will summarize the four areas of focus.

Changes in Society

Today the conditions of early adolescence have dramatically changed from previous generations. Young people enter a society that simultaneously denounces and then glorifies sexual promiscuity and the use of illicit drugs. They sometimes live in neighborhoods where the stability of close-knit relationships have been rare and where the sense of community that once shaped their identity has eroded. In reviewing the literature, three main changes can be identified in the United States society which define the need for classroom advisement: the decline of the family structure, violent youth behavior, and a lack of

moral values (Kagan, 1992).

First, 50 percent of school-age children come from divorced homes (Kagan, 1992), and, consequently, there has been a rise of one-parent families. Out of economic necessity the number of "latch key kids" has quickly become the norm. Consequently, children are left to fend for themselves. As a result, children of single mothers, in particular, are more likely to be poor, have emotional and behavioral problems, fail to achieve academically, get pregnant, abuse drugs and alcohol, get in trouble with the law and be sexually and physically abused (Lickona, 1993).

According to Whitehead (1993), no one has felt the impact of family disruption more than schools. Whitehead continues:

> Across the nation, principals report a dramatic rise in the aggressive, acting-out behavior characteristic of children who are living in single-parent families. Moreover, teachers find that many children are so upset and preoccupied by the explosive drama of their own family lives that they are unable to concentrate on such mundane matters as multiplication tables (p. 44).

Due to the declining family structure, teachers in the classroom are finding it an urgent necessity to teach values that are not taught in the home and community. Also,

schools are finding it increasingly necessary to provide counseling services for troubled teenagers who are experiencing problems in the home. Consequently, many schools are finding it difficult to keep up with the additional financial burden of providing such assistance. According to Thomas Lickona (1993), a leading exponent of the new character education movement, in spite of the financial cost, schools must learn to be "caring moral communities in order to help children focus on their work, control their anger, feel cared about, and become responsible students" (p. 53).

The second change in society which would define a need for classroom advisement is a frightening increase in violent behavior. All across the United States, teachers have had to contend with shocking levels of aggression. Law enforcement officers patrol the schools to protect students from drug dealers and gangs. Every major city has experienced drive-by shootings and gun battles on school property (Brandt, 1993). A good example of school violence was seen in a movie which was taken from a true story entitled, "Lean On Me." The drama opened with a scene showing a school which looked more like an inner-city street rather than an educational institution. The students threatened, mugged and killed one another during school hours. Drug deals were made and gangs roamed the halls. The juvenile criminal element was in charge and made all the

rules. Most of the student population did not want to attend school for fear they would not survive another day. The entire atmosphere left the viewer with a sense of hopelessness and shame.

Another poignant illustration of school violence was written by education critic Johnathan Kozol (1991). He referred to some schools as "death zones" (p. 5), the school doors were guarded, police patrolled the halls, and the windows were covered by steel grates, making them look more like prisons rather than learning centers. Taxi drivers refused to take people to the schools. Kozol (1991) wondered why parents would agree to let their children go to schools in places where no "politician, school board president or CEO would dream of working" (p. 5).

Additionally, there has been statistical support which confirms that youth violence is at an all-time-high. Noll (1995) indicated the United States' homicide rate for 15 to 24 year old males is seven times higher than Canada's and 40 times higher than Japan's, American young people have used more drugs than youth in any other country in the developed world, and youth suicide in the United States has tripled in the past 25 years.

The third change in society which defines a need for classroom advisement has been the moral decay of the young. Children are no longer receiving quality guidance and time from parents due to economic changes, family decline, and

work arrangements. Fewer adults in the community have made it their responsibility to know and look out for children. Instead, children have learned about values and how to behave largely from television and their peers. As a result, some have experienced educational failure, drug and alcohol abuse, school-age pregnancy, sexually-transmitted diseases, and violent acts. These self-destructive behaviors have never before been seen at this level for this age group in all of American history (Carnegie Council on Adolescent Development, 1994).

Middle School Concept

The middle school focuses on the characteristics and needs of young adolescents (Merenbloom, 1991). There are three major elements of the middle school concept which are foundational for the five basic functions -- integration, exploration, guidance, differentiation and articulation -- mentioned in Chapter one: (a) meeting the needs of the adolescent student; (b) providing a curriculum model designed specifically for the middle level; and (c) instituting a variety of options for organizing middle level schools for effective instruction.

First, the middle school model emphasizes meeting the physical, intellectual, social, and moral development needs of middle level students. Early adolescence is a period of extensive growth. One significant study looked at the impact of biological maturation on the learning process and

found a high correlation between learning and maturation (Drash, 1977). As a result, of Drashs study (1977), Merenbloom (1992) recommended a non-graded or developmental age concept.

There is also a wide range of mental development occurring between the age of 10 and 14. Therefore, teachers at the middle school level have learned to utilize skills and levels already achieved by most students, teach skills and processes in addition to content, drop back to the concrete when abstract ideas are not understood, devote class time to skill development and self-concept, and provide teaching strategies that actively involve students in the learning process (The University of the State of New York Education Department, 1991).

Other characteristics of the middle school model provide for the social-emotional development. Educators provide group membership which satisfies the adolescent's need to belong; teachers incorporate self-esteem exercises in daily lesson plans; students learn to openly share their thoughts as a listener; and teachers help students with social problems, their desire to be independent, and their need to feel mature (Wiles and Bondi, 1992).

Middle school educators teach values which have been agreed upon by the community. Often times, these discussions are handled in the home-base sessions or the advisor/advisee time period. The important point here is

every student is provided with at least one thoughtful adult who takes the time to talk with students about academic matters, personal problems, social skills and goals for the future (National Association of Secondary School Principals, 1985).

A second major element of the middle school concept is a curriculum model designed specifically for adolescents. The curriculum adapts instruction and institutional features to observe characteristics of the adolescent (George, 1987). This approach uses interdisciplinary units adapted to preset curriculum for the middle school students. Subject areas are well defined. Students move from one class to the next. There are more opportunities for students to explore. Student schedules are divided between core classes, which include, science, math, English, history and exploratory classes that can include anything from cheerleading to basket weaving (Beane, 1992). A strong component of the middle school model is allowing students the opportunity to experience a wide variety of subjects so they can make better choices in the future.

The third major element of the middle school concept is the variety of options for organizing middle level schools for effective instruction. The appropriate choice of the many options really depends upon the needs and wants of students, the talents and abilities of teachers, the desires of parents, community and the business sector, and finally

the limitations involved with the building itself. Flexibility is the key word in the middle school concept. Because students are in a highly individualized stage of development, the schedule and program are flexible in order to respond to the changes and needs evident in the adolescent. The master schedule provides broad, general parameters but can be altered by teaching teams on a daily, weekly or monthly basis. Every class meets for 50 minutes. In some cases, classes meet less than 50 minutes; and for specific purposes, some classes are extended to 60 or 70 minutes. On a weekly basis, special modules are arranged for spelling, handwriting, or a skill lab program. Pupils can be grouped and regrouped as needed. Teaching sections within a team allows schedules to be rotated, field trips to be taken, or an entire team's schedule can be exchanged with another team's schedule on a semester or trimester basis (Merenbloom, 1991).

Role of the Middle School Teacher

Middle school teachers are expected to work as members of a team. Most middle school teachers embrace a holistic approach, which is fundamental to a successful advisory program (Hunger, 1993). Although early adolescents will spurn standards and values of parents, they will accept guidance from trusted teachers. A study done by Podell and Soodak (1994) showed that teacher-based strategies addressing the students emotional needs were seen as

effective by larger portions than other approaches. The report indicated that the teachers who participated in the study were using advisement.

Advisement in the Classroom

Several studies indicated teachers used some form of advisement in their classes on a regular basis (Sebesta, 1995). The most complete and thorough study was done by Podell and Soodak (1994). The study examined teachers' suggestions for addressing students' emotional and academic problems during their regular scheduled class time. Teachers' responses to a four-page questionnaire were coded and placed in one of two categories, teacher-based strategies or non-teacher-based strategies. Examples of teacher-based strategies included behavior modification and self-esteem building which were advisement methods administered by the teacher during the class time. Examples of non-teacher-based strategies included parental involvement, the school counselor, the school nurse and other special services provided by the school district outside of the classroom. The results in this report showed that teachers more often suggested non-teacher-based strategies rather than teacher-based ones. The teachers believed that few of the suggested strategies were effective. Teachers who made more teacher-based strategies had greater personal efficacy than did those who sought solutions elsewhere. Further, teachers tended to attribute

the students' problems to home causes, and casual beliefs were found to relate to type of strategies offered (Podell and Soodak, 1994).

Podell and Soodak (1994) concluded most teachers use an eclectic approach when using guidance in the classroom. Additionally, Podell and Soodak (1994) concluded teachers' choices of interventions may be influenced by their beliefs about the cause of a student's difficulties as well as by their belief about their ability to effect change. Finally, the study showed teachers appear to lack confidence in most of the strategies they suggest, which may further minimize the possibility of finding effective solutions (p. 51).

Overall, the literature proved insufficient to examine the effectiveness of the advisor/advisee program or any other kind of advisement at the middle school level. It will take several years before an effective evaluation can be prepared.

Summary

The changes in society have made it necessary for schools to deal with students' emotional-social behavior. The middle school model was especially designed to meet the needs of the young adolescent -- physically, emotionally, socially and morally. The middle school philosophy has taken a holistic approach. The model has a strong built-in support system and develops a powerful team approach which

eliminates isolationism and creates a connection for all students. Middle level teachers are not only instructors but also advisors. The students are very much aware that one adult will be there for them if the need ever arises. Apparently, some teachers are using advisement to meet the emotional and social needs of students, however it will be several years before adequate data will be available to make any conclusive evaluations.

CHAPTER III.

DESIGN

INTRODUCTION

This section describes a study designed to determine what advisement techniques middle school teachers in schools without formal advisement programs used during class time. The results helped answer the following research questions: (1) What advisement techniques are being utilized by the middle school teacher during regular scheduled class time? and, (2) When middle school teachers use advisement during regular scheduled class time, can their guidance techniques be matched with a specific counseling method?

Population and Sample

This study was conducted in a suburban school district located in a southwestern state. The student population of the district was approximately 19,000. At the time of the study the district had 19 elementary schools, five middle schools, and three high schools. The elementary grades were kindergarten through fifth grade, the middle schools were sixth through eighth grades, and the high schools were ninth through twelfth grades. The district had an alternative school which included grades nine through 12. The student ethnicity of the district was 77% White, 11% Black, 5% Asian, 4% American Indian and 3% Hispanic.

In 1991 the school district began the planning stages for the restructuring of grade levels sixth, seventh, and eighth to a middle school plan and moving the ninth grade to the high schools. The district was making a district-wide change from the junior high model to the middle school concept. Full implementation was begun in the fall of 1993. During the implementation stage of the middle school model the district changed superintendents. The district had experienced success with the middle school concept with the exception of one component, the advisory program.

The population for this study was the middle school teachers assigned to the five middle schools in the suburban school district. The sample was three teachers who were randomly selected from the five middle schools.

Methodology

The research in this study was guided by an ethnographical methodology (Bogden and Biklen, 1992; Glesne and Peshkin, 1992). The study began with a qualitative-triangulated approach which contributed to the trustworthiness of the results (Glesne and Peshkin, 1992). The three data sources were teacher participant interviews, classroom observations of the teacher participants and interviews with principals who had evaluated the teacher participants. The interviews were used to gather descriptive data from the informants' own perspectives (Bogdan and Biklen, 1992). The classroom

observations were used for word-picture descriptions of the settings, people, actions and conversations (Bogdan and Biklen, 1992). Also, during the observation, interactions between students and teachers, which reflected advisement techniques were noted in the field notes.

Procedures

In this section the procedures used to collect the data for this study are described. The procedures included: (1) Gaining permission to conduct the study; (2) The random sampling for the teacher participants in the study; (3) A description of the interview process used for the teacher participants and the principals who had evaluated the teachers; and (4) The methodology used during the classroom observations.

The school district's Director of Secondary Schools was contacted by phone to schedule an appointment to obtain permission to conduct the study. At the appointment the following information was explained: the purpose of the study, a description of the study and procedures which would be followed, including a description of the random sample procedure for selecting the teacher participants, and the requirements for approval to use voluntary participants by the Human Subject Review Board of the University of Oklahoma. At the meeting, the director of secondary schools approved the study.

The building principals were notified of the study by a

letter from the director of secondary schools. The letter was followed by a telephone call to each of the middle school principals to arrange an appointment to meet. At the scheduled meeting, each principal was informed of the procedures which would be utilized to conduct the study. The procedures which were explained included the interview with the teacher participant, the observation of the teacher participant, and the interview with the principal that supervised the evaluation of the teacher participant. Each principal was asked for a complete list of all teachers working in each of their buildings. The list was a combined alphabetical listing of both core and elective teachers according to grade level. A computer program provided the random sample of teachers selected for the study from the names provided by each of the middle school principals. In case a teacher was unable to participate in the study, the computer sample provided substitute names.

The teachers selected for the sample were contacted by phone at which time a meeting was arranged. At the scheduled meeting, each teacher was given a letter from their building principal approving the study. Also, each teacher was given additional information about the procedure which would be followed in the study. These procedures included approval to participate in the study, the interview, the observation, and the interview with the principal who had evaluated the teacher during the school

year. During the meeting, approval to be a participant in the study was determined. Each teacher signed a consent document, mandated by the University of Oklahoma Human Subjects Research Review Board, which indicated the teacher was a voluntary participant, the teacher could discontinue participation at any time, confidentiality of records identifying the teacher would be maintained, and the teacher was free to ask any questions about the research (Appendix A).

Following the initial meeting with each of the teacher participants, an interview was scheduled. Each interview was structured by a common set of questions prepared prior to the interview. The interview consisted of five open-ended questions (Appendix B). Additional follow-up questions were used during the interview which allowed the interviewees to share additional information. Prior permission was given by each teacher to tape the interview session.

Following the interview, each teacher was observed in his or her classroom. Field notes were used as the data collecting method during the observations. The goal was to objectively record the details of what occurred during the classroom observations. The field notes encompassed the following areas: (1) The physical appearance, dress, mannerisms and style of talking of the teachers and students (Bogdan and Biklen, 1992); (2) The verbal communication

process between teachers and students; (3) Body language, such as gestures and facial expressions (Bogdan and Biklen, 1992); (4) A description of the classroom included everything from the pictures on the wall to the way the chairs and tables were arranged (Glesne and Peshkin, 1992; Bogdan and Biklen, 1992); (5) "Accounting of the particular events. This included a listing of who was involved, in what manner, and the nature of the action" (Bogdan and Biklen, 1992, p. 120); and (6) A depiction of the activities, including what was actually happening, noting teachers' and students' behavior and actions as it related to the activities.

During the same time period in which the teacher participants were notified about the study, the principal or assistant principal who had evaluated the teacher participants for review purposes during the school year was contacted to arrange a time for a meeting. At the scheduled meeting, if the evaluator was an assistant principal, he or she was given a letter from the Director of Secondary Schools approving the study. Also, the principal or assistant principal was given additional information about the study which had been conducted thus far and the interview process which was needed to conclude the study. During the meeting, approval to be interviewed for the study was determined. Each principal or assistant principal signed a consent document identical to the one the teacher

participant had signed (Appendix A). Following the initial meeting with each of the principals or assistant principals, an interview was scheduled. The interview consisted of three open-ended questions (Appendix C). Additional follow-up questions were used during the interview which allowed the interviewees to tell as much as they wanted. Prior permission was given by each principal to tape the interview session.

Data Analysis

This section describes the data analysis procedure for the two questions examined in this study.

Question 1: What advisement techniques are being utilized by the middle school teacher during regular scheduled class time?

After all the data had been collected and the tapes transcribed, the transcripts and observation notes were reviewed to see if patterns became evident (Bogdan and Biklen, 1992; Glesne and Peshkin, 1992; Moustakas, 1994). A chart was constructed to assist with the identification of patterns from the three data sources (Appendix D). Each of the data gathering methods -- the teacher interview, teacher observation and the principal interview -- became column headings for the chart. The patterns that were identified throughout the review of the data were listed on the side of the chart. As a result of reviewing the patterns listed on the chart and finding the connections between the different

methods, advisement techniques utilized during the regular scheduled class time were identified.

The second question was, if middle school teachers are using advisement, can their guidance techniques be matched with a specific counseling method?

Five basic counseling methods frequently appearing in the literature were identified for matching techniques with interview responses, interactions between students and teachers noted in the field notes, and the principals' interviews. The five counseling methods were:

1. Adlerian Therapy - "A positive view of human nature is stressed. Humans are motivated by social interest, by striving towards goals, and by dealing with the tasks of life. People are in control of their fate, not victims of it. Each person, at an early age, creates a unique style of life, which tends to remain relatively constant throughout life" (Corey, 1991, p. 447).

2. Person-centered Therapy - The view of humans is positive, humans have the inner strength to become fully functioning. The person, who knows themselves best, are the ones to discover more appropriate behavior for themselves. The person actualizes potential and moves toward increased awareness, spontaneity, trust in self, and inner directedness (Corey, 1991; Gibson and Mitchell, 1990).

3. Behavior Therapy - Behavior is a product of learning. Behavior is a set of learned responses to events,

experiences, or stimuli in a person's life history. Behavior can be modified by providing appropriate learning conditions (Corey, 1991; Gibson and Mitchell, 1990).

4. Rational-emotive and Cognitive-behavioral Therapy - Humans are born with potentials for rational thinking but also with tendencies toward irrational patterns of thinking. This irrational pattern may begin when a person is a small child. The irrational pattern may be reinforced by significant others in the person's life as well as by the culture and environment. This therapy uses techniques which are orientated toward cognition, behavior and action. This therapy stresses thinking, judging, analyzing, doing and redeciding. Techniques utilize reeducation. (Corey, 1991; Gibson and Mitchell, 1990)

5. Reality Therapy - People are ultimately self-determining and in charge of their life. This approach is both antideterministic and positive. The model describes how people attempt to control the world around them. The model teaches ways people can more effectively satisfy their needs (Corey, 1991; Gibson and Mitchell, 1990).

Counseling methods were matched with advisement techniques observed in the classroom and with responses given during interviews with the teachers and principals.

Summary

Chapter I described the background of the study, the need for the study, the purpose of the study which included the examination of the two questions on which the study was based and concluded with a definition of terms.

Chapter II reviewed the literature in the following areas: (1) Changes in societal factors which defined the need for classroom advisement; (2) Middle school concept which specifically established an environment conducive to the needs of the adolescent; (3) The role of the middle school teacher and the expectations of teachers using the middle school model; and
(4) Teachers using advisement in the classroom during their regular scheduled class time.

Chapter III described the design of the study to determine what advisement techniques middle school teachers used, in school without formal advisement programs, during class time. This section also gave the population and sample, the methods and procedures followed for preparation and collection of data, and the process used for organizing and analyzing the data.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF THE DATA

Introduction

This chapter reports the findings and analysis of the data for this study. The study examined what advisement techniques middle school teachers in school without formal advisement programs use during class time. The results will help answer the following research questions: (1) What advisement techniques are being utilized by the middle school teacher during regular scheduled class time? and, (2) When middle school teachers use advisement during regular scheduled class time, can their guidance techniques be matched with a specific counseling methods?

The study was conducted in a suburban school district located in a southwestern state. The population for this study was the middle school teachers assigned to the five middle schools in the suburban school district. The sample was three randomly selected teachers from the five middle schools.

In December of 1997 the school districts Director of Secondary Schools granted permission to conduct the study. At the researchers request, the district provided a list of all middle school teachers. Three teachers were identified from a random sampling provided by a computer program designed for this purpose. The names of the three teacher

participants were changed for the purpose of confidentiality. Prior to setting the appointments to meet with the teacher participants, interviews were scheduled in February, 1998, with the three evaluating principals who had observed the teacher participants for review purposes during the school year. Following the principals interviews the teacher participants interviews were scheduled. During these interviews, three classroom observations were scheduled for each teacher participant. The classroom observations consisted of one-half day observation for each of the following months, March, April and May of 1998.

Research Question One Findings

This section presents the findings from the first research question. Research Question One was:

What advisement techniques are being utilized by the middle school teacher during regular scheduled class time?

The data were collected, the tapes were transcribed and the observation notes were reviewed to see if patterns were evident (Bogdan and Biklen, 1992; Glesne and Peshkin, 1992; Moustakas, 1994). A chart was constructed to assist with the identification of patterns from the three data sources (Appendix D). Each of the data gathering methods -- the teacher interview, teacher observation and the principal interview -- became column headings for the chart. The patterns that were identified through the review of the data

-- self-esteem building, confrontation, modeling, active listening, decision-making skills and gathering life history data -- were listed on the side of the chart. As a result of reviewing the patterns listed on the chart and finding the connections between the different data gathering methods, advisement techniques utilized during the regular scheduled class time were identified.

The following information will include for each of the teacher participants: (1) a brief description of their educational background; (2) advisement techniques identified during the evaluating principals interview; (3) advisement techniques identified during the teacher participants interview, and (4) advisement techniques identified during the classroom observations.

Teacher Participant Bill Davis

Educational Background

Bill Davis had taught middle school for five years. He graduated from college in 1973 with a B.S. degree in business. Several years ago he went back to school to complete a degree in education. At the time of the study he was teaching physical education, coaching a football team and was the Athletic Director.

Interview with the Evaluating Principal

The evaluating principal for Davis spoke openly and candidly in response to the questions during the interview (Appendix C). Upon inquiring about how Davis interacted

with students in the classroom, the principal made the following observations:

Decision-Making Skills:

> Hes very concerned about youth. He impresses upon them to do what is right, but he is the first one that will give a kid a break, and he loves helping kids.

Confrontation:

> If he sees a student that is having problems he will call him to the side and say, Buddy whats going on, somethings happening. Ive seen him do that time after time, and he might not make a big deal of it then, but before the day was over he would probably have a heart to heart talk with the student.

Modeling:

> Role modeling by teachers is very important. The teachers in my building are asked to implement into their daily lesson plans and by their own personal examples the values the district gave to us to help kids become overall balanced and well adjusted citizens.

Interview with the Teacher Participant

During the interview Davis expressed his love for the students and the teaching profession. He had no previous

counseling experience. He was open and relaxed throughout the interview process. The interview began by asking Davis several general questions (Appendix C). The third and fourth questions dealt with how he interacted with students in the classroom (Appendix C). His responses were matched with patterns from the chart (Appendix D).

Self-Esteem Building:

> I want that student to believe in himself, know that if he sets his mind to do something, that he can do it and not ever really try to back off from anything, you know, accept the challenge.
>
> I want them to succeed and thats what I want for each one of my students, is that I want them to succeed, I dont want them to fail and probably if I get on to them hard or rough or tough or/and the same way with my athletes, they know I do that because I know they can. They are not being fair to themselves and thats not what I want them to be. I dont want them to expect anything to be just given to them. I want them to be fair to themselves and realize that anything they get, they are going to have to work for it. Learn to accept the challenge and rise above it from there.

Confrontation:

I am straight forward with students. Ill tell them the way it is - straight forward. I wont pull any punches and they may like it and they may not. They know up front, going into it, what to expect from me.

Im so straight forward that I tell kids to handle it - Lets meet the problem up front and get it on the table and see what it is. Then, we can go through the solutions from there instead of trying to sugar coat it and cover it up.

Modeling:

You know what I want? I want all kinds of kids in my class. Probably the worse thing a kid could say is, I cant. I really dont like the word cant - because if I believed I couldnt, I wouldnt be here today. I mean I wouldnt be doing this (teaching and coaching). Everybody told me I was crazy and that it wouldnt work out. I told them it would work out and that there was a place for me in teaching. Whatever I have to do to find my niche, I can do it and students can do it too.

Active Listening:

Functioning as an advisor, I dont know that I really want to advise a student, you know, I talk with them, I listen to them.

A student told me he was going to hitchhike. I told him I didnt want him to do that. I told him to take a cab, do something else but dont hitchhike. Dont hitchhike to the bus station because something might happen to you. Most of the time I listened to him - but I did try to persuade him not to hitchhike. He wound up not hitchhiking. He got a friend to take him to the bus station. Biggest thing that I can see, that a lot of times I think, that the middle school teachers get caught up into is that they dont listen to the kids sometimes. A lot of times if wed listen to kids it would really help them. Problems take a lot out of these kids - you can tell because they are not as fired up - but if a teacher will take a moment and tell the student to take a deep breath and talk the problem out, so we can see what weve got here.

Just listen to them you know, thats the main thing that I do with probably kids more than

anything, I just listen to them, they know they can tell me, they know that Ill be fair about it.

Decision-Making Skills:

Im not going to make the decision for them. Im not going to tell them what to do, Ill listen to them but I want them to make the choice. It would be very easy for me to make it for them. And if the decision I make for them is not successful, then its my fault because I made the decision for them. If we sit and we tell these kids what to do, as far as advising them, you need to do this or you need to do that, then we own the problem not them - Its like we are giving them an easy way out. What we need to do is help define the problem - heres what youve got in front of you. What do you want to experience? Which one of these do you want to experience? Now you make the decision. These are the guidelines you need to go by, and now, were not telling you what to do but were giving you guidelines to go by, now you make your dcision.

Classroom Observations:

Davis taught in two large rooms. The first room was a large gym with bleachers on one side and two large tables with several chairs on the other side. All four walls were covered with signs in black and yellow which expressed support for the school team. The second room Davis taught in was located directly above the large gym. It was a wrestling room. There were large black mats covering the entire floor with weight lifting equipment located around the room. All the walls and the ceiling were white.

When observed, Davis daily classroom procedures included the following schedule of events: Students entered the large gym one at a time. They would find a place on the floor and sit down. Several students would talk to each other while others would sit quietly. Even before all the students had arrived, the teacher would begin calling the roll. All of the students would stop talking as soon as the teacher started roll call. Following the roll, Davis would begin pacing and then he would give the class instructions on what would happen next. Students would be divided up into teams. General rules were handed out. Each team had a certain amount of time to play depending upon the sport scheduled for that time period. Davis would supervise and give suggestion on what would be the better play or strategy. After 30 minutes of playing time, students were dismissed to go to their lockers and change clothes.

The observations took place on Thursday, March 5; Tuesday, April 13; and Wednesday, May 6. The following observations were noted from the classroom observations and later matched with patterns from the chart (Appendix D):

Observation Day One

Self-Esteem Building:

Davis walks to his office. A boy stops by and tells him about telling a teacher she was a bitch. Davis says, Didnt think things through. I know you didnt think before talking. You werent doing what you were suppose to. In my class you are the best. I am proud of you.

Davis paces back and forth as students listen quietly while sitting on the gym floor. Davis speaks, Dont limit yourself. Take advantage of a new nine weeks. Take on a new look. Be up for a new challenge. Dont let peer pressure stop you from doing things.

Davis speaks to a student one on one, If you have an F you cannot be on the basketball team. You may turn out to be the biggest super star around - and I hope you do - but without good grades it is not going to happen. Brandon, I know you are going to get those good grades.

Confrontation:

Several students are arguing during the volleyball game. Davis talks to the boy who appears to be the instigator, Your head is not in the game. Some day youre going to figure that out.

A call over the intercom from the office interrupts the class. After the interruption, Davis calls a girl over to speak with him. He invites the girl to pull up a chair. Davis says, Did you write a note?. The girl answers, Yes. Davis, You know you cant write notes in my class. I need for you to be alert so you can answer questions. The girl leaves.

Davis speaks to a student in a blue shirt, Do you have gum in your mouth? The student answers, Yes, but it is medicine. Davis says, Do you want me to pursue that? Do you want me to pursue that? The boy in the blue shirt says, No, but. . . the boy throws out the gum. Davis speaks last, Dont try me the last two days, Youve been doing it all week. Dont go there.

A ball goes under the table where the men are talking. A boy goes under the table to retrieve the ball. Davis tells him he is not allowed to do that. He tells him, You know better than that. Davis stops the rest of the students in

class. He tells students to put up their paddles and balls if they are not playing on the court. He asks the students to get quiet followed by, I will go one on one with you if I have to.

Davis watches students as they set up equipment. Davis, Clarence, is that how you are suppose to use that machine? The student walks over and says, No. Davis, Then do it right, dont make me say that again.

Decision-Making Skills:
Davis walks down to his office. A boy stops by and tells him about telling a teacher she was a bitch. Davis says, Didnt think things through. I know you didnt think before talking. You werent doing what you were suppose to.

Observation Day Two

Confrontation:
Students are playing volleyball. A game begins when a jump ball is thrown. Davis talks to one boy in the game, Get your drawers up. The boys says, Theys all the way up. The boy smiles as he pulls up his shorts. Davis says, Dont let me see those down again.

A boy walks into the weight room with something under his shirt. The boy is called to come up and see Davis. The boy is asked to take out what he has under his shirt. It is a small bag of chips. Davis says, Dont do this again son. If we cant be honest with one another we are in trouble. The boy walks away and sits down on the mats.

Davis addresses the entire class, Gentlemen, you have five weeks left. You will be eighth graders next year - you will be leaders - you need to set some goals. Think about what sports you want to be in. Listen up so you wont be left out in the cold. Grades come first - Conduct in class - make sure it should be what it should be. Make sure I dont see you in the hallway.

Observation Day Three

Confrontation:

One boy comes into class late. Davis calls him to the front, Why are you late? The boys says, They didnt give me a pass. Davis says, Why? Travis replies, Im suspended for two days. Davis, How can I depend on you next year? Travis answers, I dont know. Davis says to Travis, Son you need to get your act together. Make sure your grades are up. You come back from your two-day suspension and do what youre suppose to. I want you to play next year, but you arent going to if you cant do the right thing.

Summary

It appears from the three methods of data gathering -- teacher interview, teacher observation and the evaluating principal interview -- Davis utilized advisement techniques during his class time. The patterns which were based on the techniques of each of the five counseling methods appearing frequently in the literature were used as identifiers.

According to the chart (Appendix D) Davis utilized confrontation and decision making in all three of the data gathering methods, he utilized self-esteem building and modeling in two out of the three data gathering methods and he utilized active listening in one of the data gathering methods.

Teacher Participant Donna Bennett

Educational Background

Donna Bennett has taught middle school and junior high for 23 years. She graduated from a state university with a degree in mathematics. She also had a masters in education from the same university. At the time of the study she was teaching eighth grade math.

Interview with Evaluation Principal

The evaluating principal for Bennett had evaluated her twice within the last five years. He observed that Bennett functioned most comfortably around the content of the course

she taught. He also observed that she only interacted with students if it satisfied her comfort zone. He had this to say:

> I think if she felt like a student was hurting or in trouble she would like to show her support but I think she would come across to the student as being more interested in the subject matter, however, shes one of the teachers that during ball games and things; goes on her own and watches the kids. Yet, probably most kids would still see her as more subject oriented. She would not do the advisor/advisee because she would be uncomfortable because I feel like she just wouldnt know how to do it. I think she would be uncomfortable with that kind of relationship with students because she wouldnt want to mess up and do them harm as opposed to someone who just didnt care.

At the end of the interview the evaluating principal had these closing remarks about Bennett:

> Bennett is a real sweet lady. Shes a good teacher. Subject wise is a good teacher. The sad thing is she is insecure and its too bad because she really is a good gal and its to her detriment. Shes a good teacher and a

good person. She supports and likes the kids but probably her own insecurities probably get in her way of being able to express herself and relate to the students and thats really bad because she, I would say, would struggle with that. But she is a neat lady, but I think she probably struggles with student relationships in the way of kind of having a barrier, not wanting to do past that and I think that its not because the kids are not worthy, I think she would probably feel that shes not worthy.

Interview with the Teacher Participant

During the interview Bennett expressed her discomfort with advising students:

You know I dont necessarily think Im good at something like that but I do feel that if that type situation arises Im at least sensitive to it. Im not particularly good at discussing things with them and they dont. Its not that I dont, its just time wise if Ive got 30 other kids in the room, its real hard so I do try to be sensitive to it. But that doesnt mean I can go out and take a lot of time with them but I do know

that other people that are more skilled in that area sometime will do that sort of thing.

When asked how she dealt with a student that was having a problem not related to the subject matter Bennett responded:

> In a quiet moment I would ask, Do you need to go in the hall? Do you need to kind of rinse your face and collect yourself? Ill follow them out and make sure they are okay. I dont think its fair to the kid to try to visit with them in front of the class because in eighth grade everybody wants to know everyones business. So you really cant do it right in the room. Some classes Im not comfortable with stepping out, but some I cannot, cannot leave at all - so that limits.

When asked about other ways she interacted with students besides the teaching of her specific subject matter, Bennett responded, I know that Im not trained in that, so Im not real comfortable with it.

Classroom Observations

Bennetts classroom was set up with her desk at the front of the room along with a bar stool and podium. Students desks were arranged in the traditional style of rows. Also, the room had an overhead projector with screen,

a computer and printer, posters on the walls and two large windows. The carpet was a dark blue and the walls were white.

When observed, Bennetts daily classroom procedures included the following schedule of events: Bennett stood outside in the hallway as students filed slowly in to the room. Students would talk quietly to each other as they found and sat down in their desks and took out books and papers from their backpacks. Bennett would take roll and then ask students to hand in their homework assignment. After the papers were collected, the teacher would go to the overhead projector to explain the math assignment for that day. Following the explanation, Bennett would ask students to work quietly as they worked to finish their next assignment.

The observations took place on Tuesday, March 10; Tuesday, April 21; and Monday, May 4. The following observations were noted from the classroom observations and later matched with patterns from the chart (Appendix D):

Observation Day One

No observations could be matched with patterns from the chart (Appendix D).

Observation Day Two

No observations could be matched with patterns from the chart (Appendix D).

Observation Day Three

Confrontational:

Bennet begins explaining the daily assignment. A boy comments and says something. Bennett says, You are capable of doing it, just sometimes lazy. The remainder of the class works on the problem on the overhead. Bennett talks to the class, Arent I helpful? One student says, Yes you is. The class laughs. The boy Bennett called lazy tries to get her attention by waving his hands in the air. Bennett says, Mr. Wood wants you to come in his class because you are so bad in here.

Summary:

It appears from the three methods of data gathering -- teacher interview, teacher observation and the evaluating principal -- Bennett did not appear to use any advisement techniques with the exception of one, confrontation, on the third day of class observations. Bennett consistently conducted herself in a business-like manner which was verified in all three methods of data gathering. During class observations, this teacher stuck to her content area and did not appear to be aware of/or acknowledge any other problems that students might be having beyond the math assignment for that day.

Teacher Participant Linda Wilson

Educational Background

Linda Wilson graduated in 1970 with a degree in English. In 1992 she went back to school to get her teaching degree. She graduated in 1994 with a degree in education. In 1997 she was hired for her first teaching position. At the time of the study she was teaching eighth grade English.

Interview with the Evaluating Principal

The evaluating principal for Wilson had known her before she was hired as a full time teacher at her school. Wilson was hired for several extended leave substitute jobs. This principal had observed Wilson as a substitute and she had also observed her several times in the first year of teaching.

The principal had the following comments about how Wilson interacted with students in the classroom:

Self-Esteem Building:

> She is a very caring person that seems to be the one the students will be attracted to when some of the younger teachers dont quite fit in with them. She is the one that takes more or less under wing those that are having problems and she tries to find their

strengths and shes very patient with them although shes firm in her assignment and in the rules. But yet she comes to their activities and she tells them they are doing a good job.

I think shes the one that can have some compliments for the student and tell the students they may be strong here but we need to help them in this area, so shes just a real confidant for them. She sees the good and can point that out, and then brings in whatever some of the things that students need to work on and shes able to handle that in a way that theyre willing to accept it.

Interview with the Teacher Participant

Wilson was asked as a follow up question if she used advisement in the classroom. She answered in the affirmative. She actually looked for students that were having trouble so that she could be of some assistance. She said that there were usually signals, like tears, low grades, crying and other signals, that alerted her to a problem a student was experiencing. Other responses to questions which were asked during the interview (Appendix C) and the answers matched with patterns from a chart (Appendix D) are as follows:

Self-Esteem Building

I try to remember something special about each one of them, whether I knew it was their birthday last week or something or I knew they were going to go out of town to go see grandmother, you know, how was their trip. So, they feel comfortable with me on a personal level that they know I am interested in them as a person.

I try to give them affirmation when they need it, when I see a change in behavior. I always try to say I really noticed that, youre really doing good-well in class now and I appreciate it.

I look for things to acknowledge to them that theyre a person like acknowledging someones got a new dress or their hair looks nice or a new shirt or new tennis shoes.
. . . So I think its important that they know that they are just as important as an adult - So I try to make an acknowledgment. So, when I do have a rough time with them, they know that Ive been there for the good times too.

Modeling:

> At the first of the class I pretty much have to get them right into class time or I lose them for a while. I like to break the, I wont say monotony, but the going on of classroom, if I think of something like an example of something Ive done or that reminds me of something, and Ill tell them and well stop in the middle of a story and Ill tell them something silly or how I did something stupid one time and that reminded me of what I did. So I like them to think that Im just a regular person that theyll see at Wal-Mart or something.

Decision-Making Skill Building:

> I always try to give them the option when there is misbehavior in class. What do they think? Should we change them to a different place?

Classroom Observations

Wilsons room was set up in the traditional style of the teachers desk in front of the class with students desks in rows. Also, located at the front of the room was an overhead projector with screen. The room had white-painted

brick walls with four large windows. Two of the walls had marker boards and the other two had posters encouraging students to read books.

When observed, Wilsons daily classroom procedures included the following schedule of events: Students came into the room talking to each other. Wilson would speak to several as they entered her room. After students found their desks they would begin copying something from the overhead screen. While students were busy copying, the teacher would take roll. After the roll was completed the teacher would call the class attention to the assignment on the overhead screen. Wilson asked if someone would like to come forward and make corrections to the sentences. Students raised their hands. The teacher chose one student to come to the front of the room and make the corrections. After the assignment on the overhead was finished students were asked to pass their papers forward. Then the class would take turns reading out loud. Off and on during the reading Wilson would ask questions about the story. Students would raise their hands and when called upon would give their answer.

The observations took place on Tuesday, March 31; Tuesday, April 28; and Monday, May 11. The following observations were noted from the classroom observations and later matched with patterns from the chart (Appendix D):

Observation Day One

Modeling:

The class was reading a story. She stops the reading. Wilson tells a personal story about her son that related to the story being read out loud. As she tells the story she brings her own feelings into it. As a result, some of the students in the class share some personal examples of how they relate to the story too.

Observation Day Two

Self-Esteem Building:

The boy goes to the front of class and corrects a sentence on the board. Wilson says, Good job. Wilson continually reaffirms students throughout the entire class session.

Confrontational:

After students settle down, Wilson says she really likes their attitude, however, she hopes when they come in tomorrow they will behave better at the beginning of the hour. Wilson dismisses the class. After most of the class leaves, Wilson grabs a student by the arm and pulls her over to her chair. Wilson explains that she saw the student put a note on another students desk. Wilson tells the student she read the note and it was offensive. Wilson tells the girl she is disappointed in her. The girl looks at Wilson and then walks off.

Observation Day Three

Self-Esteem Building:

Throughout the teaching hour Wilson tells students, Good job - if they answer a question or after they read out loud or if they come to the front of the class and correct a sentence.

Confrontational:

The class is reading along as students volunteer to read out loud. One girl is asked to read. The girl is not following a long - so she doesnt know where to begin reading. Wilson says, You are going to get a mark for that. Put that book up.

Summary

It appears from the three methods of data gathering -- teacher interview, teacher observation and the evaluating principal interview -- Wilson utilized advisement techniques during her class time. The patterns which were based on the techniques of each of the five counseling methods appearing frequently in the literature were used as identifiers.

According to the chart (Appendix D), Wilson utilized self-esteem building in all three of the data gathering methods, she utilized confrontational in one method, and she utilized active listening and modeling in two of the data gathering methods.

Research Question Two Findings

This section presents the findings from the second research question. Research Question Two was:

When middle school teachers use advisement during regular scheduled class time, can their guidance techniques be matched with a specific counseling method.

Most methods share some of the same guidance techniques so it was difficult to identify which specific counseling method a teacher was utilizing. Also, as seen on the chart (Appendix D), two out of the three teachers used several different patterns when they advised students in the classroom. The patterns used on the chart (Appendix D), were the actual advisement techniques used in specific counseling methods. Because Davis and Wilson utilized several different advisement techniques or patterns it appears they used an eclectic approach when advising students. Therefore, no specific counseling method could be matched with the teachers advisement techniques. However, this does not mean that teachers did not use advisement techniques. It simply means there was no clear way in this study to determine which advisement technique matched with a specific counseling method.

Commonalities and Differences

Principals Interview

When comparing the principals perceptions of the

teachers in this study and the teachers perceptions of themselves as advisors, similarities could be identified. Furthermore, if the teacher perceived himself/herself as an advisor and the principal perceived the same, the classroom observations appeared to indicate some advisement taking place during regular class time. This was true for both Davis and Wilson (Appendix D). Also, if the principal perceived that the teacher was not advising in the classroom, the teacher perceived the same, and the classroom observations supported the same conclusion (Appendix D). This was true for Bennett. One possible reason for principals giving such knowledgeable information about the teacher participants in this study could be because of the districts evaluation policy. Principles had to evaluate the teacher participants several times during the school year. The principals were able to describe their teaching styles, discipline plans, and how the teacher participants related to their students.

Also, all three principals favored teachers using advisement techniques when it was necessary in the classroom. Additionally, all three principals wanted the opportunity for more staff development programs for teachers to have more information and new strategies on advising and supporting students.

Teacher Interviews

During the interviews two out of the three teacher

participants identified themselves as advisors, whereas, one did not see herself as an advisor. Davis and Wilson stated in the interview that they advised students during their regular class time. Even so, Davis and Wilson had two different advisement techniques. Davis used humor to relate to students. He used humor to get students to open up to him. He said in the interview he did not want to tell students what to do but rather give them information so that they could make the best possible decision. Davis also expressed he was not afraid to confront a student if he found out a student was going to do something wrong or already had done something wrong.

Wilson on the other hand said she felt her main responsibility was to help young people get ready for high school. She felt like students needed to spend extra time at this age (middle-school) so that the teacher could help prepare them for the social and emotional changes they were facing or going to face. Wilson said she looked for students in her class that might be experiencing some kind of trouble. She felt like as a teacher she needed to help meet all the needs of her students not just the academic ones.

Bennett did not believe it was necessary for teachers to be advisors in the classroom. She was uncomfortable advising during her class time. Also, Bennett did not feel like she was educated or informed enough to deal with some

of the social and emotional problems young people face in society today. Furthermore, she really had no desire to function as an advisor during school. She believed class time should be used for academics only.

Classroom Observations

Davis would use any opportunity to advise. If a student was walking by him and he knew the student was going through a problem, Davis would pull him over and talk to him. One teacher came in and asked Davis to speak to a student of his that was having trouble in his class. Also, during several class hours Davis started the class with a talk to students on how they needed to prepare for their future by getting good grades and making wise choices.

Wilson was not as all-inclusive when she used advisement during the class time. Linda would use the literature they were studying to get students to open up. She would sometimes use herself as an example and tell about a problem she went through and then other students would feel comfortable to comment about something they were experiencing. Several times during the class she would talk to a student privately at her desk about some difficulty. It wasnt all the time, but once during each observation period Wilson would try to help a student with a personal problem.

Bennett did not advise. Her class was structured and

business-like. Students worked on math problems from the beginning of the hour to the end. She did confront several students but it had to do with discipline rather than helping a student with a personal problem.

Advisement Techniques

According to the Pattern Chart (Appendix D), Davis used confrontation and decision skill building in all three of the methods - teacher interview, principal interview and the classroom observations. Even so, when reading through all the notes and pages of the two interviews and the classroom observations, Davis appeared to use the advisement technique of self-esteem building in practice as much as he used the advisement techniques of confrontation and decision skill building.

In contrast, Wilson, according to the Pattern Chart (Appendix D) used self-esteem building more than any other advisement technique. This proved equally true after reading all the notes and pages of the two interviews and the classroom observations that Wilson used more frequently self-esteem building than any of the other techniques.

According to the Pattern Chart (Appendix D), Bennett used confrontation during several classroom observations for what appeared as discipline concerns rather than helping a student with a personal problem.

It appears that two out of the three teachers used

several different techniques, however, Davis and Wilson used self-esteem building more frequently in all three methods - the teacher interview, the principal interview and the classroom observations.

Two out of the three teachers, Wilson and Davis, indicated that active listening was important when advising students. During the teacher interview, Davis emphasized several times that active listening was critical if a teacher was going to be an effective advisor. However, Wilson, when observed was the only one to actually use the technique. During the observations, Davis tended to speak more than listen when advising students. Students appeared to do more of the listening.

One teacher used an advisement technique of gathering life history. Davis would ask a student for information, however, as observed during the classroom observations he would did not give the student time to reply.

Summary

This chapter represented the findings of this qualitative study. The information provided analysis of the data. The data were organized from the research questions.

Question one focused on the advisement techniques being used by middle school teacher during regular scheduled class time. The data were collected and the tapes were transcribed and the observation notes were reviewed to see

if patterns were evident. A chart was constructed to assist with the identification of patterns from the three data sources. Each of the data gathering methods -- the teacher interview, teacher observation and the principal interview -- became headings for the chart. The patterns that were identified through the review of the data -- self-esteem building, confrontation, modeling, active listening, decision making skills and gathering life history data -- were listed on the side of the chart. As a result of reviewing the patterns listed on the chart and finding the connections between the different data gathering methods, advisement techniques utilized during the regular scheduled class time were identified.

Question two focused on matching advisement techniques with a specific counseling method. Since two out of the three teacher participants used several different patterns indicated on the chart when they advised students in the classroom, no specific counseling method could be matched with the teachers advisement techniques. However, this did not mean the teachers did not use advisement. The final section of this chapter identified commonalities and differences from the three methods of data gathering.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND CONTRIBUTIONS

Overview

This Chapter provides a summary of the findings from this study, followed by a discussion of the research questions. The reported findings are addressed along with supporting literature. Last, a list of recommendations are given, followed by contributions to the literature.

Summary of Findings

The purpose of this qualitative study was to identify what techniques middle school teachers in schools, without formal advisement programs, are currently utilizing during class time that are related to advisement. Teacher interviews, evaluating principal interviews and classroom observations provided the data for identifying the advisement techniques.

This study was conducted in a suburban school district located in a southwestern state. The population of the study was the middle school teachers assigned to the five middle schools in the suburban school district. The sample was three randomly selected teachers from the five middle schools.

The next section reviews the research questions by discussing the findings and connecting these findings to the literature. Collection of data occurred from the researchers classroom observations of the three teacher participants, the interviews of these three teacher participants and their three evaluating principals.

Research Questions

Two research questions guided this study. The research questions were:

1. What advisement techniques are being utilized by the middle school teacher during regular scheduled class time?

2. When middle school teachers use advisement during regular scheduled class time, can their guidance techniques be matched with a specific counseling method?

Research Question One Findings

This section presents the findings from the first research question. The findings relate to the importance of a need for classroom advisement, a need for teachers to be advisors during their regular scheduled class time and a need for teachers to have a plan for advisement. The following sections report the major findings.

The Need For Classroom Advisement

In the teacher interviews and the principal interviews,

all acknowledged a need for classroom advisement. In two out of the three classroom observations, adolescents either requested or responded to advisement when the teacher was open and available to advise. This finding is supported by the literature. According to Thomas Lickona(1993), a leading exponent of the new character education movement, schools must learn to be caring moral communities in order to help children focus on their work (p. 53).

Furthermore, five of the six interviews confirmed a need for classroom advisement because of changes in society. In all five interviews, teachers and principals were convinced that many children no longer received quality guidance at home due to the changes in the American family, such as divorce, less community involvement, work arrangements, economic changes, and less parental involvement with education. Again, the literature agreed with this finding. Both Kagan (1992) and Lickona (1993) identified in American society the need for advisement due to a single major factor - the breakdown of the American family. The findings in this section indicate a need for advisement in the classroom.

The Need for Teacher to Be Advisors During the Regular Class Time.

According to the literature review, many children in our society have been left to fend for themselves due to the breakdown of the family, economic changes and work

arrangements (Kagan, 1992). Fewer adults in the community have made it their responsibility to know and look out for children. Consequently, children have turned to the one adult that they can connect with on a regular basis, the teacher (Carnegie Council on Adolescent Development, 1994). Out of necessity teachers have become advisors. This conclusion was supported by the study. Two out of the three teachers in this study understood the necessity for advisement during their regular scheduled class time. Both teachers stated the importance of teachers as advisors during the interviews, both of their evaluating principals confirmed they did advise in the classroom and both used advisement during the classroom observations. However, one of the three teacher participants did not see herself as an advisor and did not think it was necessary during class time. She had this to say, I know that Im not trained in it. Its just time wise Ive got thirty other kids in the room. Her reasons for not using advisement during the regular scheduled class time is supported by the literature. Many teachers did not feel they had time to deal with the social-emotional needs at the expense of academic instruction (Polite, 1995) and teachers did not feel qualified to be advisors (Irvin, Valentine, and Clark 1994). The findings in this section appear to indicate a need for teachers to function as advisors during the regular scheduled class time regardless of their personal attitude

towards it.

A Need for Teachers to Have an Advisement Plan.

As was stated in the literature review, many school districts have abandoned their advisee-advisor plan (Van Hoose, 1991). Teachers that do advise are left to their own strategies for addressing any number of students concerns (Podell and Soodak, 1995). In this study two out of three teachers did use advisement but there was no plan, no support system and no school wide program. None of the teachers in this study had formal training in counseling. They did not meet with any other teachers and consult and there was no advisee/advisor program. The finding agrees with the literature that if advisement does take place, the teacher initiates on their own while using their own strategies whenever a problem presents itself (Podell and Soodak, 1994).

Research Question Two Findings

This section presents the findings from the second research question. When middle school teachers use advisement during regular scheduled class time, can their guidance techniques be matched with a specific counseling method?

It was not possible to match the advisement techniques with a specific counseling method. However, there was one finding that was confirmed by the literature. Since two out

of the three teachers utilized several different advisement techniques it appears they used an eclectic approach when advising students. This finding is supported by the literature. A study done by Podell and Soodak (1994) concluded that most teachers use an eclectic approach when using advisement in the classroom. However this study used elementary teachers and focused on difficult-to-teach students.

Recommendations

Based on this study, recommendations for further research were included at two levels. The first level of recommendations were recommended for additional studies. The second level of recommendations contributed to preparation changes for teacher training programs.

Recommendation for Additional Studies

1. Design strategies that would result in a longitudinal study of ways that the advisee/advisor program could be recreated for the middle school concept that would be acceptable to educators, parents and students alike.

2. Conduct similar studies using school districts in different regions of the United States and contrasting inner city, suburban and rural districts.

3. Design a study that would compare teachers using classroom advisement with formal counseling training with

those teachers using classroom advisement without any formal counseling training.

4. Design a study that would focus on the needs of teachers using advisement during their regular scheduled class time.

5. Conduct a study comparing schools which have an advisement program used by teachers in their regular scheduled class time with those schools that have chosen not to use an advisement program.

6. Research what programs have been effective for advisement purposes during the school day other than a classroom advisement program.

7. Design a study that would identify effective advisement techniques used by teachers during their regular scheduled class time.

Recommendation for Teacher Training Programs

1. Provide school districts with staff development programs to provide teachers with information, ideas, and resources for implementing a classroom advisement program.

2. Develop a support system for teachers within their own schools, with administrators, support staff, like the nurse and counselors, parents and with their own peers.

3. Require future teachers in colleges and universities to take more advisement related courses.

Contributions to the Literature

This section presents how the findings of this study contributes to the literature related to middle school advisement. First, the findings of this study which were consistent with past research will be discussed. Next, this section will describe how this study contributes to the current knowledge base regarding the advisement techniques of middle school teachers.

Two findings in this study support past research. First teachers who advised in their classrooms were left to their own strategies for addressing student concerns. This finding was consistent with Podell and Soodak's study of elementary teachers that advise (1994). More specifically, there were no plans, no support systems or schoolwide advisement programs to assist teachers in this study who did advise students. Additionally, none of the teachers in this study had formal training in advisement. Again, Podell and Soodak (1994) found in their study if advisement did occur, the teacher initiated on their own while using their own strategies whenever a problem presented itself.

The second finding in this study which supports past research verified that teachers use advisement during their regular scheduled class time (Sebesta, 1995; Podell and Soodak, 1994). This finding was supported by the three

methods employed to collect data in this study -- teacher participant interviews, classroom observations and interviews with the principals who had evaluated the teacher participants.

The following findings describe how this study contributes to the current knowledge base regarding the techniques of middle school teachers. First, during the interview process two of the three teachers and all of the principals acknowledged a need for teachers to be advisors during their regular scheduled class time. A literature search showed no other studies of middle school teachers to compare with this finding.

Another finding which contributes to the literature based on this preliminary study found two of three teachers utilized several different advisement techniques when advising during their class time. However the advisement techniques could not be matched with specific counseling methods. This appears to indicate that the teachers used an eclectic approach when advising students. Although a study done by Podell and Soodak (1994) concluded that most teachers used an eclectic approach when advising in the classroom, their study used elementary teachers and focused on difficult-to-teach students. A literature search showed no other studies of middle school teachers to compare with this finding.

This study could add to the knowledge base so that efforts could be made to help teachers with more effective training, more information, and better support systems when advising in the regular scheduled class time.

Summary

The purpose of this study was to identify what techniques middle school teachers in schools, without formal advisement programs are currently utilizing during class time that are related to advisement. Teacher interviews, evaluating principal interviews and classroom observations provided the data for identifying the advisement techniques.

This chapter presented the findings from the two research questions. The first research question findings related to the importance of a need for classroom advisement, a need for teachers to be advisors and a need for teachers to have a plan for advisement. The finding for research question two reported two out of the three teachers utilized several different advisement techniques during their regular scheduled class time. It appeared they used an eclectic approach when advising students.,

Next, recommendations for further research were included at two levels. The first level of recommendations were recommended for additional studies. The second level of recommendations contributed to preparation changes for teacher training programs.

The last section addressed how the findings of the study contributed to the literature.

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APPENDIX A

An Individual's Consent For Participation
In a Research Project
This Study is Being Conducted Under The Auspices of the
University of Oklahoma-Norman Campus

This study will Examine Guidance Practices of Middle School Teachers. Dr. Frank McQuarrie of the University of Oklahoma from the Department of Instructional Leadership and Academic Curriculum will sponsor the research project. The study will be conducted by Rita Gunsalus Powers, doctorate student from the University of Oklahoma.

The purpose of this study is to identify what advisement techniques that middle school teachers in school, without formal advisement programs, use in their classroom.

The result of the study will help answer the following research questions: (1) What advisement techniques are being utilized by middle school teachers during regular scheduled class time? (2) When middle school teachers use advisement during regular scheduled class time, can their guidance techniques be matched with a specific counseling method?

The population for this study was all middle school teachers in the Putnam City School District. The sample was three teachers who were randomly selected from the five middle schools. Mike Fry, Director of Secondary Schools, has given his permission to conduct the study. Each of the middle school building principals were contacted. Each principal was informed as to the procedures that would be followed to conduct the study. These procedures included the interview with the teacher participant, the observation of the teacher participant, and the interview with the principal that supervised the evaluation of the teacher participant. Each principal provided a complete list of all teachers working in their building. The list was a combined list of both core and elective teachers. A computer program provided the random sampling of teachers selected for the study from the list of names provided by each of the middle school principals. In case a teacher was unable to participate in the study, the computer sample provided substitute names.

Once the teachers have been selected a meeting will be set-up to discuss the following procedures, approval to participate in the study, the interview process, the classroom observation and the interview with the principal that had evaluated the teacher during the school year. If the teacher decides to be a participant in the study a

consent document, which is mandated by the University of Oklahoma Human Subjects Review Board, will be signed.

Following the initial meeting with each of the teacher participants, an interview will be scheduled. The interview will consist of five open-ended questions. Additional follow-up questions will be used during the interview which will allow the interviewees to tell as much as they want. Prior permission will be obtained from each teacher to tape the interview session.

Following the interview, each teacher will be observed in their own classrooms. Field notes will be used as the data collecting method during the observations. The goal will be to objectively record the details of what occurred during the classroom observations. The field notes will include the following: (1) The physical appearance, dress, mannerisms, and style of talking of the teachers and students; (2) The communication process between teachers and students; both verbal and non-verbal; (3) A description of the classroom; (4) There will be an accounting of particular events as they occur. This will include listing of who was involved, in what manner, and the nature of the action; and (5) A depiction of the activities. This will include what is actually happening, noting teachers' and students' behavior and actions as it relates to the activities.

After the classroom observations have been completed the principal or assistant principals who evaluated the teacher participants will be interviewed. Each principal will be asked to sign a consent document identical to the one the teacher participant has signed. The interview will consist of three open-ended questions. Additional follow-up questions will be used during the interview which will allow the interviewees to tell as much as they want. Prior permission will be obtained from each principal to tape the interview session.

There are no foreseeable risks or discomforts to the subject resulting from participation in this study.

The potential benefits that may result from participation in this study will be more guidance training for teachers at the middle school level.

Confidentiality of records identifying the subject will be maintained.

The subject may contact Dr. Frank McQuarrie, the research sponsor, at 325-1523 or Rita Gunsalus Powers, the principal investigator, at 787-3076, with any questions about the research itself or about his/her rights as a research subject.

My signature verifies that the research project has been explained to me, and I have agreed to participate in the study.

Signature of the Participant _____

Date _____

APPENDIX B

TEACHER INTERVIEW

Sex: Female Male

Level of Education: _____

Years of Teaching Experience: _____

Teaching Field: _____

Current Grade Teaching: _____

Have you had any counseling training? Yes ___ No ____
(Staff development, college courses or otherwise)

1. What is your philosophy of education?

2. What are your views concerning teachers' functioning as advisors in the classroom?

3. Describe how you interact with students in the classroom:

4. Other than teaching in your specific content area, what other ways do you interact with students in the classroom?

5. Based on the previous question, when and where do you interact with students?

APPENDIX C

PRINCIPAL INTERVIEW

How long have you been a principal or assistant principal? _

How long have you been working in this school? _____

How long have you been the evaluating principal for the teacher participant?_____

1. Would you share your views about the middle school concept?

2. What are your views concerning teachers' functioning as advisors in the classroom?

3. Describe how the teacher participant in this study interacts with students in the classroom?

Appendix D
Pattern Chart

BILL DAVIS

Method Pattern	Teacher Interview	Observation	Principal Interview
Pattern 1 Self-Esteem Building	X	X	
Pattern 2 Confrontation	X	X	X
Pattern 3 Modeling	X		X
Pattern 4 Active Listening	X		
Pattern 5 Decision-Making Skills	X	X	X
Pattern 6 Gathering Life History Data		X	

Appendix D
Continued

Pattern Chart

DONNA BENNETT

Method Pattern	Teacher Interview	Observation	Principal Interview
Pattern 1 Self-Esteem Building			
Pattern 2 Confrontation		X	
Pattern 3 Modeling			
Pattern 4 Active Listening			
Pattern 5 Decision-Making Skills			
Pattern 6 Gathering Life History Data			

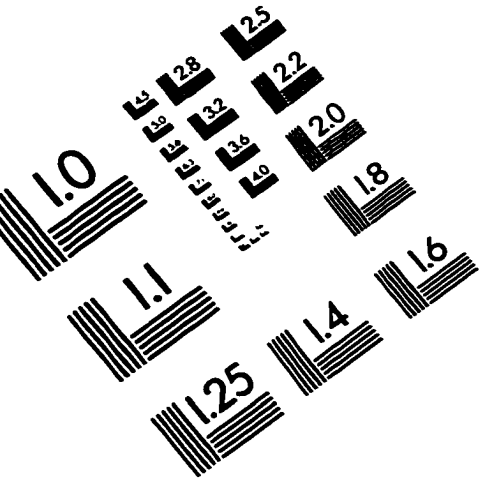
Appendix D
Continued

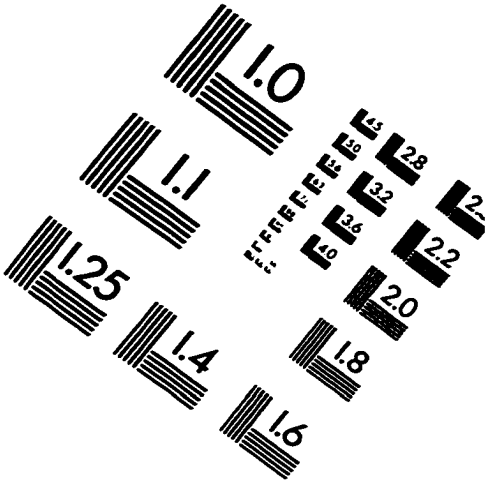
Pattern Chart

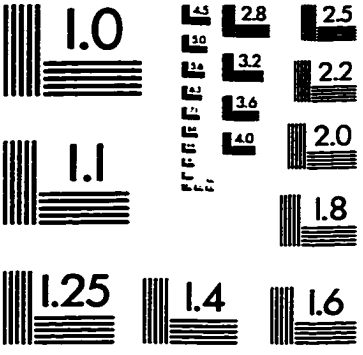
LINDA WILSON

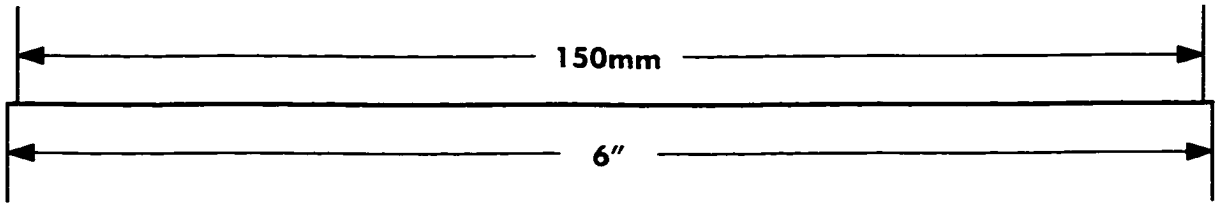
Method Pattern	Teacher Interview	Observation	Principal Interview
Pattern 1 Self-Esteem Building	X	X	X
Pattern 2 Confrontation		X	
Pattern 3 Modeling	X	X	
Pattern 4 Active Listening	X	X	
Pattern 5 Decision-Making Skills			
Pattern 6 Gathering Life History Data			

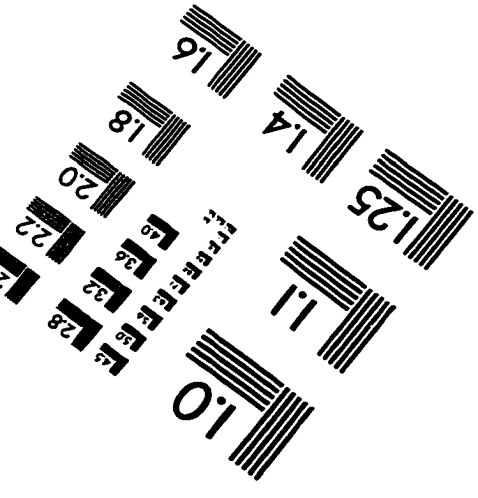
IMAGE EVALUATION
TEST TARGET (QA-3)

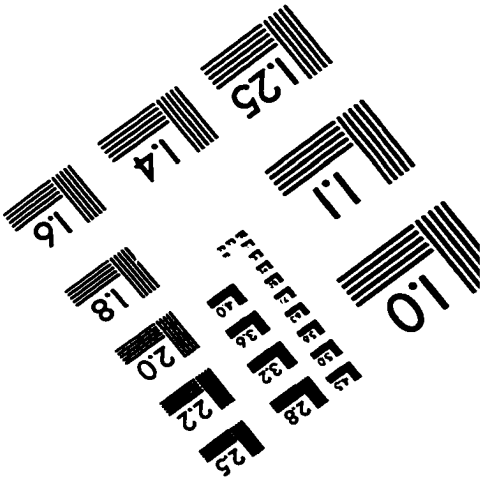












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1653 East Main Street
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